



**THE STUDENTS' PROBLEMS
IN WRITING NARRATIVE TEXT
AT GRADE VIII MTs NEGERI BATANG ANGKOLA**

A THESIS

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

· **Written By:**

NURLENA SIREGAR
Reg No. 10 340 0067

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Term : Munaqosyah

a.n. Nurlena Siregar

Appendix : 7 (Seven) Exemplars

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To:

Dean Tarbiyah and Teacher Training Faculty

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Padangsidimpuan

Assalamu 'alaikum Wr.Wb.

After Reading, studying and giving advices for necessary revision on thesis belongs to Nurlena Siregar, entitled “ **The Students' Problem in Writing Narrative Text at Grade VIII MTs Negeri Batang Angkola**”, we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

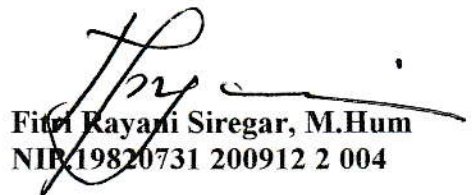
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NEGERI BATANG ANGKOLA.**

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

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Padangsidimpuan, 09 July 2015

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Date : July 09th 2015

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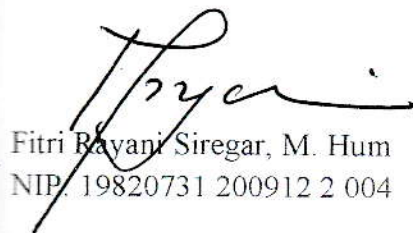
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LEGALIZATION

Title of thesis : THE STUDENTS' PROBLEM IN WRITING NARRATIVE
TEXT AT GRADE VIII MTS NEGERI BATANG
ANGKOLA

Written By : NURLENA SIREGAR

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ABSTRACT

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Year : **2015**

Based on the aims of the research were to know what are students' problems in writing narrative text at the eighth grade MTs Negeri Batang Angkola, and to know what are dominant the students' problem in writing narrative text at eighth grade MTs Negeri Batang Angkola.

This research was done in MTs Negeri Batang Angkola. The sources of data were the 25 the students at eighth grade MTs Negeri Batang Angkola, the Headmaster, and the English teacher of MTs Negeri Batang Angkola. The kind of this research is qualitative research by using descriptive method. Data was processed and analyzed with qualitative process. There were 2 instruments in collecting data were test and interview.

After doing the research to the students' at eighth grade MTs Negeri Batang Angkola. The students' problems in writing narrative text at eighth grade MTs Negeri Batang Angkola, it could be concluded 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 problem that faced by students in writing narrative text were lack their own writing by incorporating the generic structure of narrative text, they are which orientation, evaluation or complication, resolution and coda. It could be various reason of their problem in doing right.

ACKNOWLEDGEMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Praised be to Allah SWT, the most Creator and Merciful who has given me the health, time knowledge and strength to finish the thesis entitled “students’ problem in writing narrative text at VIII MTs Negeri Batang Angkola”. Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

This thesis can’t be completed without a great deal of helping from many people, especially **Rayendriani Fahmei Lubis, M. Ag.**, as the first advisor and **Fitri Rayani Siregar, M. Hum** as the second advisor who have guided, supported and suggested me with great patience to finish this thesis as well.

My deepest gratitude also goes to those who have helped me in finishing this thesis, among others:

1. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. Therefore, I could learn and got some knowledge from IAIN Padangsidimpuan.
2. Mrs. Hj. Zulhimma, S. Ag., M.Pd., as the leader of Tarbiyah Departement.
3. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Chief of English Education Department.

4. All lecturers and all the academic cavities of IAIN Padangsidimpuan who have given so much knowledge and helped during I studied in this beloved institute.
5. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., M. Hum), for cooperative and permission to use books.
6. My beloved parent, (Bapak Abdurrahim Siregar and Ibu Enny Sari Daulay), who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, who always give me prays, supported and motivation to finish this thesis, and moral encouragement to finish my study. Thanks for everything.
7. My lovely friends, Midayani Ritonga, Walidah Yuni, Putri Khadijah Reskiah, Citra Dewi Purnama, Desitiaisah, and all of my friends in TBI and also all of my friends in IAIN Padangsidimpuan, thank for your help patience and care to support me from starting till finishing my thesis as well. Good luck for you.

I realize this thesis is not perfect, therefore, critics and suggestions, needed to make this thesis is better.

Padangsidimpuan, 12 June 2015

Researcher



NURLENA SIREGAR
Reg. No. 10 340 0067

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CHAPTER I

INTRODUCTION

A. Background of the problems

English is an important language which is studied at school, Colleges and universities. English as a global language can make the people use it as a medium to communicate with the other people from many countries, because English is an International language. In this era students must communicate with international communities in globalization era through English well. English is the first language in many aspects in human life, such as in everyday life, business, information, technology, especially in education in elementary school until university, and many other aspects.

Globalization and the free trade market have made English extremely important because now days is use trough the world. It is inevitable that Indonesia as a developing country is need the English as information concerning advanced technology and science is conveyed in English. So, in Indonesia society should have knowledge about English language to follow the new area.

Studying English, as a foreign language is not easy, students are expected to communicative competence includes four major aspects categorized in two main ways that is receptive competence and productive competence. Receptive competence consist of two different modes of language behavior, namely listening and reading; and productive competence consist of two modes namely speaking

and writing. In this case, the researcher will focus on writing especially in writing narrative text. It is considered as an important subject that should be known by the students of junior high school.

Writing is one of language skills necessary skill for students to master science it frequently determines their academic success. Writing gives them the ability to record their own in narrative text correctly; they should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals. Writing is a process of expressing idea or someone thought in words. It is very important knowledge to know by the students such as describing their ideas or thought in written based on the purpose they want to describe so that they have a writing ability.

Writing is one of language skills that necessary to be mastered by students. It is a skill that the exclusive domain of scribes and scholars in educational or religious institution. It is the representation of representation of language in textual medium through the use of a set sign or symbols known as a writing system. In this case, the communication occurs between writers and readers. The researcher transfer his/her thought, opinions or comment in written form, which expect to be comprehended by the readers. The students are expecting to be able to express their thought in written systematically. Writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information.

Based on the explanation above, Writing is one of language skills necessary skill for students to master science it frequently determines their academic success, and gives them the ability to record their own 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. So, group of some sentences is called text.

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 which by students, they are: procedure text, descriptive text, narrative text, report text, explanation text, exposition text, anecdote text, spoof text and recount text. In this case, the researcher will be focus 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 a text that tell a story, that something goes wrong and to entertain, amuse, and to deal with actual or vicarios exprience in different ways: Narration deal with problematic events whice lead to a crisis or turning point of some kind, which in turn finds a resolution.

Studying writing seems easy for students, if talking about narrative text. Many students often got confused because the students still poor about narrative text. There are many students' problems in writing narrative text, Although the English teacher try to carry out the teaching and learning seriously, the learner still seen difficult to write English well. Most the students used to deliver question how to be able in English writing. For example: the student doesn't know how to write narrative text well, the students are less in grammatical, students lack knowledge about generic structure, writing vocabularies, and tenses mastery.

The fact in the school at MTs Negeri Batang Angkola, the researcher interview to the English teacher,¹ he said some of the students are low in writing narrative text, because students not learn to spesific writing narrative text, some of the students difficult to know generic structure of text, and students lack vocabularies, and tenses mastery, so that could be various reason their problem in doing right.

Furthermore, the researcher had interviewed some of the students of MTS N Batang Angkola,² It can be seen from the observation and interview by the researcher during the teaching practice (PPL), in MTS N Batang Angkola. The researcher asked them about what is students' problem narrative text, they doesn't know how to write narrative text well with generally, because the students write of

¹Interview with Mr. Suyono, English teacher of the grade VIII at MTsN Batang Angkola, 04 February 2014.

²Interview with Putriilka Padillah, The Students of grde VIII at MTsN Batang Angkola, at 10 february 2014.

their own writing naturally. It is proved that from their achievement in writing genre especially in narrative text. In this subject, students must know the text structure, tenses, generic structures and have many vocabularis to be able write simple paragraph into narrativetext well. According to the researcher,this problemof the students should be solved interestedto research that fact in that school.

Based on the explanations above, the problems faced by students not only comes of students, also come from teachers, when they teach English they do not used various method or strategies that interest for the students. So, it makes student lazy to study.Thus, here the researcher get interested in conducting the research about “STUDENTS’ PROBLEMS IN WRITINGNARRATIVE TEXT AT GRADE VIII MTsN BATANG ANGKOLA”.

B. Focus of the problems

Based on the background of the problems above, there are some kinds of writing whichlearned by students they are; procedure text, descriptive text, narrative text, and recount text, in this case the researcher focus on the limitation of narrative text, knowledge, and expense. So, researcher limitedfocusthe problems on students’ problem in writing narrative text at grade VIII MTsN Batang Angkola. So, the researcher interested in finding students’ problem in narrative text.

C. Defenition of the Terminologies

1. Student

Student a person usually over the age of 16, who is studying at a university or college. Person who observes or has particular interest of something.³ According to AS.hornby statement the students is a person who is studying at school or college⁴. Based on the definition above, the researcher concludes that the student is the person who learn on the elementary, junior and senior high school whether it is for formal education or informal education.

2. Problems

Problems is thing that is difficult to deal with or understand.⁵ Mustakimsays that there are kinds of the problem in learning⁶, they are problem of learning process, factor to influence of learning, problem learning method, and age factor. So, problems is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome or any question or matter involving doubt, uncertainly, or difficulty.

³*Oxford Learner's Pocket Dictionary*(New York:Oxford University Press, 2008),p .441

⁴AS. Hornby, *Oxford Advance Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187

⁵*Ibid.*,p.350.

⁶Mustakim,*Psikologi Pendidikan*,(Jakarta: PT Rineka Cipta,1991), p. 60-71

3. Writing

Writing is the representation of language in a textual medium through the use of a set of sign or symbols. Writing is a both a physical and mental act.⁷ It is a mental work in creating ideas to express and to organize them in paragraph so that the reader will be easier to understand the writer's intention. So, writing is a process and product as well. The process of begin from imagine until rereads and become some kinds of writing such as essay, letter, story, and the research report.

4. Narrative Text

Narrative text is a description of event, especially in a novel or the act, process or skill of telling a story. Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.⁸ So, narrative a text that tell a story, that something goes wrong and to entertain, amuse, and to deal with actual or vicarious experience in different ways: Narration deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

⁷David Nunan, *Practical English Language Teaching*, (USA:The Mc Grow Hill Companies.2003),p. 88.

⁸SanggamSiahaan and KisnoSinoda, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p.73.

D. Formulation of the problem

Based on the above background the researcher formulates the problems of the research as follow:

1. What are students' problems in writing narrative text at grade VIII MTsNegeriBatang Angkola?
2. What are dominant problem of students in writing narrative text at grade VIII MTsNegeriBatang Angkola?

E. Objective of the Rresearch

Based on the formulation of the problems, the researcher stated the objective on the research as follow:

1. To find students' problems in writing narrative text t grade VIII MTsN Batang Angkola.
2. To find dominants Students' problems in writing narrative text at grade VIII MTsN Batang Angkola.

F. Significances of the research

The significances of the research are:

1. To the headmaster of MTsN batang Angkola as supervise the development of student and teacher in English learning process.
2. To help the teacher in solving students' problem in writing narrative text of MTsN Batang Angkola to supervise the development of studentsin English learning process.

3. To the students and readers, as information increases, and to broaden their knowledge about narrative text.
4. Another research, to do further same and different research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Theoretical Study

a. Students' Problem in Writing Narrative Text

Students' problem consists of two words. They are students and problem. Students come from *student* (singular); a person who is learning added with –s become students (plural). While problem comes from *problem* (singular). The problem that is something that troubles in somebody's mind. Student is a learner, or someone who attend an educational institution. According to the Oxford Learner's Pocket Dictionary that "the student is a person who is studying at a college or University".¹ According to Sardiman, siswa adalah salah satu komponen manusia yang menempati posisi sentral dalam proses belajar mengajar. (student is a component of human to occupy central position in teach of learning).² So, the researcher concludes that student is a person who is learning, and student will be become determining factor and can to influence something to achieve learning purpose, and student is to constitute of learning subject.

¹*Oxford Learner's Pocket Dictionary. Op.Cit.*, p. 441.

²Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2011) p. 111.

Problem is anything matter of person that is difficult to deal with solving or overcome. While, problem is something that troubles in somebody's mind. So, the researcher concludes that problem is something that always troubles and it is needed to be solved. Everyone in this world have problems with differences problems. A gardener has problem in gardening, a teacher has problem in teaching, governments have problems in their administration and a student has problem in learning.

In problem solving, human has differences ways or techniques problems. Some of them use a simple technique, and some of them use a research to know what the suitable technique to solve the problems. So, a human must be able to find out the way to solve their problems.

b. Kinds of Problem in Learning

The problem that is something that troubles in somebody's mind. Mustakim says that there are kinds of the problem in learning this occur for several possible reasons they are:

- 1) The problem of learning process
In learning there is mental process of active. First level of activities learning still irregular and has mistake, but with good leaving will help, so mistake will be less.
- 2) The problem of factors to influence of learning
Factor to influence of learning will help learning process, example location of school, tool of learning.
- 3) The problem in learning method
Learning method will influence of learning style, if the lesson is given without aims, so the student are no spirit to learn.
- 4) The problem of age factor

In general person still young for easy to learn in remember and save of lesson and old will be difficult to learn.³

From the above explanation, the researcher found that the students' problems in writing narrative text at grade VIII MTS N Batang Angkola they are: students' problems is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome or any question or matter involving doubt, uncertainty, or difficulty. Students have limited prior knowledge about the content or vocabulary knowledge, learning method, students got confused to write the generic structure of narrative text, and students do not use tenses in narrative text.

c. Factors of Problem

In learning process especially, there are many things that can become problems for students. They are categorized into two categories; internal and external factor. Internal factors can be physical condition and healthy, motivation. While, external factors can be categories in to condition of school, family, or social life.

³Mustakim, *Psikologi Pendidikan*, (Jakarta: PT Rineka Cipta, 1991), p. 60-71

MuhibbinSyah said that there are two factors of the problem. They are:

a) Internal Factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, hardness, reinforcement, self-confidence, concentration and illness. Sometimes, a student need a motivation for his/her study, or students do not have self-confidence in learning process. All of them can become a problem of learning.

b) External Factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teacher does not able to make a comfortable situation, students can be bored in learning process.

Based on the explanation above, it can be concluded that students' problem means the problem that are faced by students; they come from internal and external factors of students each selves. .So, problems is a matter or situation regarded as unwelcome or harmful

and needing to be dealt with and overcome or any question or matter involving doubt, uncertainty, or difficulty.⁴

a. Definition of Writing

Writing is process and product as well. The process of begin from imagine until rereads and become some kinds of writing such as essay, letter, story, and the research report.⁵ 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 sentences. 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.

Writing are best learned as students look over the shoulder of successful writes as these writers think, plan, and write, moving from draft to draft in response to a writing task.⁶ Writing are learn with can say 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 a both a physical and mental act. It is a mental work in ideas to express and to

⁴MuhibbinSyah, *Psikologi Belajar* (Jakarta: PT. Raja Grafindo, 2004), p. 184-186.

⁵ David Nunan. *Op. Cit.*, p. 88.

⁶Calderonello, *Roughdrafts The Process Of Writing*, (HoughtonMifflin Company), p. 1.

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.⁷ 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 ctivites of the writer and it is already theintegral part of their life. writing is indeed a thingking process.

Writing is process and product. The writer imagines, organizes, draft, edits read, and reread. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an easy, letter, story, or research report. Writing is one of the most important skill in learning language reading, listening, and writing, the students still opinion writing as skill that more difficult between reading and writing. So writing is a process and product with make writer by use a pen in a paper. And product base information, massage or idea to writer for reader.

⁷ H. Douglas Brown. *Teaching By Principles*, (Prentice Hall Regents: Englewood Cliffs, 1994), p. 321-322

b. Component of Writing

In evaluation the writing, we have looked at the writer and the type of knowledge writers bring to the writing task. We have indicated that the purpose of writing and genre determine what and how students write. Heaton states' skills of writing include five general components or main areas example, content, organization, vocabulary, language use, and mechanical skill.

- 1) Content: the ability to think creatively and develop thoughts for a particular the relevant to assigned topic
- 2) Organization: ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organized and other relevant word information
- 3) Vocabulary: the ability to write the word effectively and to appropriate sentence.
- 4) Language use: the ability to write the correct those effectively and appropriate sentences.
- 5) Mechanical skills: the ability to write the correct those conventional peculiar to written language such as, punctuation, spelling.⁸

While, according to J. Michael Omalley and Lorraine Valdes Pierces state “there are four components of writing knowledge of the content,knowledge to organize the content, knowledge of discourse structuresand knowledge of grammar:⁹

⁸ J.B. Heaton, *Writing English Language Test* (England: Logman, 1987) p.335.

⁹ *Ibid*, p. 136-137.

a. Knowledge of the content

In expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience. Generating ideas is one of the important sub-processes that contribute to planning in writing. Knowledge of the content is ideas or suggestion about a written text. Ideas or suggestion come from the writers' experiences and sometimes what did writer see and hear.

b. Knowledge to organize the content

The writers need the procedural knowledge to organize the content, to group the ideas, and to sequence the ideas in ways that match the purposes of the writing.

c. Knowledge of discourse Structures

Discourse structures are evident in the ways that various types of writing are organized. Example persuasive essay often introduce a problem or question, state a position, present arguments in support of the position or against other alternatives, and draw some complications of the position taken. Fables and autobiographical composition have different structures altogether. Writers must be familiar with the various ways of organizing different types of writing and expressing meaning through syntactic constructions and writing convention.

d. Knowledge of grammar

This is the basis for composition. Quality writing does not automatically result from simple knowledge of formal grammar or even the ability to recognize “good” paragraph.

Event, J Michael says just four the component of writing. Writing ability is someone capability or power to use or apply those five components of writing in written representation. No one will write in the same way differences are common in the way people to describe that they know. Alternative ways of writing should always be expected. The student may employ different sentence patterns. So the researcher concludes make sentence can be understand in relation to the context, and both of information above is same.

c. **Writing Process**

The process writing final approach necessary to produce a good quality final piece of writing.¹⁰ As a teacher of writing students have to balance the role of the process and the importance of the product. The process begins by thinking about what is going to be written (choosing a topic) and collecting idea both formally and informally.

¹⁰David Nunan,. *Practical English Language Teaching*, (USA:The Mc Grow Hill Companies.2005),p. 101.

Writing is personal act; it is an expression of the self. It is a process that is done for purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish to the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a students' background of experience enlarge, the needs for expression change. As a students the ability to give expression grows-providing the skills necessary for such expression.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific goals at eaach stage of tyhe composing process. Process writing in the classroom is highly structure as it necessitates the orderly teaching of the process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. teacher often plan appropriate clasroom activities that support the learning of specific writing skills at every stage.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting(writing),

revising(redrafting), and editing and three other stages externally imposed on students by the teacher, namely, responding(sharing), evaluating and post writing¹¹.

- a) Planning (pre-writing) is any activity in the classroom that we encourages student to write. it stimulates thoughts for getting started. in fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.
- b) Drafting, at the drafting stage, the writes are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft
- c) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. responding intervenes between drafting and resiving
- d) Resiving, when student revise, they review their text on the basis of the feedback given in the responding stage.Revising is not merely checking for language errors. it is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader.

¹¹Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA; Cambridge University Press,2002), p.316.

- e) Editing, students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive to develop what is now term the process approach to writing instruction. Process approach do most of the following
- a) Focus on the process of writing that leads to the final written product.
 - b) Help student writers to understand their own composing process
 - c) Help the to build repertoires of strategies for prewriting, drafting, rewriting
 - d) Give students time to write and rewrite
 - e) Place central importance on the process of revision
 - f) Let students discover what they want to say as they write
 - g) Give students feedback throughout the composing process (not just the final product) to consider as they attempt to bring their expression closer and closer to intention
 - h) Encourage feedback both from the instructor and peers
 - i) Include individual conferences between teacher and student during the process of composition.¹²

While process writing added a valuable new dimension to language classrooms it has also attracted criticism. One such is that the process approach confines students largely to narrative forms and that is represents a serious limitation on their ability. So, In writing text the technique is very important for the students or to be a good writer. Without technique the organization of the ideas don't sequence and the readers have difficult to understand you're written.

¹²*Op. Cit.*, David Nunan. p. 87.

4) Narrative Text

a) Definition of Narrative Text

George E. Wishon and Julia M. Bark states, “Narrative is from of writing used to relate the story of acts or events”.¹³ Narrative is places occurrences in time and tell what happened to natural time sequence. Narrative is kind of text retell the activities or last action which show problematic experience and resolution to amuse and to give moral lesson to readers.¹⁴ Type of narrative is including shorts story, novel, and news stories, as well as a large part of our everyday social in the letters and conversation. Narrative is to entertain to gain and hold the reader’s interest in a story. Narrative is may also seek to teach or inform, to embody the writer’s reflection on experience, and perhaps most important to nourish and extend the reader’s imagination.

Further, narration is story or tale orderly account of events, compositions that consist of storytelling, in the form of concerned with storytelling, stories, and novels, able to describe events well.¹⁵ Narration is a composition considered as a text. It is a paragraph in which

¹³ George, *Ibid.* p. 378

¹⁴ Pardiyo, *Teaching Genre- Based Writing* (Yogyakarta: 2007), P. 94

¹⁵ A. S. Hornby, *Oxford Advanced learner’s Dictionary of Current English*, New York 1985,

recount writer an event to his readers. It can be about biographies, historical, and process.

Text is any meaningful linguistic unit in both linguistic context and no linguistic context. Furthermore, A text is both a spoken text and written text.¹⁶ Text will be meaningless if it apart from its structure and situation. Functional text classified on the basis of the intention of the communicator. Based on its communicative purpose, text varies in the course of its function, generic structure, language feature, and vocabularies.

There are many kinds of text, written in many books or sources. According to Salisbury in Guntur Tarigan book's: there are two kinds of text from the forms, as bellow

1. Objective forms:
 - a) Explanation about process
 - b) Limitation
 - c) Report
 - d) Document
2. Subjective form:
 - a) Autobiography,
 - b) Letters
 - c) Self-report
 - d) Informal essay
 - e) Description.¹⁷

¹⁶Sangam Siahaan and Kisno Shinoda, *Op. Cit.*, p.1

¹⁷ Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 28- 29.

Beside, Weaver also makes the classification as follows

1. Exposition:
 - a) Definition
 - b) Analysis

2. Description:
 - a) Expository Description
 - b) Literal Description

3. Narration:
 - a) Sequence of time
 - b) Motif
 - c) Conflict
 - d) Point of view
 - e) Center of interest

4. Argumentation:
 - a) Induction
 - b) Deduction:¹⁸

Thus, from explanation above it can be concluded that there are such kinds of text like exposition, description, narrative and argumentation. From that kinds of text, the researcher focuses on narrative text. So, text is the main printed of original group of words in order are needed to the activity of paraphrase, translation and condensation or the result of a process in expressing some of printed work and can be an illustrative in a book.

Based on the explanation above, narrative text is a description of even, especially in a novel or the act, process or skill of telling a story.

¹⁸*Ibid*

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. So, narrative text that tell a story, that something goes wrong and to entertain, amuse, and to deal with actual or vicarios exprience in different ways: Narration deal with problematic events whice lead to a crisis or turning point of some kind, which in turn finds a resolution.

b) Generic Structure of Narrative

There are four components generic structure of narrative text they are: Orientation, complication, resolution, and coda.

(1). Orientation

Orientation is parts of text give setting or opening about the narrative.

The function of orientation;

- a. Content of topic an activity or event which wonderful be talked
- b. Should be interested and can provoke the readers to know specially.
- c. Using adjective to describe personal attitude generally.

(2).Complication

Compication is parts of text to inform about the conflic in narrative. The fuction the complication is;

- a) Details about the activities or the events which content problematic
which are arranged sequence from introduction, conflict climax.

b) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text, in narrative text is also used sequence. Marker; first, second, third, or first, next, after, that, then, and finally.

(3).Resolution

Resolution is contents problem solving has told until the climax.¹⁹ part of the text to describe about the reaction to solve the problem. The function of resolution content problem solving has told until the climax

(4).Coda

Coda is the describe reflection or evaluation the conflict about the narrative. The function of the coda content about the moral lesson which is possible can be taken at the events, such as: my aunt was so relieved to see snake leaving the room without making my harm to anybody.²⁰

So, in generic structure of narrative explains about orientation, complication crisis, resolution, and coda.

c) Dominant Grammatical Aspect

a. Focus on specific and usually individualized participants

¹⁹Pardiyono, *Op. Cit.* p. 97- 98.

²⁰Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p. 41.

- b. Use of material processes, (in this text, behavior and verbal processes).
- c. Use of relational processes and mental processes.
- d. Use of past tense.

d) Example of Narrative Text

Golden Cucumber

Orientation:

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child,

Complication:

One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

Notlonger after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Golden cucumber was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.

Resolution:

Right after that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant.

However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field.

Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.

Coda.

The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

B. Review of Related Findings

Research is study about certain object to find out new fact about it, There are many researcher have done regard to this research problem, writing skill improvement. They are shown to present related element with the research topic in order that researcher here needs to conduct another research to complete of research. Relate finding are:

Fisrt, a script of NurAlamiaDalimunte. The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA Negeri 1 Kota Pinang.²¹ She conclude that students, ability in using simple past tense at grade XI SMA N 1 Kota Pinang was low by getting mean score were 54,5 and by using simple past tense. So, the writing Narrative text at SMA N 1 Kota Pinang was enough by getting mean score were 61.

²¹NurAlamia, The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA N 1 Kota Pinang. (Padangsidimpuan STAIN, 2011).

Second, The Ability of Students TsanawiyahDarulPalahLanggaPayung in Writing Narrative Paragraph by LainaTussifa.²² The Ability of the Students TsanawiyahDarulPalahLanggaPayung in Writing Narrative Paragraph is 44, 33 and difficulties is in past tense, vocabulary, construct the sentence, finding the idea of narrative paragraph, write the concluding of narrative paragraph and using punctuation.

The last, The Students Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan. She found students' ability in analyzing text structure of narrative text at grade XI students of SMA MuhammadiyahPadangsidimpuan can be categorized as Enough(59.03%)²³.

So, from the above 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, the researcher would like to see the students problem in writing narrative text at grade VIII MTs N BatangAngkola.

C. Conceptual Framework

Based on the above theoretical description, writing can help students to understand for material, especially in English material Writing is

²²LainaTussifa, *The Ability of the Students TsanawiyahDarulFalahLanggaPayung, in Writing Narrative Paragraph*,(Padangsidimpuan: STAIN, 2012).

²³AndiAdiYatma, *The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammaduyah 11 Padangsidimpuan/*. (Padangsidimpuan: STAIN 2013).

interactive process between writer and text. Writing is one of skills important, and to get information from written narrative text. Further, the students have hobby writing, and their will help them to get high intelligent.

Students' problem is something trouble in learners' mind about subject that learn by them in the school. So, there are students' problem in writing narrative text and need to be solved. The students' problem necessary and important to explain students' problem to find problem solving in writing narrative text in more efficient and effective.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Place and Schedule of the Research

This research was conducted at MTsN Batang Angkola. It is located in Jl. Mandailing KM. 23.5 Tolang Julu. Kecamatan Sayur Matinggi Kabupaten Tapanuli Selatan. The reason of researcher chooses this school as the location of research, because the similar research has never been conducted yet in this school. So that the researcher was interested to the research in this school. Then, the place is near from house of the research till the data will be easy collected. The subject of the research has done focus to the grade VIII-5 MTs N Batang Angkola. This research had beendone from September 2014 up to May 2015.

B. Kindsof the Research

The method of the research has been used descriptive method. It is a kind of method use in research and based on analysis of data and this research has been used a qualitative approach. A qualitative approach is one in which the inquirer often makes knowledge claims used primarily on constructivist perspectives.¹ According Lexy J. Moleong, qualitative research is the research that means to understand the phenomena about what is the subject research undergone by using natural method.² Added L.R Gay and Peter Airasian,

¹JhonW.Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Sage Publications, inc, 2003), p. 18.

²Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosda Karya, 2009), p. 5.

qualitative research is useful for describing particular localized settings and for exploratory analysis.³ It can be concluded that descriptive meant to analyze or make sense perception (description) about situation or events. It was used describe what the students' problem in writing narrative text of the grade VIII at MTsN Batang Angkola.

C. Source of the Data

The source of data in this research are divided into two parts, they are:

- a. Primary sources of data, was the grade VIII students of MTsN Batang Angkola, they are divided into five classes. In this case, the researcher focus on students class VIII-5 consist 25 students. This research will be done by using purposive sampling. Riduan said purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim.⁴ Added by S. Nasution that purposive sampling has done with take people has choose by the researcher follow specific characteristic have been had by this sample.⁵ Actually, the researchers take one class that is VIII-5 to do the research, because it has been representative to take the result of the research. So, there were 25 students to get information of them.

³L.R. Gay & Peter Airasian, *Educational Research Competence for Analysis and Application* (USA: Prentice Hall 2000), p. 232.

⁴Riduan, *Belajar Mudah Penelitian untuk Guru Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

⁵S. Nasution, *Metode Research (Penelitian Ilmiah)*, (Jakarta: PT. Bumi Aksara, 2003), p. 98.

- b. Secondary source of data is information from the English teacher and Headmaster of MTsNegeri Batang Angkola.

D. Instrument of the Research

The instrument of collecting data, the researcher has been used two kinds instruments namely: test, and interview. They are:

1. Test

Based on the source of data, for the primary data the researcher used the test as an instrument for collecting data, although this research used the qualitative research. Test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talents are hard by individual or group.⁶ Test is more questions to get Information about students' problem in writing narrative text. That is way of the researcher to see and to get information about students' problem in writing narrative text.

The researcher was used the students as participant, in doing test, researcher was used written techniques to would be control all the students when doing this test and the students involve this research. In order to gather the data accurately on students' problem in writing narrative text, the researcher gives a writing test.

Appropriate with the instrument of this research, the researcher wants to know the students' problem in writing narrative text. In this research, researcher

⁶SuharismiArikunto, *Manajemen Pendidikan*, (Jakarta: RinekaCipta, 2005), p. 156.

give test about writing a text narrative and then order know the students' problem in writing narrative text, like: write generic structure, grammatical and language features. The students choose one titles of narrative text. The text should be consisting of the orientations, complication, resolution, and coda. The text of written narrative text as follow:

- a. The legend of Perambanan Temple
- b. The Legend of MalinKundang
- c. The Legend of TangkubanPerahu

Based on the narrative text, there is consideration element or generic structure of narrative text. From that elements researcher can conclude that students' problem in writing narrative text, it can be concluded by indicators as bellow:⁷

The Text Elements of narrative Text

Text Elements	Content or Function
Orientation	An introduction to the characters and setting of the events/ story Content of topic of an activity or event which wonderfully will be talked. Should be interest and can provoke the reader to know specifically. Using adjective to describe personal attitude generally.
Complication (event that lead to climax)	Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax. Talking chronologically, sequence the activities of events as they occur: first, second, third etc, or first, next, after that, then, finally.

⁷P Endang Fauziati, *Op. Cit.* p. 245.

	<p>Grammatical features</p> <ol style="list-style-type: none"> a. Using predicate with the verb which past tense b. Using adjective which the function to show the personal attitude, such as: frightened, calm, worried, happy etc. c. Repeating subjective pronoun such as, First, <u>my sister</u> was very frightened, but <u>she</u> tried to manage herself to be quiet. d. Using conjunction, example, First, my sister was very frightened, <u>but</u> she tried to manage herself to be quiet.
Resolution/ Coda	<p>Content problem solving has told until the climax.</p> <p>It shows the situation in the problems have been resolved: fail or succeed, and describe the ending relating to main characters, what they look like, sad or happy.</p> <p>Contain conclusion of summary with give a moral lesson</p> <p>Content about moral lesson which is possible can be taken at the events.</p>

2. Interview

In this research, the researcher was used structural interview that is all questions have been prepared by the researcher before it usually written and uses question list when the researcher do interview. According to Gay and Peter Airasian, an interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.⁸ In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the

⁸*Ibid.*,p. 219.

answer that that giveto the interviewer. So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher will interview the students at grade VIII MTs Negeri Batang Angkola. The researcher interview about students' problem that usually faced by them in writing narrative text and the effort done them to inquire their writing narrative text. Interview will give to the English teacher about students' problem in writing narrative text and the effort done by his to inquire students' narrative text. Interview also to headmaster about how the effort done to overcoming English teacher of students especially learning English of MTs Negeri Batang Angkola.

E. The Techniques of Data Analysis

After collecting data, the researcher analysis the data by using some steps, they are:

1. Editing of data, it don't to arrange the data become a structured sentence systematically.
2. Reduction of the data, it is done to seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage. to obtain the percentage of the answer subjects and take on the table by using the formula:

$$P = f/N \times 100\%$$

Explanation:

f = frequency

N = Sum of the student

P = Percentage.⁹

4. Description of the data, it is done to describe or interpret the data that have been collected systematically.
5. Take conclusion, it is done to conclude the discussion solidly and briefly.

F. Techniques of the Checking Trustworthiness

In doing the research, the researcher needed to know students' problem in writing narrative text. In this case, the research used the term of 'trustworthiness to know result correct the accuracy findings.

In ensuring validity of the data, there are nine techniques to determine the data trustworthiness as below

The extension of participation is the extension not only done at the short time, but need the long time.

- 1) The application of the research the researcher must do the research with carefully, detail and continuous to the object the research.
- 2) Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
- 3) Checking with friends through discussion is done with expos the interim result or the final result that gotten in the discussion with friends.

⁹AnasSudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada 1991), p. 40.

- 4) Analyze the negative causes is the research collects example and in appropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
- 5) The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics and collected.
- 6) Checking the member is the most important in checking credibility.
- 7) The detail description is a technique to demand the researcher to report of his/her research result, so description will be done carefully and accurately to draw the context of the research.
- 8) Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extant. ¹⁰

So, here the researcher used the fourth techniques to determine the data trustworthiness. It was checking with lecturer through discussion was done with expose the interim result or the final result that gotten in the discussion with lecturer that has same research with the researcher orexpert to compare the result of data collected from subgroup of the participants to check the work with compare the result of test, interview of the English teacher, interview of students and interview of headmaster.

G. Outline of the Script

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapter with detail as follow:

¹⁰Lexy J. Moleong, *Ibid*.p. 175-183.

1. The first chapter of background of the problem, the focus of the research, the definition of the terminologies, the formulation of the problem, objective of the research, the significance of the research.
2. The second chapter, theoretical description, review of related finding and conceptual framework. In theoretical review consist of students' problem in narrative text.
3. The third chapter of research methodology, and in research methodology consisted time and place of the research, research design, source of the data, technique of data analysis and techniques of the data trustworthiness.
4. Chapter four is the result of findings consisted of general findings, discussion and threat of the research.
5. Chapter five is the conclusion and suggestion.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Finding

a. The Students' Learning Process of Students at MTs N BatangAngkola

In learning process, the student is production of teaching and learning. The students are factor that to be the target that will be guidance and developed based on the potency of students. Without the students, an education institution is not named by an education, caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people is very important.

Next, in grade VIII MTs NegeriBatangAngkola, the researcher looked of the English teaching learning process is so active, patient and comfortable situation. They learned English too curious and confused, because many of the students asked the teacher explanation about the lesson.

Furthermore, the researcher looked of the English teaching learning process is so active, patient and comfortable situation. They learned English too curious and confused, because many of the student asked the teacher explanation about narrative text. So, the researcher concluded that the students' English teaching learning process in MTs N BatangAngkola is

peaceful which being supported by the good English teacher and good facilities. The total of English teacher was 34 teachers. (See appendix IV).

2. Specific Finding

The specific finding in this research consisted of the answers for formulations of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher describe them as follow:

a. Description of Students' Problem in Writing Narrative Text at VIII-5 Grade MTs N BatangAngkola.

1) Test Result of Students' Problem in writing Narrative Text

Based on the result of the students' problem in writing narrative text, In this case, the students' writing test, the texts were MalinKundang, TangkubanPerahu, and The Legend of Perambanan Temple. It can be described the students' problems in writing narrative text at grade VIII-5 Madrasah TsnawiyahNegeriBatangAngkola. The description students' problems in writing narrative text at gradeVIII-5 MTs NegeriBatangAngkola, it can be seen of each indicator will be explained more as follows:

Table 1
The Data description Students' Problems in Writing Narrative Text
at Grade VIII MTs N BatangAngkola.

No	Indicator of Test	Correct answers of Students	Incorrect answers of Student	Total of Student Answering the test	Percentage Of Correct answer
1	Orientation	14	11	25	56.00%
2	Complication	10	15	25	40.00%
3	Resolution	1	24	25	4.00%
4	Coda	0	25	25	0.005
Total					100%

From the result of the test the students' problems in writing narrative text at grade VIII-5 MTs N BatangAngkola, after getting all the data, the researcher found that the students' problem in writing orientation in narrative text at grade VIII-5 Madrasah TsnowiyahNegeriBatangAngkola. It can be seen in orientation, there were just 14 the students correct in orientation to contain of topic should be interest and can provoke the reader to know specifically of text. Next, there were 11 the students' mistakes it can be seen in using adjective, because the student not understand in using adjective to describe personal attitude generally.

Furthermore, the results of test it can be seen in interview some of the student at grade VIII-5 MTs NegeriBatangAngkola. The researcher interview with Abdul said, he had problems in orientation to introduction character and setting of the event or story and he doesn't know to should be interest and can provoke the reader to know specifically.¹ Next, Sanna said, she doesn't know using adjective to describe personal attitude generally.²

Based on the interview of the students, the researcher concludes the students' problem in writing narrative text, it can be seen in orientation, the students not understands what is content of topic to write an activity or event which wonderfully will be talked, example: characters of events, object, setting and adjective.

From the result of the test the students' problems in writing narrative text the researcher found that the students' problem in writing complicationin narrative text at grade VIII-5 Madrasah TsnawiyahNegeriBatangAngkola. It can be seen in complication, there were just 10 the students correct in contain to details about activities evaluation problematic from introduction until climax. Next, there were 15 the students' mistakes it can be found in write included complication in their narrative writing

¹ Interview, Abdul, The Studentat Grade VIII-5 MTsN BatangAngkola, 21 April 2015.

² Interview, Sanna, The Student at Grade VIII-5 MTs N BatangAnkola, 21 April 2015.

Furthermore, the result of test it can be seen in interview some of the student at grade VIII-5 MTs NegeriBatangAngkola. The researcher interview with Vita said, she had problems in complication is to content detail about activities or events which problematic are arranged from introduction conflict until climax.³ Next, Dina said, She doesn't know using grammatical features to development complication and she not know formula used in narrative text.⁴

So, the researcher concludes the students' problem in writing narrative text, it can be seen in complication. The students not understand talking chronologically, sequence the activities of events as they occur: first, second, third or first, next, after that, then, finally. The students had problems in grammatical features: using predicates with the verb which past tense, using adjective, repeating subjective pronoun, and using conjunction. From the students' problem in writing resolution and codain narrative text. The students' problems more mistakes in writing narrative text at grade VIII-5 Madrasah TsnowiyahNegeriBatangAngkola. It can be found in resolution and coda: Like the shows result of writing text, there were just 1 the students correct write resolution right. Next there were 24 the student wrong answer, because they did not put it all in their own writing.

³ Interview, Vita The Student at Grade VIII-5 MTs N BatangAngkola, 21 April 2015.

⁴ Interview. Dina, The Student at Grade VIII-5 MTs N BatangAngkola, 21 April 2015.

Furthermore, the researcher interview some student at grade VIII-5 MTs N negeriBatangAngkola. Abdul said, his have problem in writing narrative text because he doesn't know to tell the climax in resolution,example: shows the situation in the problems have been resolved: fail or succeed, and describe the ending relating to main characters, what they look like, sad or happy.⁵Next Rita said, she doesn'tknow about moral lesson which is possible can be taken at the events.⁶

From the result of the test the students' problems in writing narrative text at grade VIII MTs N BatangAngkola like the shows result of the test, it ordered students to write their own writing by incorporating the four elements of narrative text structure they are orientation, complication, resolution and coda. Students answered with wrong answer. It could be various reasons about their mistakes in doing right.

Based on explanation above,the researcher conclude the students' problems in writing narrative text at grade VIII-5 MTS N BatangAngkola, it can be concluded from the description of test, the students lack vocabulary, the students do not know what is the formula of tense that is used in narrative text. The students lack knowledge about generic structure of narrative text because the students do not know which one is orientation, evaluation or

⁵ *Ibid*

⁶Interview, Rita, The Student at Grade VIII-5 MTs N BatangAngkolam 21 April 2015.

complication, resolution or coda. It made the students have problems in writing narrative text.

From the result of the test and interview the students' problems in writing narrative text at grade VIII-5 MTs N BatangAngkola, after getting all the data, the researcher found that the students' problem in writing narrative text based on the indicators like the following analysis:

Table 2
The Result Analysis Test of Students' Problem in Writing Narrative Text

Text structure of Narrative	Correct Answer of Students' Problem in Writing Narrative Text	
	Correct answer and Percentage%	Incorrect answer and Percentage 00%
Orientation	14 – 56.00%	11- 44.00%
Complication	10 – 40.00%	15 – 60.00%
Resolution /Coda	1 - 4.00%	24 – 96.00%
Total	25 – 100%	

Based on the table above, the shows result of the test, it ordered students to write their own writing by incorporating the four elements of narrative text structure they are Orientation, complication, resolution or coda. We can see in orientation just 14 the students were correct. It is about 56.00 % and 11 the students answered wrong answer. It is about

44.00%. Least number of students included complication in their narrative writing. It is only 10 the students were right. It is about 40.00%. The student is 15 were wrong answer. It is about 60.00%. Furthermore, it is only 1 the students correct write resolution or coda, it is about 4.00% and 24 the students were wrong answer. It is about 96.00%.

Based on the analysis above, the researcher found students more mistakes in resolution or coda, because the student cannot write their writing narrative with seriously. The problems have been resolved: fail or succeed, and describe the ending relating to main characters, what they look like, sad or happy, unexpectedly this is the worst that students get all long their writing because the student not understand about moral lesson which is possible can be taken at the events.

Partially they tried to put it on there, but it was incomplete sense come out of their conclusion. Then many students ended up their writing without any conclusion and the students write their own narrative naturally. Obviously they got result is low about their writing quality either the text structure or storyline.

Based on the explanation above, the researcher conclusion that the students are still lack of understanding and capability writing their own narrative text. It can be seen that most of the students had used entire element of text structure of narrative text. They partly faced some obstacle to come to conclusion of their writing. Some students were successfully jumped to their

conclusion. These same reasons were got by the result of interview with some of the students, the English teacher and Headmaster.

From the result of the test and interview the students' problems in writing narrative text at grade VIII-5 MTs N BatangAngkola, after getting all the data, the researcher found that the students' problem in writing narrative text based on the indicators.

Table 3:

**Classification of the Students' Problem in Writing Narrative Text
at Grade VIII MTs NegeriBatangAngkola.**

No	Classification	Criteria	Total of student	Percentage
1	0% - 20%	Very Low	1	4.00%
2	21% - 40%	Low	5	20.00%
3	41% - 60%	Enough	16	64.00%
4	61% - 80%	High	3	12.00%
5	81% - 100%	Very High	0	0%
Total			25	100%

According to the previous classification, it can be seen that there were 1 student that can be categorized into very low category. It means that there were 4.00% of the student can be classified into very low category. Then,

there were 16 students that can be categorized into enough category. It means that there were 64.00% of the students can be classified to the enough category. Then, there were 3 students that can be categorized into high category. It means that there were 12.00% of the students can be classified into very high category. The last, there were 0% of the students can be classified into the very high category.

Based on the calculating score (see appendix 5) the students' problem in writing narrative text at grade VIII MTs N BatangAngkola was 55.60%, it can be categorized into enough category.

B. The data dominates of the students' problem in writing narrative text at grade VIII MTS N BatangAngkola.

Based on the result of interview to the English teacher, Suyono said that there are some problems that usually faced by the students in writing narrative text, the students confused of it because the students' opinion every text the generic structure is same. Some of the student also face problem in tense that is used in narrative text.⁷

Furthermore, the students also had poor vocabulary, because the students felt difficulty when learning about text, the students the students had poor vocabulary, the students do not formula of tense that is used in narrative text. The students lack knowledge about generic structure of

⁷Interview with Mr. Suyono, The English teacher of the grade VIII at MTsN Batang Angkola.04 Februari 2014.

narrative text. The problem that faced by students in writing narrative were low to wrote their own writing by incorporating the four elements of narrative text structure they are which orientation, evaluation or complication, resolution and coda. It could be various reason of their problem in doing right.⁸

Further, some of the student at grade VIII-5 MTs N BatangAngkola , still weak know writing narrative text, because some of them didn't know the generic structure of narrative text. Some of them didn't know which to develop of complication of narrative text. Next, some of them didn't know the formula of past tense that is used in narrative text. Some of the student vocabularies still low. So, they used the same words to show other something.⁹

Then, some of the students are still lack of understanding and capability writing their own narrative text. It can be seen that most of the students had used entire element of text structure of narrative text. They partly faced some obstacle to come to conclusion of their writing. Some students were successfully jumped to their conclusion.¹⁰

Based on the interview to the headmaster said, some of the students of MTs N BatangAngkola are quite fun in learning English, so that made them had problems in learning English. Some of the students don't have

⁸ *Ibid*

⁹ *Ibid*

¹⁰ *Ibid*

motivation to study English, it made them have problems in learning English.¹¹

Based on interview with some of the student, the Headmaster and English teacher, the researcher found the students' problems in writing narrative text involve: the students don't know the generic structure of narrative text. Some of the students don't know the formula of the text and students' vocabularies still low. The students' problems that faced by students' in writing narrative text were low to write their own writing by incorporating the four elements of narrative text structure they are orientation, complication, resolution and coda. It could be various reasons of their mistakes in doing right.

C. The Result of Triangulation

Based on the checking result writing students by composite test interview result to English teacher, interview result to students, it can be concluded that the students have problems in writing narrative text; students did not know generic structure of narrative text. The students didn't know the tense that is used in narrative text and lack vocabulary and it made the students faced problems in writing narrative text. So, the data obtained were true based on result of checking, the result of three sources were some.

D. Discussion

¹¹FahrulSanawi, S.Pd,*Private Interview*The Headmaster, 21 April 2015.

After analyzing the data collected, it was found that the students' problems in writing narrative text at grade VIII-5 N BatangAngkola, based on gave the test to the students, almost some of the students have problemsit can be seen from the students result.

Furthermore, Based on the interviewed to students, there are some problems that faced by students in writing narrative text, such as: the students didn't know generic structure of narrative text, students confused of determining which one is orientation, complication, resolution, and coda. Students also faced problems to know tense that is used in narrative text. Based on an interview to English teacher, the researcher has found the same answer. The students faced problems in writing narrative text because the students also had poor vocabulary; it made the students have problems to writing narrative text well.

While according to research done by ofNurAlamiaDalimunte. The Influences at grade XI Students Ability in Using Simple Past Tense on Narrative TextatSMA Negeri 1 Kota Pinang.¹² She conclude that students, ability in using simple past tense at grade XI SMA N 1 Kota Pinang was low by getting mean score were 54,5 and by using simple past tense. So, the writing Narrative text at SMA N 1 Kota Pinang was enough by getting mean score were 61.Beside, according to research done by LainaTussifa, about The Ability

¹²NurAlamia, The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA N 1 Kota Pinang, (Padangsidimpuan STAIN, 2011).

of Students TsanawiyahDarulPalahLanggaPayung in Writing Narrative.¹³ The Ability of the Students TsanawiyahDarulPalahLanggaPayung in Writing Narrative Paragraph is 44, 33 and difficulties is in past tense, vocabulary, construct the sentence, finding the idea of narrative paragraph, write the concluding of narrative paragraph and using punctuation.

The last finding by AndiAdiYatma, The Students Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan. She found students' ability in analyzing text structure of narrative text at grade XI students of SMA MuhammadiyahPadangsidimpuan can be categorized as enough(59, 03%)¹⁴. So, that is given that the students can increase the students' ability in writing narrative text is enough, because in writing test about narrative text many students can't comprehend what is the wrote text.

The researcher found the same factors as MuhibbinSyah said that they learning difficulties can be caused by 2 (two) factors; they were: the first, internal factor is factor from the self-child involve, physiology factors such as healthy, and psychological factor IQ (Intelligence Question). The second, from

¹³LainaTussifa, The Ability of the Students TsanawiyahDarulFalahLanggaPayung in Writing Narrative Paragraph,(Padangsidimpuan: STAIN, 2012).

¹⁴AndiAdiYatma, The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan. (Padangsidimpuan: STAIN 2013).

external factors (factor outside the child) involve: social factor, such as relationship between child's parents, school environment.¹⁵

The researcher said that the learning difficulties can be caused by to anticipate the learning difficulties, the English teacher often to repeat the lesson until the students comprehend about the lesson. English teacher must explain clearly about generic structure, how to determine it, what is the tense that used in narrative text to overcome the poor vocabulary of students, English teacher must ask to student to students to know many vocabularies by heart and study hard.

According to researcher opinion, the English teacher's strategy in teaching narrative text is good, because in learning narrative text the English teacher must explain clearly, and about the English teacher asked to the students to know vocabularies by heart is very good, because all of the students can be motivated to remember the vocabulary

E. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data. So, the researcher knew that it was so far from excellence thesis.

In doing the test, there were the threats of time, because the students had activities.

Besides, the time which was given to the student was enough also the students did

¹⁵MuhibbinSyah, *Psikology Belajar*(Jakarta: Raja GrafindoPersada, 2008), p. 182-184.

not do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more problem because there were the threats the researchers. The researcher had searched this research only. Finally this research had been done because the helping from the entire advisors, headmaster and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the interview and test done by the researcher, the researcher took the conclusions of the students' problems in writing narrative text at grade VIII-5 MTs N BatangAngkola, it can be concluded from the description of test as follow:

1. The students' problem in writing narrative text at grade VIII MTs Negeri BatangAngkola:
 - a. In orientation, the students don't know content of topic to write an activity or event which wonderfully will be talked like characters of events and adjective.
 - b. In complication. The students don't know talking chronologically, sequence the activities of events. The students had problems in grammatical features: using predicates with the verb which past tense, using adjective, repeating pronoun, and conjunction.
 - c. In resolution and coda, the students don't know content problem solving has to until the climax. The student don't understand about moral lesson which is possible can be taken at the events.
2. The dominant problems that faced by students' understand narrative text were low to write their own writing narrative.

Based on interview with some of the student, the Headmaster and English teacher, the researcher found the students' problems in writing narrative text involve: the students don't know the generic structure of narrative text. Some of the students don't know the formula of the text and students' vocabularies still low. The students' problems that faced by students' in writing narrative text were low to write their own

writing by incorporating the four elements of narrative text structure they are orientation, complication, resolution and coda. It could be various reasons of their mistakes in doing right.

B. Suggestion

Based on the above conclusion, researcher gave some suggestions as follow:

1. To headmaster of MTS N BatangAngkola, to motivate English teacher to decrease teachers' problems in teaching English.
2. To the English teacher, to motivate the students to decrease students' problems in writing narrative text also to teaching lesson another.
3. To the readers especially English learners, to decrease their problems in writing narrative text.

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CURRICULUM VITAE

A. Identity

Name : Nurlena Siregar
Place and birthday : Sialang, 05 March 1991
Sex : Female
Religion : Moslem
Address : Sialang, kec. Sayurmatangi, kab.Tapanuli Selatan

B. Parents

Father : Abdur Rahim Siregar
Mother : Enni Sari Daulay

C. Background of Education

1. Elementary School at SD Negeri 142523 Sipange ,Batang Angkola, Tapanuli Selatan, 2004.
2. Junior High School at SMP Negeri 2 Benteng Huraba Batang Angkola, Tapanuli Selatan, 2007.
3. Senior High School SMA Negeri 1 Gunung Tuleh, Pasaman Barat, 2010.
4. Student of English Section at Institut Agama Islam Negeri (IAIN) Padangsidempuan 2010- 2015.

APPENDIX: I

THE OBSERVATION GUIDELINES

1. The English learning process in MTsN Batang Angkola.

Proses pembelajaran Bahasa Inggris di MTsN Batang Angkola

2. The circumstances of the equipments and facilities as supporter of learning process

Keadaan sarana prasarana dan fasilitas penunjang kegiatan pembelajaran.

APPENDIX: II

The List of Interview

A. To The Students

1. Do you think learning writing narrative text is difficult for you?
2. Why you have problem in writing narrative text?
3. What are you efforts to overcoming you get the problems in writing narrative text?
4. What do you hope for developing your English ability especially in writing narrative text?

B. To the English Teacher

1. What do you know about their problem in writing narrative text?
2. What the important things for effort them in writing narrative text?

C. Interview to the Headmaster

1. What do you effort if the teacher English problem in learning expecially in learning English?
2. How the English learning process in MTsN Batang Angkola?

APPENDIX: III

The Interview Result

A. To The Students

1. Do you think learning writing narrative text is difficult for you?

Answer: Elma: Yes, because she had problem in writing narrative text she doesn't know the formula of past tense that is used in narrative text, and didn't know generic structure of text.

2. Why you have problem in writing narrative text?

Answer: Abdul said, in orientation, he not understands what is content of topic to write an activity or event which wonderfully will be talked, example: characters of events, object, setting and adjective.

Answer: Sanna said, in complication, she not understand talking chronologically, sequence the activities of events, and she not understand using grammatical features.

Answer: Rita said, she not understand in resolution and coda to tell the climax, example: shows the situation in the problems have been resolved: fail or succeed, and describe the ending relating to main characters, what they look like, sad or happy. The student don't understand about moral lesson which is possible can be taken at the events.

3. What are you efforts to overcoming you get the problems in writing narrativetext?

Answer: They will be study hard, repeat the lesson, and deepen knowledge about tenses learn by heart many vocabularies every week.

4. What do you hope for developing your English ability especially in writing narrative text?

Answer: The students say” the teacher will be more teach about narrative text and the library for opened.

B. To the English Teacher

3. What do you know about their problem in writing narrative text?

Answer: Yes,

4. Why some of the students cannot write narrative text well?

Answer: Some of the student felt difficulty when learning about text, the students the students had poor vocabulary, the students do not formula of tense that is used in narrative text. The students lack knowledge about generic structure of narrative text. The problem that faced by students in writing narrative were low to wrote their own writing by incorporating the four elements of narrative text structure they are which orientation, evaluation or complication, resolution and coda. It could be various reason of their problem in doing right.

2. What the important things for effort them in writing narrative text?

Answer: The English teachers often repeat the lesson until the students comprehend and can write to develop narrative text and given them example of narrative text. The English teacher explaining clearly about generic structure, social function of the text and the tense that used in narrative text.

C. Interview to the Headmaster

3. What do you effort if the teacher English problem in learning expecially in learning English?

Answer: and English teacher Motivation them to diligent narrative text, asked to students to know vocabularies by heart and the meaning of text before English teacher gave the lesson. English teachers' strategy in teaching used strategy well to made students motivated and more easy studied, in learning narrative text the English teacher must explain clearly, and about the English teacher asked to the students to know vocabularies by heart is very good, because all of the students can be motivated to remember the vocabulary.

4. How the English learning process in MTsN Batang Angkola?

Answer: English learning process in MTsN Batang Angkola is fluent in learning process.

APPENDIX: IV

The List of Test Completion Test for Class VIII MTs Negeri Batang Angkola.

A. Instruction:

1. Read the question carefully!
2. Do the test by yourself!
3. If you have question, ask to the researcher
4. You have 3x45 minutes to finish this test.

A. Question:

1. Write narrative text, and choose one of the titles below:
 - a. The legend of Perambanan Temple
 - b. The Legend of Malin Kundang
 - c. The legend of Tangkuban Perahu
2. The text should be consisting of punctuation and generic structure of narrative text namely: Orientation, complication, resolution, and coda.

APPENDIX V**This school has 34 teachers as follows:**

Table 3
Name of the teachers MTsN Batang Angkola

No.	NAME	GENDER	POSITION/ STUDY
1	Fahrul Sanawi, S. Pd	L	Kepala Sekolah
2	Efrida Wati, S.Ag.	P	Aqidah Akhlak& Ketag
3	Nursaniah, S. Ag	P	Aqidah Akhlak& P.D
4	Binsar Kesehatan, S.Ag.	L	Bahasa Arab
5	Saunah Siregar, S.Pd I	P	Bahasa Arab & P.D &Ketag
6	Asmidawati, S.Pd	P	B.Indonesia& IPS
7	Khadijah Khairani, S.Pd.	P	B.Indonesia& TIK
8	Siti Hania, S.Pd.	P	B.Indonesia& IPS
9	Misrahannum, S.Pd.	P	B.Inggris
10	Suyono, S.Ag.	L	B.Inggris
11	Purnama, S.Pd.	P	B.Inggris& IPS
12	Ummi Kalsum, S.Pd.	P	B.Inggris
13	Dra. Dewi Puspa	P	Fiqh&Ketag
14	Nuraliyah, S.Pd I	P	Fiqh&Pkn&Ketag
15	Rosida, S.Ag.	P	Fiqh&Pkn& P.D
16	M. Tumanggor, S.Pd	L	IPA
17	Nurhasnah, S.Pd	P	IPA &Matematika
18	Rodiah Anggi, S.Pd	P	IPA
19	Subriadi, S.Pd	L	IPA
20	Rita Husari, S.Pd.	P	IPS
21	Tupani, S.Pd.	P	IPS
22	Cambong Dlt, S.Ag.	L	Qur' An Hadits &Ketag
23	Ainun Mardiyah, S.Ag.	P	Seni Budaya
24	ArnitaYanti, S.Pd	P	P.D

25	Basyri Hrp, S.Ag.	L	TIK
26	Dullah Ritonga, S.Ag.	L	SKI & Penjaskes
27	Hj. Hilmi, S.Ag.	P	Qur'An Hadits& P.D
28	Muhajir Ansari, S.Pd.	L	Matematika& TIK
29	Nuraini, S.Pd.	P	Qur'An Hadits Seni Budaya&P.D
30	Ramdhiana,S.Pd.	P	Matematika& P.D
31	Sejahtera, S.Pd.	L	Penjaskes
32	TapiYanti, S.Ag.	P	SKI
33	Dra. Warni Holila	P	PKN
34	Yanti Rizky Nito S.Pd	P	Matematika ¹

¹MTs Negeri Batang Angkola, *Administration Office*, 24 February 2014

No	Respondent	Orientation	Complication	Resolution	Coda	Score
1	Adi	10	30	15	5	60
2	Vit	10	20	10	5	45
3	Win	10	20	10	5	45
4	Din	10	20	10	5	45
5	Irm	10	20	10	5	45
6	Ilm	15	35	15	5	60
7	Yus	10	30	15	5	50
8	Rin	10	30	20	0	50
9	Hij	15	35	15	5	60
10	Sak	10	30	20	0	50
11	Ary	10	30	20	0	50
12	Nol	15	35	20	0	60
13	Asr	15	40	15	5	65
14	San	10	30	10	0	40
15	Nur	15	30	10	5	60
16	Muk	15	30	10	5	60
17	Wil	15	30	10	5	60
18	Pul	15	30	10	10	60
19	Sri	20	40	10	10	80
20	Wah	20	40	10	0	80
21	Abd	5	20	0	0	25
22	Rit	10	35	5	0	50
23	Rza	15	35	10	0	60
24	Jun	15	35	20	0	60
25	Rik	20	40	10	0	70
Total Score						1390

The sum result score of collecting data
The researcher calculated the score by using the

formula:

$$M = \frac{\sum \text{Score}}{\sum \text{Responden}} \times 100\%$$

$$= \frac{1390}{25} \times 100\%$$

$$= 55.60\%$$