AN ANALYSIS ON STUDENTS' GENERIC STRUCTURE MASTERY IN WRITING NARRATIVE TEXT AT FIRST GRADE OF MAS DAARUL MUHSININ

A THESIS

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

Written by:

MIFTAHUL HIDAYAH HASIBUAN
Reg. No. 10 340 0012

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**

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PADANGSIDIMPUAN
2015

Padangsidimpuan, March 24th 2015

Term : Thesis

To:

A.n. Miftahul Hidayah Hasibuan Dean Tarbiyah and Teacher Training Faculty

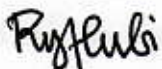Appendix : 7 (seven) exemplars

In -

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying, and giving advice for necessary revise on thesis belong to Miftahul Hidayah Hasibuan, entitle *"An Analysis on Students' Generic Structure Mastery in Writing Narrative Text at First Grade of MAS Daarul Muhsinin"*, we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that she could be summoned to defend her thesis in Munaqasyah. That's all and thank you for the selection.

Wassalamu'alaikum Wr. Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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The Tittle of Thesis : **AN ANALYSIS ON STUDENTS' GENERIC STRUCTURE MASTERY IN WRITING NARRATIVE TEXT AT FIRST GRADE OF MAS DAARUL MUHSININ**

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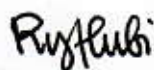
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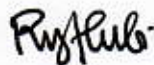
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Reg.Number	:	**10 340 0012**

The thesis has been accepted as a partial fulfillment of the requirement for the degree of

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Padangsidimpuan, 29 April 2015
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Title : **An Analysis on Students' Generic Structure Mastery in Writing Narrative Text at First Grade of MAS Daarul Muhsinin**

ABSTRACT

The aims of the research were to known the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin and to known the difficulties of the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin.

The research was conducted by descriptive analysis and qualitative approach. The source of the data in this research was students of X IPA-1 MAS Daarul Muhsinin X IPA-1 class was primary sources of the data and English teacher was secondary sources of the data. Primary sources consisted of 25 students and secondary sources consist of a teacher and headmaster. There were 2 instruments in collecting with the data: test, and interview. Data was processed and analyzed by qualitative process. The test that analyzed by mean score was just as a supporting analysis.

After done the research to the students X IPA-1 MAS Daarul Muhsinin Janji Manahan Kawat, it could be concluded that the students' generic structure mastery in writing narrative text was enough with the mean score (59). In this research the students' difficulties were in orientation wre the students didn't understand the component of orientation that should be there in orientation part, then in complication were the students didn't understand what complication of narrative text is. The students didn't appeared the problem in their story, next wss in resolution the students also got bad result at finding the information in resolution part and the last was in coda the students didn't understand what that should be written in part coda.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent and the Merciful

Praise is to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can't be completed without a great deal of help from many people, they are:

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7. Chief of IAIN Padangsidimpuan Library (Yusri fahmi, S.Ag, M.Hum.,) and his staffs for their cooperative and permission to use many books of this library.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is very essential to be known because language is the tool for human to communicate with each other. In general the most popular language is English. As international language English is a dominant language in this world. In this computer age can be concluded that almost of all technology use English.The Indonesian should be master of English because so that can communicate to almost all of people in this world.

In Indonesia English is a foreign language that is mostly used by people in all over the world to communicate each other. Since English is very necessary in all kinds of disciplines, Indonesian government decides that English is one of the foreign languages that should be thought at school in Indonesia. That is why English become compulsory subject from junior high school up to University.

In learning English, there are four language skills that should be learned. They are listening, speaking, reading and writing. Writing is one of the four language skills that should be mastered by the students. It is producing the words and expressing the meaning of the ideas in the sentences.

In writing skills will be found many conventions of rules that have to be followed in order to achieve the standard of writing skills. Therefore, the students

should provide themselves to practice in writing which is reinforcing the language that the students have learned.

A good writing is to write something based on the right chronologic, include has a good topic sentence and the supporting sentences. In writing, there are many problems that will be faced in writing, such as the difficulties in developing main idea, the difficulties in making good supporting sentences, less of the vocabularies and the difficulties in decide what kind of tense that should be used in their writing.

There are many kinds of writing such as expositive text, descriptive text, procedure text, spoof text, report text, argumentative text and narrative text. Narrative text is written to tell story, describe an experience. Narrative text is a text containing four components, such as, orientation, complication, resolution, and coda. The students should know about components of narrative text, so that they are able to write narrative very well.

The ability to write narrative text means that students should know the way and the role to the activities of writing narrative text, and student should know the tense that used in narrative text and students also should know and master the generic structure of the narrative text.

Based on the aim of writing learning process is expressing meaning in the text monologue and essay form of writing narrative text, spoof text, hortatory text exposition text accurately, fluently and acceptable in the context of everyday life and access to knowledge. The students cannot fulfill the aim of writing

learning as stated above. In order, to reach the aim of writing learning process had better the teacher and headmaster consider their weakness and the weakness of their students in writing.

There so many factors that influences the ability to write narrative text. The factors are internal and external factors. The internal factor is from the student's itself. It means that the problems are the students face to write narrative text are from themselves, for examples motivation, interest, and also the mastery of generic structure of the text, while the external factor is from outside of the students. It means there is another thing which caused them to be unable to write narrative text, such as their environment and the teacher's method in teaching writing. All of these factors are assume as the factors to make the students be unable to write narrative text.

In this case, the researcher discussed about the generic structure mastery of students in writing narrative text. Generic structure is one of the important things to understand so that the students are able to write the narrative text. But in fact so many students do not understand and master the generic structutre of the narrative text.

Many students feel difficult to recognize the generic structure in a narrative text. Because of that they are unabela to write narrative text well. Based on the information from the English teacher in MAS Daarul Muhsinin stated that so many students feel difficulties to write narrative text because the students' have problem in using tense in narrative text that is past form then difficulties

about vocabulary and then difficulties in finding idea. Then, based on the information from the some students' in MAS Daarul Muhsinin they stated that they have many problems in writing narrative text because they did not understand the components of writing narrative text, because of that they are unable write narrative well.

Based on the explanation above, it is necessary to conduct the research about "**An Analysis On Students' Generic Structure Mastery In Writing Narrative Text At First Grade At Mas Daarul Muhsinin**".

B. The Focus of the Problem

Based on the background above the researcher focus on problems about students' generic structure mastery in writing narrative text, they are orientation complication, resolution and coda.

C. The Definitions of Terminologies

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follows:

1. Analysis

According to Hornby, "The analysis is the study of something by examining its parts and their relationship".[1] While in Indonesian Dictionary stated that "Analisis adalah penyelidikan terhadap suatu

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[1]AS. Hornby,*Oxford Advenced Learner's Dictionary*(New York: Oxford University Press, 1995), p. 38.

peristiwa untuk mengetahui keadaan yang sebenarnya".[2] (Analysis is the investigation of an event to find out the real situation).

From the definitions above, it can be concluded that analysis is the study about something to find out the real situation.

2. Students

Hornby stated that "The student is a person who is studying at school or college.[3] While Rama Yulis stated in *Ilmu Pendidikan Islam*, "Siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui jenis dan tingkat pendidikan tertentu"[4] Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

So based on the definition above, the writer concluded that the student is a person who learn from the elementary up to university on the formal education institution. The students in this research are people who study at the first grade in MAS Daarul Muhsinin.

3. Generic structure

Generic structure is the content of a text that consists of orientation, complication, resolution and coda. This term always find in the text based on its purpose. The orientation is the beginning of the text. Its function is to set the scene and introduces the participants.

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[2]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

[3]As. Hornby, *Op.Cit*, p. 1187.

[4]Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

Complication is the place in which a crisis arises. Resolution is the crisis is resolved for the better or for worse. Coda content about moral lesson which is possible can be taken at the events [5]

4. Mastery

On Oxford Advance Learner Dictionary by Hornby stated that "Mastery is complete knowledge or great skill"[6] While in Indonesian dictionary state that "Penguasaan adalah pemahaman atau kemampuan menggunakan pengetahuan"[7] (mastery is comprehension or capability to use knowledge or skills).

From definition above, it could be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill.

5. Writing

According to Sanggam Siahaan said that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers.[8] Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting and communicating experience.[9]

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[5]Sanggam Siahaan. *The English Paragraph,* (Yogyakarta: Graha Ilmu, 2008), p. 73
[6]As. Hornby,*Op. Cit*, p. 1103.
[7]Tim Penyusun Kamus Pusat Pengembangan Bahasa, *Op. Cit*, p. 721
[8]Sanggam Siahaan. *Op. Cit.*, p. 2.
[9]Mary Louise Holly, at.all, *Action Research for Teachers*, (New Jersey: Colombus, Ohio, 2005), p. 235

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.

6. Narrative text

According to George E. Wishon and Julia M. Burks narrative is the form of writing used to relate the story of acts events. Narration places occurrences in time and tells what happened according to natural time sequence. Types narration includes short stories, novels, and news stories, as well a large part of our everyday social interchange in the form of letters and conversation.[10] 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.[11]

Based on the explanation above, the researcher concluded that narrative is a special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or listener, such as: novels, poems, comics, movies and other.

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[10]George E. Wishon And Julia M. Burks, *Lets Write English* (New York: Litton Educational Publishing, 1980), p. 378.

[11]Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure,* (Pematangsiantar: GrahaIlmu, 2007), p. 73

Narrative is kinds of text which appropriate to talk the past activities or events which order to problematic experience and resolution to amuse and to give lesson to readers.

Based on the explanation above the meaning of the title of this research is an investigation to find out the students' great skill in mastery generic structure of narrative text through write a narrative text.

D. The Formulation of the Problem

Based on the explanation above the problem of this research can be formulated that as follow:

1. How are the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin.

2. What are the difficulties of the students in writing narrative text at the first grade of MAS Daarul Muhsinin.

E. The Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. To describe the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin.

2. To defined the difficulties of the students of the first grade of MAS Daarul Muhsinin in writing narrative text.

F. The Significances of the Research

The significances of this research are as follows:

1. As input for the students especially the students in MAS Daarul Muhsinin, it is expected to be able to improve their knowledge in learning narrative text.

2. As input for English teacher generally, especially English teacher in MAS Daarul Muhsinin in teaching and learning process especially in teaching narrative text.

3. As input for head master in guiding his English teacher in Daarul Muhsinin.

4. As input for the other researcher who will done the research that has some topic with this research.

G. The Outline of the Thesis

To make this research is easier to be read, the researcher makes outline of thesis this research that consists of five chapters. Each chapter is divided into many sub chapters. Chapter I explain about Introduction. Introduction include Background the Problems, Focus of the Problem, Definition of Terminologies, Limitation of the Problem, Formulation of the Problems, Purposes of the Research, and Significances of the Research. In addition, Chapter II explains about Theoretical Description. Theoretical Description includes Literature Review/Theoretical Description and Review of Related Finding. Theoretical Description consists of Definition of Students; Mastery, Definition of Writing, Kinds of Writing Text, Definition of Narrative Text, and Definition of Generic Structure of Narrative Text.

Then, Chapter III explains about Research Methodology. Research Methodology is divided into Time and Schedule of Research, Research Design, Participant, Source of Data, Technique of Collecting, Technique of Analyzing Data, and Technique of Checking Data Trustworthiness. Chapter IV explains about Result of Research; it consists of Finding, Discussion, and Threats of the Research. Finally, Chapter V explains about Conclusion. Conclusion includes Conclusions and Suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Writing

Writing is one of the most important skills in learning language besides reading, speaking, and listening. The students think that writing is more difficult than speaking and reading. Writing is a process and product with make a writer such a symbol, letter, sentence, and paragraph which has a meaning.

In Oxford Dictionary by Hornby A.S writing /ˈrʌɪtɪŋ/mean activity of writing, books article, etc. in general, written works of another, person hand wiring, Or the activity or occupation of composing text for publication.[1]

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific, as stated by David Nunan, writing is both a physical and a mental act the most basic level.

On the other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and

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[1]Hornby A.S, *Oxford Learner Pocket Dictionary*, (New York: Oxford University, 2006), p. 502.

paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organize, drafts, edits, and reads. This is the 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 essay, letter, story, or research report.[2] Whereas H. Douglas Brown state that writing is two-step process. First you figure out your meaning, and then you put it into language.[3]

> On the other hand, Henry Guntur Tarigan said: "Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang-orang lain dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik itu, Menulis merupakan suatu representasi bagian dari kesatuan-kesatuan ekspresi bahasa".[4]

(Writing is lowering or drawing the symbols graphic that describes a language that is understood by a person, so that others can read the symbols of the graphic if they understand the language and graphic picture. Writing is a representation of language expression).

Based on the explanation above, the researcher concluded that writing is an activity to transfer the ideas and describe a language in written form so the readers can understand what the writer means.

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[2] David Nunan, *Practical English Language Teaching,* (America: The *MC.* Grow Hill Companies, 2003), p. 88.

[3] H. Douglas Brown, *Teaching By principle An Interactive Approach to Language to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 321.

[4] Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkala, 1986), p. 21.

a. **Purpose of Writing**

As the guide line there are three purposes of writing, they are: informative, narrative persuasive.[5]

1) Informative writing, it means that the purpose are to give information, directions, or ideas.

2) Narrative writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.

3) Persuasive writing, it means that writers attempt to influence others and imitate action or change.

According to Hugo Hartig in Henry Guntur Tarigan's book said that purposes of writing are seven they are: tujuan penugasan (Assignment purpose), tujuan alturuistik (Altruistic purpose), tujuan persuasif (Persuasive purpose), tujuan informasional (Informational purpose), tujuan pernyataan diri (Self-expression purpose), tujuan kreatif (Creative purpose), tujuan pemecahan masalah (Problem solving purpose).[6]

Based on the statement above, the writer will be explained one by one from the purpose of writing:

1) Assignment purpose (Tujuan penugasan)

This purpose is there is no aim at all the writer something because as just a duty, it is not self-will.

2) Altruistic purpose (tujuan altuiristik)

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[5]O. Malley at All, J. Michael, *Authentic Assessment for English Leaner's*, (Addison Wesley Publishing Company, 1996), p. 137.

[6]Hendri Guntur Tarigan, *Op.Cit.,*p. 24-25.

This purpose is to make the readers pleasant to bring the readers situation.

3) Persuasive purpose (tujuan persuasif)

This purpose is to make sure the readers of the truth of ideals is shared.

4) Informational purpose (tujuan informasional)

This purpose is to give information or explanation to the readers.

5) Self-expression purpose (tujuan pernyataan diri)

This purpose is to introduce or defined author to the readers.

6) Creative purpose (tujuan kreatif)

It has deep relation with self-expressive purpose but it has "creative will". It is more than self-expression and involving herself with will to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

7) Problem solving purpose (tujuanpemecahanmasalah)

The writer wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.

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

a. To give information and knowledge to the readers.

b. To introduce or define author to the readers.

c. To make the readers happy or entertain.

d. To make sure the readers about the truth of idea.

b. Kinds of Writing Text

There are many kinds of writing texts, they are:

1) Description

Description is a written English text which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be person, animal, tree house, or camping. It can be any topic. Its' function to describe a particular person, place or thing.[7]

2) Persuasion

Persuasion is a written English text in which the writer persuades people that something should or should not be the case. Its' function is to persuade the reader that something should or should not be the case.

3) Argumentation

Argumentation is English text in which the writer presents some points of view about an issue. Its' function is to present at least two points of view about an issue.

4) Process

Process is any written English text in which the writer describes how something is accomplished a sequence of action or step. Its' function

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[7]*Ibid.*,

is to describe how something is accomplished through a sequence of actions or steps.

5) Report

Report is texts that describe the way of thing are, with reference to arrange of natural man made and social phenomena in our environment.

6) Narration

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. Its' functions is to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

2. Narrative Text

a. Definition of Narrative text

A.S Hornby in Oxford Advanced Learner's Dictionary defined: Narrative is a description of events, especially in a novel or story, the act or process of feelling a story.[8] It similarly with John Langan said[9] "Narration is a writer tells the story of something that happened" through

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[8]A. S Hornby, *Oxford AdvancedLearner's Dictionary*(New York: Oxford University Press, 2000)p.

[9]John Langan, *College writing skilss with Reading*, (New York: Holt, Rinehart and wiston, 1996), p. 94-96

narrative, we make statement clear by relating in detail something that has happened to us.

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."[10] 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 to 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. On the other hand Mieke Bal States that "A narrative text is a text in which a narrative agent tells a story".[11]

According to George E. Wishon and Julia M. Burks narrative is the form of writing used to relate the story of acts events. Narration places

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[10]Peter Knapp and Megan Watkins, *Genre Text, Grammar Technologies for Teaching and Assesing Writing*, (Australia: University of New South Wales Press Ltd, 2005), p. 154

[11]Mieke Bal, *Narratology Introduction to the Theory of Narrative,* (London, University Torontoro Press, 1997), p. 16.

occurrences in time and tells what happened according to natural time sequence. Types narration includes short stories, novels, and news stories, as well a large part of our everyday social interchange in the form of letters and conversation.[12]

Otong setiawan mengatakan: "Naratif adalah merupakan jenis teks cerita dongeng yang bertujuan menghibur pembaca". [13], it means narrative is the kinds of text that purpose to entertain the reader.

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.[14]

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.[15]

b. **Function of Narrative Text**

The functions of narrative text are to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrations deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

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[12]George E. Wishon And Julia M. Burks, *Lets Write English* (New York: Litton Educational Publishing, 1980), p. 378.

[13]Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. YramaWidya, 2007), p. 41

[14]Sanggam Siahaan, Kisno Shinoda, *Op.Cit.*, , p. 73

[15]*Ibid.,*

The basic purpose of Narratives is to entertain, i.e. to gain and hold the readers' interest 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.

Pardiyono states that the social function of narrative text is to amuse, entertain, and to deal with actual or imaginary experience in such different ways. Narrative deals with problematic even which lead to a crisis or turning point of some kinds, which turn to find a resolution. It amuses and entertains with actual or experience in different way.

c. **Language Element of Narrative Text**

According to Otong Setiawan Djuharie, the language elements used in writing narrative text are, nouns, individual participant, past tense, conjunction, action verb, and saying verb.[16]

1) Noun is a word used as the name of a person, place or thing.

2) Individual Participant

Individual participant means that the subject who takes part in a situation or the story of specific subject.[17]

3) Past Tense

As a stated above that narrative text uses simple past tense, according to Betty Schrampfer Azar, "simple past tense is used to talk about

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[16]Otong Setiawan Djuharie, *Op.Cit*., p. 41.
[17]Cliffs, *TOEFL*, (India: Dream Land, 2005), p.5.

activities or situation that began and ended at a particular tima in past".[18] Meanwhile according to Jayanti Dakhsina Murthy, "simple past tense is when a verb is used to shown that an action was completed".[19]

4) Conjunction

Conjunction is a word which is used to join one word to another word, or one sentence to another sentence. There are two types of conjunction coordinating and subordinating conjunction.[20]

5) Action Verb

The action verb divided into two forms:

a) Regular Verbs

A regular verb is a verb which has a normal inflection or normally added by 'ed' or 'd' to infinitive form.

Example:	Add	Added	Added
	Smoke	Smoked	Smoked
	Advice	Advised	Advised

b) Irregular Verbs

An irregular verb is a verb which does not have a normal inflection.

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[18]Betty Schrampfer Azar, *Fundamental of English Grammar*, (Jakarta: Binarupa Aksara, 1993), p. 32.

[19]Jayanthi Dakhsina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palace, 2003), p. 151.

[20]Cliffss, Op.Cit., p. 59.

Example:	Eat	Ate	Eaten
	Bring	Brought	Brought
	Do	Did	Done

6. Saying Verbs

It is about the verb which to show the report or say such as *said, told, promised, thought, understood etc.*

d. Kinds of Narrative Text

Narrative is basically story and within this, storytelling, there are many kinds of narrative - comedy, mystery, romance, horror are some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something.

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 listeners 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 folktale. The example of legend in narrative text are:

a) Sangkuriang

b) Malin kundang

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 narrtaive are:

a) Mouse deer and crocodile

b) The smartest parrot

c) The story of monkey and crocodile

3) Fairy tale

Fairy tale is an English language term for a 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 fairi tale in narrative text are:

a) Cinderella

b) Snow white

c) Beauty and the beast

4) Science fiction

Science fiction is a 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 world 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 Space Odyssey by Arthur C. Clarke

3. 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 consist 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.[21]

According to Otong Setiawan Djuharie, to write the narrative, there are four generic structures that should be care: [22]

1) Orientation

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

2) Complication

   Complication is parts of text to inform about the conflict in Narrative.

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[21]Sanggam Siahaan,,*Teaching Genre-Based Writing.* (Yogyakarta: Andi Offset, 2007), p. 73

[22]Otong Setiawan Djuharie. *Op. Cit.*, p. 20-22

3) Resolution

   Resolution is parts of text to describe about the reaction to solve the problem.

4) Coda

   Coda is the describe reflection or evaluation the conflict about the Narrative.

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

   1) Orientation is the beginning of the text. Its function is to set the scene and introduces the participants.

   2) Evaluation is a stepping back to evaluate the flight.

   3) Complication is the place in which a crisis arises.

   4) Resolution is the crisis is resolved for the better or for worse.

   5) Resolution is it can be optional.

b. The functions 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

      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, etc. or first, next, after, that, then, finally, etc.

3) Resolution

Content problem solving has told until the climax. A resolution of the complication is brought about. The complication maybe resolved for the better or for worse, but it is rarely left completely unresolved.

4) Coda

Content about moral lesson which is possible can 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.[23]

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

The example of narrative text

The Legend of Lake Toba	Generic Structure
Once, a fisherman named Batara Guru Sahala lived in Batakland. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.	Orientation
As soon as the fish was free, it changes into a woman. She was so beautiful that Sahala feel in love marry Sahala. However, she told him that he must never let out the secret that she was one a fish. Sahala promised her that he would not tell anyone about it.	
They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One, day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying. "You behaved exactly like the daughter fish."	Complication
The girls did know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her	Resolution

later. She would not forgive him for breaking his promise. Then he earth began to shake and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole became Lake Toba.	Coda

B. The Review of Related Finding

This research is not as beginner related to this title, but there are some research had been researched before which relevant with this title, firstly: a script of Andi Adi Yatma "The Studemts' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan". The research was conducted with descriptive analysis qualitative approach. There were 30 students as sample of the research. After doing the research to the students, it could be concluded that the students ability in writing narrative paragraph was enough 59.03 %.[24]

Secondly, script of Lainatussipa "The students' Ability of Students Tsanawiyah Daarul Falah Langga Payung in writing Narrative Paragraph"[25]. The research was conducted with descriptive analysis qualitative approach.

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[24]Andi Adi Yatma, The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan, (Script STAIN Padangsidimpuan 2013).

[25]. Lainatussipah, *The students' Ability of Students Tsanawiyah Daarul Falah Langga Payung in writing Narrative Paragraph*, (Script STAIN Padangsidimpuan, 2011).

There were 30 students as sample of analytical unit from 60 students of Tsanawiyah. After doing the research to the students, it could be concluded that the students ability in writing narrative paragraph was enough 44,33 %.

Thirdly, the ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009/2010 Academic by Evi Maya Sari. She conclude that the ability of the eight grade students of SMP Negeri 3 Padangsidimpuan in mastering Narrative text was good. It could be seen through the average score was 75. The difficulties of the eight grade students of SMP Negeri 3 Padangsidimpuan in mastering narrative text are The Vocabulary and Grammar.

The result of research above is related to this research entitled "An Analysis on Students Generic Structure Mastery in writing Narrative Text at first grade of Mas Daarul Muhsinin Janji Manahan Kawat Labuhanbatu "

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

The research has been done at MAS Daarul Muhsinin, Janji Manahan Kawat LabuhanBatu, North Sumatera. This research was conducted from May 2014 until March 2015.

B. The Research Design

This research uses qualitative research. L.R. Gay and Peter Airasian stated, "Qualitative approach is based on the collection and analysis of non-numerical data such as observations, interviews and other more discursive sources of information.[1]

According to Burhan Bungin *Penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang di alami oleh subjek penelitian dengan memanfaatkan metode ilmiah.*[2] It means that Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method.

Whereas Sugiono stated that *metode penelitian kualitati fadalah metode penelitian yang berlandaskan pada filsafat postpositivisme, digunakan untuk*

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[1]L.R. Gay & Peter Airasion.*Education Research (Competence for Analysis & Application),* (USA: Prentice Hall, 2000), p. 8.
[2]Burhan Bungin, *Analisis Data Penelitian Kualitatif,* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 19.

meneliti pada kondisi obyek yang alamiah, (sebagai lawannya adalah eksperimen) dimana peneliti adalah sebagai instrument kunci, teknik pengumpulan data dilakukan secara triangulasi (gabungan), analisis data bersifat induktif kualitatif, dan hasil penelitian lebih menekankan makna daripada generalisasi.[3] It means that Qualitative research is the research method that be based on philosophize postpositivism, and used to research on natural situation, where the researcher is the key of instrument, technique of collecting the data is done by triangulation, and the result of the result more emphasizes meaning than generalization.

The method of this research is descriptive method. Moh.Nasir said, *"Metode penelitian adalah suatu metode dalam meneliti status kelompok manusia, suatu objek, suatu sistem, pemikiran, ataupun, kelas peristiwa pada saa tsekarang".*[4] It means that descriptive method is a method observes the status of a group person, an object, a system, a thought or an event in present.

So, it can be conclude that descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin.

[3]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif da R&D,* (Bandung: Alfabeta,2013), p.9.
[4]Moh.Nasir.*Metode Penelitian,* (Jakarta: Ghali Indonesia, 19880), P. 63.

C. The Participants

Kind of this research is qualitative research so that it needs some participants. The participants are students at first grade of MAS Daarul Muhsinin Academic years 2014/2015. This class has 29 students. Therefore, the researcher chose all students as participant to know the students' generic structure mastery in writing narrative text.

D. The Source of the Data

SuharsimiArikunto stated: *"Yang dimaksud dengan sumber data dalam penelitian adalah subjek darimana data dapat diperoleh. Apabila peneliti menggunakan kuesioner atau wawancara dalam pengumpulan datanya, maka sumber data disebut responden, yaitu orang yang merespon atau menjawab pertanyaan-pertanyaan peneliti, baik pertanyaan tertulis maupun lisan."*[5] It means the source of data in the research is subject where the data can be gotten. If the researcher uses the questionnaire or interview to collecting the data, so the source of the data said respondent, namely the people who answer the questions from the researcher like writing question or oral question. So, the sources of data in this research are:

1. Primary source of the data

   The primary source of the data are from the students of MAS Daarul Muhsinin at first grade that consist of three rooms, but in this research the

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[5]Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 1997), p. 107.

researcher just research one room of them. It is class X IPA-1 that consist of 29 students.

2. Secondary source of the data

The secondary data can be gotten from the headmaster of MAS Daarul Muhsinin, and the English teacher of class X IPA-1. The English teacher will give the information about the students of class X IPA-1 of MAS Daarul Muhsinin.

E. The Instrument of Collecting the Data

In this research the researcher wants to know the students' generic structure mastery in writing narrative text. So, for collecting the data the researcher uses test and interview.

1. Test

Suharsimi Arikunto stated: "*tes adalah suatu alat pengumpul data yang disusun secara khusus oleh karena mengukur sesuatu yang penting dan tertentu.*"[6] It means test is an instrument that is arranged especially to measure an important and certain thing. In this research the test will be done by writing narrative text consist of the component of narrative text (orientation, complication, resolution and coda).

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[6]Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta: PT Rineka Cipta, 2003), p. 223.

Table I

Indicators of Writing Narrative[7]	
1. Orientation	25
2. Complication	25
3. Resolution	25
4. coda	25
Total Score	100

The techniques for collecting data as below:

a. Preparing the test.

b. Giving the test to students.

c. Determining the time of doing the test.

d. Reminding the students not to cheat and to do the test by their own self.

e. Giving chance to students to check their answer sheets before collecting it.

f. Collecting the students' answer sheets to analyze.

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[7]Pardioyono, *Op.Cit.*, p. 122

2. Interview

Interview is the interaction usually between two people, that the interviewer to give the question and the interviewee to give the answer for the question.[8]This research will use structural interview. As known that in structural interview, the researcher prefers the alternative question of the answer will be given to the respondent. So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting.

Interview is for getting the data about the problems that usually faced by the students at first grade of MAS Daarul Muhsinin. Interview also had done to get information from the headmaster and the English teacher about situation of the school and also about the teacher ability in learning English process, to complete the researcher information about the school.

F. The Technique of Analysis the Data

After data is collected, the researcher analyzes the data by using some steps: they are:

a. Editing of data, it was done to arrange the data become a structured sentence systematically.

b. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.

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[8]Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya,),p.186

c. Tabulation of the data, it was 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:

$$M = \frac{\sum X}{N}$$

Where:

M   : Mean score (average)

N   : Sum of respondents

$\sum x$: Total of the result[9]

After finding out the mean of all the score, the result will be concluded based on the following criteria:

Table II

Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high.[10]

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[9]Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

G. The Techniques of Trustworthiness the Data

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:[11]

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

b. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.

c. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

d. Checking with friends through discussion is done with expos the interim result or the final result that gotten in discussion with friends.

e. Analyze the negative casus is the research collects the example and an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.

f. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.

g. Checking the member is the most important in checking the credibility.

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[10]Riduan, *Belajar Mudah Penelitian Untuk Guru–Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.
[11]Lexy J. Moleong. *MetodologiPenelitianKualitatif,* (Bandung: RemajaRosdakarya, 2006), p. 175-183.

h. The detail description is a technique to demand the researcher to repot the result his/her research, so description is done carefully and accurately to draw the context of the research.

i. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher uses the third number is triangulation. It is a technique that used to check the data trustworthiness data by compares the result of the test and interview.

CHAPTER IV

RESULT OF RESEARCH

A. The Findings

1. The Description of the Students' Generic Structure Mastery in Writing Narrative Text.

Based on the interview, total of students of X IPA-1 MAS Daarul Muhsinin were 29 students. However, there were 4 students absent when the test was taking. So, researcher just took 25 students to done test in the research.

Based on the result of the test that was given to respondents, it could be known that the score of the respondents was between 99 up to 10. It means that the highest score was 99 and the lowest score was 10. Then, the means score was 59. Therefore, it can be said that the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin were enough categories. It can be seen in the table Riduan below:

Table III
Criteria Score Interpretation[1]

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

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[1]Riduan, *Belajar Mudah Penelitian Untuk Guru–Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

In addition, researcher also described about scores of the students' generic structure mastery in writing narrative text at first grade of MAS Daarul Muhsinin based on the indicators of test. They could be seen in the following explanation.

a. **Orientation**

The first indicator is about orientation of narrative text. Orientation prepares the ideas about knowing the setting of story, time and characters. From this indicator, there were 24 that wrote orientation, there was 1 student that didn't write orientation of narrative text.

Based on the result of the test that was given to students, it could be known that the score of the respondents about orientation was between 25 up to 0. It means that the highest score in orientation was 25 and the lowest score was 0. From the result of the test can be concluded that there were 2 students got score 25, 6 students got score 24, 2 students got score 23, 5 students got score 20, 4 students got score 18, 1 student got score 12, 4 students got score 10 and 1 student got score 0.

From the result of the test, it can be concluded that the result test of the students MAS Daarul Muhsinin, the students' generic structure mastery in writing orientation of narrative text, the students were correct 24 students (96%) while, the students not correct were 1 students (4%).

b. Complication

The second indicator is complication. These parts mostly about problems happen in a story. From this indicator, there were 20 students wrote complication and there were 5 students didn't write complication narrative text in their result of the test.

Based on the result of the test that was given to students, it could be known that the score of the respondents about complication was between 25 up to 0. It means that the highest score in complication was 25 and the lowest score was 0. From the result of the test can be concluded that there was 1 student got score 25, 4 students got score 24, 2 students got score 23, 2 students got score 22, 4 students got score 20, 1 student got score 18, 1 student got score 17, 1 student got score 15, 3 students got score 10 and 6 student got score 0.

From the result of the test, it can be concluded that the result test of the students MAS Daarul Muhsinin, the students' generic structure mastery in writing complication of narrative text, the students were correct 19 students (76%) while, the students not correct were 6 students (24%).

c. Resolution

The third indicator is resolution. These parts mostly about problems happen in a story. Resolution is a part in narrative text that prepares or tells how the problem or event be solved. From this indicator, there were 18 students wrote resolution and there were 7 students didn't write resolution narrative text in their result of the test.

Based on the result of the test that was given to students, it could be known that the score of the respondents about resolution was between 25 up to 0. It means that the highest score in resolution was 25 and the lowest score was 0. From the result of the test can be concluded that there was 3 student got score 25, 1 student got score 24, 1 student got score 23, 5 students got score 20, 1 student got score 21, 3 students got score 18, 1 student got score 13, 3 students got score 10 and 7 student got score 0.

From the result of the test, it can be concluded that the result test of the students MAS Daarul Muhsinin, the students' generic structure mastery in writing resolution of narrative text, the students were correct 18 students (72%) while, the students not correct were 7 students (28%).

d. Coda

The third indicator is coda. Coda is the last part of the narrative text structure that contains the changes in the figures and the lessons to be learned from the story. From this indicator, there were 16 students wrote coda and there were 9 students didn't write coda narrative text in their result of the test.

Based on the result of the test that was given to students, it could be known that the score of the respondents about coda was between 25 up to 0. It means that the highest score in coda was 25 and the lowest score was 0. From the result of the test can be concluded that there was 2 student got score 25, 2 students got score 24, 1 student got score 23, 6 students got score 20, 1 student got score 18, 1 student got score 12, 3 students got score 10 and 9 student got score 0.

From the result of the test, it can be concluded that the result test of the students MAS Daarul Muhsinin, the students' generic structure mastery in writing coda of narrative text, the students were correct 16 students (64%) while, the students not correct were 9 students (36%).

Table IV

Percentage of Students' Generic Structure Mastery in Writing Narrative

Text at First Grade of MAS Daarul Muhsinin

No	Indicator of test	Frequency (f)	Percentage (%)
1.	Orientation	24	96%
2.	Complication	19	76%
3.	Resolution	18	72%
4.	Coda	16	64%

From the previous data, it can be concluded that, the result test of the students MAS Daarul Muhsinin, the students' generic structure mastery in writing orientation of narrative text, the students were correct 24 students (96%) while, the students not correct were 1 students (4%). Next, the result test of the students MAS Daarul Muhsinin, the students ability in writing complication of narrative text, the students were correct 19 students (76%) while, the students not correct were 6 students (24%). Then, the result test of the students MAS Daarul Muhsinin, the students ability in writing resolution of narrative text, the students were correct 18 students (72%) while, the students not correct were 7 students (28%). The last, the result test of the students MAS Daarul Muhsinin, the students ability in writing coda of narrative text, the students were correct 16 students (64%) while, the students not correct were 9 students (36%).

After analyzing the data that has been collected from the respondent, it was gotten that the value of the mean score (M) of the students' generic structure in writing narrative text at first grade of MAS Daarul Muhsinin was 59 and it can be categorized into enough category.

Table V
The Classification of the students' Generic Structure mastery in Writing Narrative Text at First Grade of MAS Daarul Muhsinin in 2014/2015 Academic Year.

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very low	4	16%
2	21% - 40%	Low	3	12%
3	41% - 60%	Enough	6	24%
4	61% - 80%	High	4	16%
5	81% - 100%	Very High	8	32%
	Total		25	100%

According to the previous classification, it can be seen that, there were 4 students that can be categorized into very low category. It means that there were 16% of the students can be classified into low category. Then, there were 3 students that can be categorized into low category. It means that there were 12% of the students can be classified to the low category. Then, there were 6 students that can be categorized into enough categories. It means that there

were 24% that can be classified into enough categories. Then, there were 4 students that can be categorized into high category. It means that there were 16% that can be classified into high category. The last, there were 8 students that can be categorized in to very high category. It means that there were 32% of the students can be classified into the very high category.

2. **The Difficulties of the Students MAS Daarul Muhsinin Mastering Generic Structure in Writing Narrative Text**

After done the interview to the students about the difficulties in mastering generic structure in writing narrative text, so they faced difficulties as follow:

a. **Difficulties in Orientation**

Orientation prepares the ideas about knowing the setting of story, time and characters. Orientation begins with the attempts to sketch in or create the possible word of this particular story. A this part, the writer introduce the characters and the setting. In this part of questions, the students seemed not to know what main contents. If they know, of course, they will not get difficulty.

Rika Lia Harepa, in writing narrative text about orientation she didn't explained about the setting of the story and time of the story. In her result of the test she just wrote about the participant of the story. From

her result it can be known that she didn't understand the component of orientation of narrative text.

b. Difficulties in Complication

The next, the result tells that most of the students had the events in narrative text or in Complication part. The complication will involve the main character and often serves to prevent them from reaching their goal. In addition the complication might include an accident that sets off a chain of cause and effect, character development, a response by the characters to what is happening. It can conclude that these parts mostly about problems happen in a story. Based on the students' answers, only some students got right answers. So, the other student did not know how the problems happen in the story.

Muhammad Habibi didn't write complication of narrative text. In his result of the test he just wrote one paragraph, there are no problems that appear in his story. So, he didn't get the score in complication. It means that she got 0.

Elsaniati Tanjung, didn't write the complication in her result of the text. In this part she didn't included the problems that happen in the story. Eventhough in her result of the test she wrote two paragraphs, but in her result there is no problem that happens in the story. So, she didn't get the score in complication. It means that she got 0.

Muhammad Husni Mubarok didn't write complication of narrative text. In his result of the test he just wrote one paragraph, there are no problems that appear in his story. So, he didn't get the score in complication. It means that she got 0.

Muhammad Tomi William didn't write complication of narrative text. In his result of the test he just wrote one paragraph, there are no problems that appear in his story. So, he didn't get the score in complication. It means that she got 0.

Rika Lia Harepa didn't write the complication in her result of the text. In this part she didn't included the problems that happen in the story. So, she didn't get the score in complication. It means that she got 0.

Yustika Hanum Siregar didn't write the complication in her result of the text. In this part she didn't included the problems that happen in the story. Eventhough in her result of the test she wrote three paragraphs, but in her result there is no problem that happen in the story. So, she didn't get the score in complication. It means that she got 0.

c. **Difficulties in Resolution**

As the other parts of narrative text, the students also got bad result at finding the information in resolution part. Resolution is a part in narrative text that prepares or tells how the problem or event be solved. Events for the resolution are, a punch-line or sudden reversal, a surprise twist, a drawing-together of different story threads, a broadening-out

effect, pulling back from close-ups of characters and action and a focus on an image that resonates with the meaning of the piece.

Elsaniati Tanjung, didn't write the resolution in her result of the test. Because in this part of complication she didn't included the problems that happen in the story automatic she didn't write the resolution of the problem. So, she didn't get the score in resolution. It means that she got 0.

Muhammad Habibi didn't write the resolution in his result of the test. Because in this part of complication he didn't included the problems that happen in the story automatic he didn't write the resolution of the problem. So, he didn't get the score in resolution. It means that she got 0.

Muhammad Husni Mubarok didn't write the resolution in his result of the test. Because in this part of complication he didn't included the problems that happen in the story automatic he didn't write the resolution of the problem. So, he didn't get the score in resolution. It means that she got 0.

Muhammad Tomi William didn't write the resolution in his result of the test. Because in this part of complication he didn't included the problems that happen in the story automatic he didn't write the resolution of the problem. So, he didn't get the score in resolution. It means that she got 0.

Rika Lia Harepa didn't write the resolution in her result of the test. Because in this part of complication she didn't included the problems that happen in the story automatic she didn't write the resolution of the problem. So, she didn't get the score in resolution. It means that she got 0.

Robiatun Adawiah Rambe didn't write the resolution in her result of the test. Because in this part of complication she didn't included the problems that happen in the story automatic she didn't write the resolution of the problem. So, she didn't get the score in resolution. It means that she got 0.

Yustika Hanum Siregar didn't write the resolution in her result of the test. Because in this part of complication she didn't included the problems that happen in the story automatic she didn't write the resolution of the problem. So, she didn't get the score in resolution. It means that she got 0.

d. **Difficulties in Coda**

The coda is the device the narrator uses to indicate closure.

Ferdiansyah Siregar in his result of the test he didn't make the coda of narrative text. He wrote the orientation, complication and resolution but he didn't make the coda that consist of the device the narrator uses to indicate closure that consist of moral lesson. So he didn't get the score in coda. It means that he got 0 score.

Julhamdi in his result of the test he didn't make the coda of narrative text. He wrote the orientation, complication and resolution but he didn't make the coda that consist of the device the narrator uses to indicate closure that consist of moral lesson. So he didn't get the score in coda. It means that he got 0 score.

Marzan Fata Harahap in his result of the test he didn't make the coda of narrative text. He wrote the orientation, complication and resolution but he didn't make the coda that consist of the device the narrator uses to indicate closure that consist of moral lesson. So he didn't get the score in coda. It means that he got 0 score.

Muhammad Habibi didn't make the coda of narrative text, because in his answer sheet he just wrote one paragraph. So he didn't get the score in coda. It means that he got 0 score.

Muhammad Husni Mubarok didn't make the coda of narrative text, because in his answer sheet he just wrote one paragraph. So he didn't get the score in coda. It means that he got 0 score.

Muhammad Tomi William didn't make the coda of narrative text, because in his answer sheet he just wrote one paragraph. So he didn't get the score in coda. It means that he got 0 score.

Rika Lia Harepa didn't make the coda of narrative text, because in her answer sheet she just wrote one paragraph. So she didn't get the score in coda. It means that she got 0 score.

Robiatun Adawiah Rambe didn't make the coda of narrative text, because in her answer sheet she just wrote one paragraph. So she didn't get the score in coda. It means that she got 0 score.

Yustika Hanum Siregar didn't make the coda of narrative text, because in her answer sheet she just wrote one paragraph. So she didn't get the score in coda. It means that she got 0 score.

B. The Discussion

In this research, researcher also want to know the Students' Generic Structure Mastery in Writing Narrative Text at First grade of MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu. The result of this research showed that the students' generic structure mastery in writing narrative text was enough with the mean score (59). After analyzing the data, it was gotten that the students' generic structure mastery in writing narrative text can be categorized into enough categories. Then, researcher related it to some related findings of this research. The first, Andi Adi Yatma's research which came from State College for Islamic Studies Padangsidimpuan. The title was "The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan".[2] The result of his research could be categorized into enough categories because mean score was 59.03%. However,

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[2]Andi Adi Yatma, The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan, (Script STAIN Padangsidimpuan 2013).

there were some difficulties that faced by students when analyzing such as vocabulary and tense.

The second, Lainatussipa's thesis.[3] In her research showed the Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph was enough (44,33).

Thirdly, Evi Maya Sari in her research about The Ability of The Eight Grade Student of SMP Negeri 3 Padandsidimpuan In Mastering Narrative Text In 2009/ 2010 Academic Year can be stated into good category(75).

So, from the explanation about the related finding, if it is connected to students' Generic Structure Mastery in Writing Narrative Text at First grade of MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu can be categorized into enough category.

C. The Threats of the Research

There were many threats of the research that was got by the researcher. The threats was happened from the all aspects of this research. So, the researcher knows this thesis still far from excellence thesis. But the researcher had believed that nobody is perfect in the world. The word perfect just for our God Allah SWT.

In doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough and

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[3]Lainatussipah, *The students' Ability of Students Tsanawiyah Daarul Falah Langga Payung in writing Narrative Paragraph*, (Script STAIN Padangsidimpuan, 2011).

also the students did not do the test seriously. So, the researcher took the sheets 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 the threats of the researcher. The researcher has searched this, research only. Finally, it has been done because the helping from the entire advisors, headmaster and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

After treating the collecting data, the next steps were taking the conclusion of this research. It is regard important because it can describe the final research it self.

In this case, the conclusions of this research as the following:

1. The Students' Generic Structure Mastery in Writing Narrative Text at First Grade of MAS Daarul Muhsinin Janjimanahan Kawat was 59. It can be categorized into enough category.

2. The Difficulties Students' Generic Structure Mastery in Writing Narrative Text at First Grade of MAS Daarul Muhsinin Janjimanahan Kawat in Writing Narrative Text were:

   a. Difficulties in Orientation are the students didn't understand the component of orientation that should be there in orientation part.

   b. Difficulties in Complication are the students didn't understand what complication of narrative text is. The students didn't appear the problem in their story.

   c. Difficulties in Resolution are the students also got bad result at finding the information in resolution part.

d. Difficulties in Coda are the students didn't understand what that should be written in part coda.

B. The Suggestions

After formulating the conclusions, the researcher wants give the suggestions concern with the result of the research. It can be seen as below:

1. It is suggested to the headmaster to motivate his English teacher to increase their ability in Teaching English, especially in writing narrative text.

2. It is suggested to the English teacher to:

   a. Before studying the writing narrative text, the students had known and mastered about generic structure/element of narrative text.

   b. Apply the suitable strategies, methods, ways, or etc, which can improve or help them understand in learning English Especially in making narrative text.

3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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CURRICULUM VITAE

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1. Primary school   : SD Negeri 100310 Janji Manahan Silangge

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Appendix I

The Instrument of Test

Introduction

1. The instrument is used to find out the students' generic structure mastery in writing narrative text.
2. Answer by your own ability
3. Your answer will not influence your position in this school
4. Time is given 90 minutes

A. Write Narrative text by the title "My Experience" at least 3 paragraphs. The text should be consist of:

   a. Orientation
   b. Complication
   c. Resolution
   d. Coda

NAME :
CLASS :

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Appendix II

Table V
The Description of Students' Score in Mastering Generic Structure of Narrativ
Text

No	Initial	Orientation	Complication	Resolution	Coda	Sum
1	ARY	10	10	10	12	42
2	APS	12	22	20	10	66
3	AAT	24	20	20	20	84
4	ASR	18	10	10	10	48
5	ET	24	0	0	24	48
6	FRS	24	15	18	0	57
7	IM	23	24	23	24	94
8	JH	10	10	10	0	30
9	MFH	24	25	23	0	73
10	MHH	24	23	21	20	88
11	MSS	20	22	20	20	82
12	MAR	18	17	13	10	58
13	MCP	20	23	20	20	83
14	MH	25	0	0	0	25
15	MHM	20	0	0	0	20
16	MTW	20	0	0	0	20
17	NAH	20	20	20	20	80
18	NM	0	20	18	20	58
19	NIP	23	24	25	25	97
20	RES	24	24	25	23	96
21	RLH	10	0	0	0	10
22	RAR	18	20	0	0	38
23	RST	25	24	25	25	99
24	SHS	18	18	18	18	72
25	YHS	10	0	0	0	10
Total		464	371	339	301	1475
Mean Score						59
Highest Score						99
Lowest Score						10

The researcher calculated the score by using the following formula:

$$M = \frac{\sum X}{N}$$

$$= \frac{1475}{25} = 59$$

Documentation of the research

The Researcher gave the test to the students

The students was doing the test

The researcher collected the answer sheet of the students