THE STUDENTS' ABILITY
IN ANALYZING TEXT STRUCTURE OF NARRATIVE TEXT
AT GRADE XI STUDENTS OF SMA MUHAMMADIYAH 11
PADANGSIDIMPUAN

A THESIS

Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan As a Partial Fulfillment of Requirement
For Degree of Islamic Educational Scholar (S.Pd.I)
in English Program

Written by:

ANDI ADI YATMA
Reg. No. 07 340 0037

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
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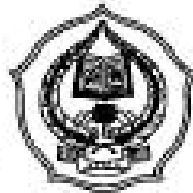English Program*

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Written by:
ANDI ADI YATMA
Reg. No. 07 340 0037

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NIP. 19710510 200003 2 001

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013

Padangsidimpuan, 29th August 2013

Term   : Munaqosyah

       a.n. Andi Ad. Yatma

1 Term : 5 (five) Examplar

To:

Bapak Ketua STAIN Padangsidimpuan

di-

       Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Andi Adi Yatma, entitle "STUDENTS' ABILITY IN ANALYZING TEXT STRUCTURE OF NARRATIVE TEXT AT GRADE XI STUDENTS OF SMA MUHAMMADIYAH 11 PADANGSIDIMPUAN". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in munaqosyah.

That's and thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini

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Judu Skripsi   : The students' ability in analyzing text structure of narrative text at grade
XI students of SMA Muhammadiyah Padangsidimpuan

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan dari tim pembimbing dan tidak melakukan plagiasi sesuai dengan **Kode Etik Mahasiswa Pasal 14 Ayat (2).**

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Padangsidimpuan, 29 Agustus 2013

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DECLARATION LETTER OF SELF COMPLETION THESIS

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students" ethic code in article 14 subsections 2.

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Padangsidimpuan, 29 Agustus 2013
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Thesis   : THE STUDENTS' ABILITY IN ANALYZING TEXT STRUCTURE OF NARRATIVE TEXT AT GRADE XI STUDENTS OF SMA MUHAMMADIYAH 11 PADANGSIDIMPUAN

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Date   : September, 09th 2013
Time   : 09.00 am until finish
Resul t/ Mark : 66,75 /C
Predicate   : Good

RELIGION MINISTRY OF
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PADANGSIDIMPUAN
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LEGALIZATION

Thesis : THE STUDENTS' ABILITY IN ANALYZING TEXT
STRUCTURE OF NARRATIVE TEXT AT GRADE XI
STUDENTS OF SMA MUHAMMADIYAH 11
PADANGSIDEMPUAN

Written by : **ANDI ADI YATMA**

Reg. No. : **07 340 0037**

Had been accepted as a partial fulfillment of requirement for

degree of Islamic educational scholar (S.Pd.I) in English

educational program.

Padangsidimpuan, 09 Sept 2013
Leader of state college for
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: "**The Ability of Eleventh Grade Students of SMA Muhammadiyah 11 Padangsidimpuan in Analyzing Text Structure of Narrative Text**". This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English Education Study Program at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag as advisor I (one) who has guided the researcher to complete this research and to Eka Sustri Harida, M.Pd, as advisor II (two) who has guided the researcher to complete this research and also to Eka Sustri Harida, M.Pd as the best academic advisor.

2. Special thanks are due to DR. H. Ibrahim Siregar, MCL, as the Chief of State College for Islamic Studies (STAIN) Padangsidimpuan, and the assistants, and to Hj. Zulhimma, S.Ag, M.Pd as the Chief of Tarbiyah Department and her staff, and also to Rayendriani Fahmei Lubis, S.Pd, M.Ag as the chief of English Section and her staff who have helped the researcher as their student in STAIN Padangsidimpuan.

Pratami Destria, Aisyah Java, and all friends that I can't mention them here who have given support and helping in this research.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 14 August 2013

ANDI ADI YATMA
Reg. No. 07 340 0037

Nama   : **Andi Adi Yatma**
Reg. No   : **07 340 0037**
Title   : **Ability of Eleventh Grade Students of SMA Muhammadiyah 11 Padangsidimpuan in Analyzing Text Structure of Narrative text**

ABSTRACT

.

The purposes of the research were to know The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan, to know students' difficulties in analyzing structure text of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan and to know the solutions were given by the English teacher to solve the students' difficulties in analyzing structure text of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan.

The sources of data were the grade XI students, the English teacher, and Headmaster of SMA Muhammadiyah 11 Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

Based on the result of research, researcher found that the ability of students in analyzing text structure of narrative text at grade XI in SMA Muhammadiyah 11 Padangsidimpuan were Enough (59.03%). The students' difficulties in analyzing text structure of narrative text were The students low understanding in text structure narrative, they are; Orientation, Complication, Resolution, Reorientation, for some students text structure of narrative is one of difficult discussion cause they did not familiar with the text structure of narrative discussion, and the circumstance of learning proccess was lack of condusive. The solutions done by the English teacher to solve the students' difficulties in analyzing text structure of narrative text at eleventh grade in SMA Muhammadiyah 11 Padangsidimpuan: The teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the Analyzing Text structure of narrative text and the teacher asked the students to memorize the change of the tenses and before the teacher gave the lesson.

CURRICULUM VITAE

A. Identify

   Name   : Andi Adi Yatma

   Place and birthday   : Padangsidimpuan, 14 Agustus 1989

   Sex   : Male

   Religion   : Moslem

   Address   : Jln. Let.Jend. S.Parman No.13B. Kec. Padangsidimpuan

                           Utara – Kota Padangsidimpuan

B. Parents

   Father   : (Alm) Ali Syafri Harahap

   Mother   : Emi Yanti

C. Background of Education

   1. Elementary School at SDN 12 Padangsidimpuan, 2001

   2. Junior High School at SMP Negeri 4 Padangsidimpuan, 2004

   3. Senior High School at SMA Muhammadiyah 11 Padangsidimpuan, 2007

   4. Student of English Section at State College for Islamic Studies (STAIN)
      Padangsidimpuan 2007-2013

Appendix 3

Students score in test 1

NO	NAME	SCORE OF ITEM				TOTAL
		ORIENTATION	COMPLICATION	RESOLUTION	REORIENTATION	
1	A	25	25	25	0	75
2	B	25	25	25	25	100
3	C	25	25	0	0	50
4	D	0	25	25	0	50
5	E	25	25	25	0	75
6	F	25	0	0	0	25
7	G	25	25	25	25	100
8	H	25	25	0	25	75
9	I	0	25	25	0	50
10	J	25	25	0	25	75
11	K	25	25	25	25	100
12	L	0	25	25	0	50
13	M	0	25	25	25	75
14	N	25	25	0	0	50
15	O	25	25	25	25	100
16	P	0	25	25	0	50
17	Q	25	25	0	0	50
18	R	0	25	25	0	50
	TOTAL SCORE					1200
	AVERAGE					66.67

Average = $\dfrac{Total\ Score}{Total\ Students}$

= $\dfrac{1200}{18}$

= 66.67

Students' Score in Test 1

NO	NAME	SCORE OF ITEM				TOTAL
		ORIENTATION	COMPLICATION	RESOLUTION	REORIENTATION	
1	A	25	25	0	0	50
2	B	0	25	0	0	25
3	C	25	0	25	0	50
4	D	25	0	0	25	50
5	E	25	25	0	0	50
6	F	0	25	25	0	50
7	G	25	0	25	25	75
8	H	0	25	25	0	50
9	I	25	0	0	0	25
10	J	25	25	0	25	75
11	K	0	25	25	0	50
12	L	25	0	25	0	50
13	M	25	25	25	25	100
14	N	25	0	25	0	50
15	O	25	25	0	0	50
16	P	25	0	25	0	50
17	Q	25	0	25	0	50
18	R	0	25	0	0	25
	TOTAL SCORE					925
	AVERAGE					51.39

$$M = \frac{\sum X}{N} \qquad \frac{66{,}67 + 51{,}39}{2}$$

$$= 59{,}03$$

No	Name of Student	Kind of item		Total Score
		Test Number 1	Test Number 2	
1	RA	75	75	150
2	FS	100	75	175
3	Ard	50	100	150
4	DS	50	75	125
5	MP	75	50	125
6	Jul	25	50	75
7	Iw	100	75	175
8	MF	75	50	125
9	BH	50	50	100
10	IH	75	50	125
11	RS	100	50	150
12	AP	50	100	150
13	AA	75	100	175
14	NH	50	75	125
15	Rah	100	75	175
16	AZ	50	75	125
17	SH	50	75	125
18	AS	50	75	125
Jumlah				**2475**

No	Name	Score of items				
		Orientation	Complication	Resolution	Reorientation	T Otal
1	A	25	25	25	0	75
2	B	25	25	25	25	100
3	C	25	25	0	0	50
4	D	0	25	25	0	50
5	E	25	25	25	0	75
6	F	25	0	0	0	25
7	G	25	25	25	25	100
8	H	25	25	0	25	75
9	I	0	25	25	0	50
10	J	25	25	0	25	75
11	K	25	25	25	25	100
12	L	0	25	25	0	50
13	M	0	25	25	25	75
14	N	25	25	0	0	50
15	O	25	25	25	25	100
16	P	0	25	25	0	50
17	Q	25	25	0	0	50
18	R	0	25	25	0	50
Total		300	425	300	175	1200

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the most widely used in the world. It plays very significant roles in many aspects of international affairs as a means of international communication. In this global era, human being is faced by many problems. One way of anticipating the problems is by changing the education system should be designed based on the four basic goals namely learning to know, learning to do, learning to live together, and learning to be self owner.

English has been included in curriculum of education; it can be seen that it is learned from elementary school up to university level. English has four major aspects categorized into two main ways: receptive competence and productive competence. Receptive competence consists of two different modes of language behavior: listening and reading, which also obviously includes interpretation of contexts and relational tasks. Productive competence consists of two modes: speaking and writing, include use of non-verbal signs and cues, and writing. In turn the four types of competence can be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing).[1]

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[1] Nirmala Sari, *An Introduction to Linguistics* (Jakarta: Departemen Pendidikan Kebudayaan, 1998), p. 11.

Related to the curriculum, practitioner observes and analyzes education system and implements competence based curriculum. It was introduced in 2002 and has been implemented fully in 2004. It is stressed in developing the basic competence such as making the students able to reflect their own experience to express their idea, their feeling and their understanding to their own cultures and to participate in social community who used the language. In 2004 English curriculum, English functions as a medium in learning science, technology and arts which are emphasized the teaching of English on the four skills: listening, speaking, reading and writing which are taught interestedly.

Nowadays, reading has an important case in English. There are many ways done by the teachers to teach it, so the students can read well. Reading is easy, but to understand the text is not easy. Because by understanding the text, analysis structure text of narrative enable the readers to know the purpose of the writer in writing the text.

In addition, there are many kinds of text written by the writer such as narrative, descriptive, report, argumentation and others. All kinds of them have many rhetorical and many purposes. Like narrative is talking about events or the story and experience. In English, a narrative text uses   past tense to write it. If students can master about kind of text, it can help them to express their though, or idea, experience and information to another by the text.

Analyzing text structure should be developed at school. The students need to understand different kind of text. However, many students have weakness in

analyzing text, particularly in analyzing text structure of narrative text. They must know some aspects of narrative text like paragraph, the social function, generic structure and lexico- grammatical.

The fact, when the teacher orders the students made the narrative text and retell the text in their words, they cannot do that. Then, they have low ability to answer the question about the narrative text. The factors are caused of lack in vocabulary; lack vocabularies make the students unable to comprehend the text.

Beside of that, they did not know the generic structure of the text, the lexico-grammatical and the tense using. If they did not understand the structure, it will make the students feel difficult to understand even to write the narrative text. The problems that also found are the students doing not understand about the tenses. The last is about the students' habit. They do not have good habit in reading. They are lazy to read; in which make them unable to understand the text. So, the problems needed to be solved.

So, based on the explanation above the researcher is interesting to search about **THE STUDENTS' ABILITY IN ANALYZING TEXT STRUCTURE OF NARRATIVE TEXT AT GRADE XI STUDENTS OF SMA MUHAMMADIYAH 11 PADANGSIDIMPUAN**

B. Focus of the Problems

The research is focused on the ability students' grade XI students of SMA Muhammadiyah 11 Padangsidimpuan in analyzing structure text of narrative text; it is like social function, generic structure and lexico- grammatical.

C. Definition of Key Terms

To avoid ambiguity, the researcher clarified the term used in this research as follows:

1. Student:

Student is a person who is studying at a university or college.[2] The students be intended in this research is at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan.

2. Ability:

Ability is a capacity or power to do something physical or mental, like: cleverness, intelligence a man of great or special natural power to do something well.[3] Ability meant also skill to perform certain action both physically and mentally both before and after receiving training.[4] The ability is intended in this research is The Students' Ability in Analyzing Text Structure o of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan.

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[2] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995), p. 1344.
[3] *Ibid.,* p. 2.
[4] James Drever, *Kamus Psikologi* (Jakarta: Bina Aksara, 1998), p. 2.

According to Prof Komaruddin Analysis is "suatu pemeriksaan dan penafsiran mengenai hakikat dan makna sesuatu".[5] It is said that Analysis is an examination and interpretation of the nature and meaning of something. In Webster Dictionary analyzing is an investigation of the component parts of a whole and their relations in making up the whole.[6] Analyzing in this research is to examine The Students' Ability in Analyzing Text Structure Of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan..

3. Narrative text:

Narrative text is a written material which describing of events.[7] The narrative text is a special kind of texts that talk about events with problematic and unexpected outcome that entertains and instructs the reader or the listener.

It can be concluded that, The Students' The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah 11 Padangsidimpuan. is the students' ability in comprehending a material of event.

D. Formulation of the Problems

From the above explanation, the researcher wants to formulate on below questions below:

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[5] komaruddin dan Yooke. *Kamus Istilah Karya Tulis Ilmiah* (Jakarta: Bumi Aksara. 2000), p. 47.

[6] Webter Dictionary. P.56.

[7] *Ibid.*, p.881.

1. How is the ability in analyzing text structure of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan.?

2. What are students' difficulties in analyzing text structure of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan.?

3. What are the solutions given by the English teacher to solve the students' difficulties in analyzing text structure of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan.?

E. Purposes of the Research

Purposes of this research are:

1. To know Ability in analyzing text structure of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan.

2. To know students' difficulties in analyzing text structure of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan.

3. To know the solution are give by teacher difficulties in analyzing text structure of narrative text at grade XI students SMA Muhammadiyah 11 Padangsidimpuan..

F. The Significances of The Research

The findings of this research are dedicated:

1. To Researcher, as a partial fulfillment of requirement for degree of islamic educational scholar in English program.

2. To students of SMA Muhammadiyah 11 Padangsidimpuan as information their ability in analyzing text structure of narrative text.

3. To motivate the teachers in teaching English, especially in Analyzing text Structure of Narrative text.

4. To the Headmaster of SMA Swasta Muhammadiyah 11 Padangsidimpuan as supervisor to supervise the development of students and teacher in English learning process, and to another head master.

5. To other researchers who will do research in the some topic.

G. Outline of Thesis

The researcher gives the outline of the thesis that would be done in thesis paper, to help readers understand the research, as follows:

Chapter I, it is consists of Background of the Problem that explained about the important and reasons of the research; Focus of the Problem that told about research concern; The Definitions of Key Terms told about definition of terminologies; Formulation of the Problem tell about what must we search or describe in the research; Purpose of the Research told about the aims of research explained what for the research did; The Significances of the Research explained the destination of the research; Outline of the thesis explained the contents each chapter.

Chapter II, it was consists of the Theoretical Description told about the descriptions of variable or materials are describe of students' difficulties in analyzing structure text of narrative text; Review of Related Finding told about the related research that found before.

Chapter III, it was consists of Research Methodology consists of the Time and Place of the Research told about how long and where the research did; The Research Design told about the kind of research that used in the research; The Source of Data told about the source of data collection are the English teacher and the student's of SMA Muhammadiyah 11 Padangsidimpuan; Instrumentation of Collecting Data told about the tools that used to collect data that are interview and test; Checking of Trustworthiness told about checking the validity and accuracy of findings. Techniques of Data Analysis told about the way to analyze the data collection;

Chapter IV, it is the Result of the Research talking about the analysis of data (the result of research). This chapter consists of Data Description Described of the Result; Data Analysis Research Finding described research finding in general and specific; Discussion told about the discuss between findings before to the result of the research. And the finally,

Chapter V consists of Conclusion is concluded the result of the research and Suggestions is given to the readers or another researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Narrative Text

1. Defenition of Text

According to Hornby, text is any form of written material.[1] In English it's known that term which relation with text it is called genre. According to Martin, genre is the activity which has orientation, concept and focus aims.[2] In addition, genre also talks about the scheme of genre about communicative aims, content and form.

According to Sanggam Siahaan and Kusno Shinoda said a text a meaningful linguistics unit in a context, which text is divided by two parts that is spoken text and a written text, where spoken text is any meaningful written text, it can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc.[3] Further Otong Dzuharie Setiawan said that "Text is form the discourse have the communicative selected and realized with selected language marking.[4]

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[1] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995), p. 1345.

[2] Otong Setiawan Djuharie. *Genre* (Bandung : Yrama Widya, 2007), p. 9.

[3] Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

[4] Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 24.

So text is printed or written that has meaningful, it can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book.

2. Kinds of Text

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 below:

1. Bentuk-bentuk objektif, yang mencakup :
   a). Penjelasan yang terinci mengenai proses,
   b). Batasan,
   c). Laporan,
   d). Dokumen.
2. Bentuk-bentuk subjektif, yang mencakup :
   a). Otobiograf,
   b). surat-surat,
   c). Penilaian pribadi,
   d). Esei informal,
   e). Potret/ gambaran.[5]

(The first form is Objective forms, it is divided into four forms they are the explanation about process, limitation, report and document. The second is Subjective form; it is included autobiography, letters, self report, informal essay and description).

Beside, Weaver also makes the classification as follows:

1. Eksposisi, yang mencakup :
   a). Defenisi,
   b). analysis.

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[5] Henry Guntur Tarigan, *Menulis sebagai suatu keterampilan berbahasa* , (Bandung : Angkasa, 20005), p.28-29

2. Deskripsi yang mencakup :
   a). Deskripsi ekspositori,
   b). Deskripsi literal.
3. Narasi, yang mencakup :
   a) Urutan waktu,
   b) Motif,
   c) Konflik,
   d) Titik Pandangan,
   e) Pusat Minat.
4. Argumentasi yang mencakup :
   a). Induksi,
   b). Deduksi.[6]

The first is exposition which includes definition and analysis, the Second is description which includes expository Descriptive and literal Descriptive. Then, Narration, include sequences of time, motif, conflict, point of view, and Center of interest. The last is Argumentation which include induction and deduction

Thus, from explanation above it can be concluded that there are such kinds of text like exposition, description, narrative and argumentation. Based on these kinds of the text, the researcher focuses on narrative text.

3. Narrative Text

A S. Hornby in Oxford Advanced Learner's Dictionary defines: "Narative text is a description of events.[7] Meanwhile, Otong Setiawan Djuhrie says "Teks Narrative adalah merupakan jenis teks berupa cerita atau dongeng yang bertujuan menghibur

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[6]*Ibid*.
[7] Hornby, *Loc. Cit.*

pembaca".[8](Narrative text is a kind of text is talking about story or folk which the aim is to entertain the reader).

Next Pardiyono says, Narrative adalah jenis teks yang sangat tepat untuk menceritakan aktivitas atau kejadian masa lalu yang menonjolkan problematic experience dan resolution dengan maksud menghibur dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca.[9] (Narrative is kind of text to retell the activities or last action which show problematic experience and resolution to amuse and to give moral lesson to readers).

In addition, David Butt says, "Narrative is to construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or the listener".[10] So that the researcher concludes that narrative text a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

To write the narrative, there is some consideration which should be care suggested by Pardiyono as stated in the table below:[11]

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[8] Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 41.
[9] Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: Andi OFFSET,2007), p. 94.
[10] David Butt et. Al, *Using Functional Grammar* (Sydney: MacQuarie University, 2003), p. 217.
[11] Pariyono. *Op.Cit.*, p. 97- 98.

Table 1
Text Element of Narrative Text

Text element	Function
Orientation	- Content of topic of an activity or event which wonderfully will be talked. - Should be interest and can provoke the readers to know specifically. - Using adjective to describe 'personal attitude' generally.

Sequence of events which are problematic the leads to conflict-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 are done, the same in writing recount text, in narrative text is also used sequence markers: first, second, third etc, or first, next, after, that, then, finally etc.
	- Grammatical features
	  a. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
	  b. Using verbs of doing on predicate, such as ran out, got, and went etc which describe the activities.
	  c. Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy etc.
	  d. Repeating subjective pronoun is same in text is general such as:
	  First, my aunt was very frightened, but she tried to manage herself to be quiet.
	  e. Using conjunction is also found such as:
	  First, my aunt was very frightened, but she tried to manage herself to be quiet.

Resolution coda	- Content problem solving has told until the climax. - Content about moral lesson which is possible can be taken at the events, such as: *My aunt was so relived to see the snake leaving the room without making my harm to anybody.*

Then, Narrative texts generally have the following basic structure:

a. Orientation: The part where the writer describes the setting, the context or situation in which the story takes place, (that is, where and when the story takes places), and the characters (who involved in the story).
b. Evaluation: A stepping back to evaluate the plight.
c. Complication: Part where the writer introduces a problem, a change in the situation, or an action that require a response. This part is usually the most interesting part of the whole story.
d. Resolution: The section where the writer presents the way problems has been resolved. In this section the whole story ends.
e. Coda: Contain conclusion of summary with give a moral lesson.[12]

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

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

b. Evaluation is a stepping back to evaluate the plight.

c. Complication is the place in which a crisis arises.

d. Resolution is the crisis is resolved for better or for worse.

e. Reorientation is it can be optional.[13]

So, it can be concluded that in narrative text has some components: orientation, sequence of events or problems and resolution. From the consideration above the research also found that the narrative text uses simple past tense in grammatical features.

Related to tenses used in narrative is past tense, so the patterns of past tense are stated below.[14]

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[12]Sanggam Siahaan & Shinoda Kisno, *Generic Text Structure*, (Pematang Siantar: Graha Ilmu, NY), p. 72.
[13] *Ibid.*, p. 73.

Positive

> Subject + Verb 2

Example:

He arrived yesterday.

He studied English last night.

They went to bali three days ago.

They cleaned the classroom yesterday.

I lent his book last month.

They played football three days ago.

I danced with her last night.

She cheated me yesterday.

Negative

> Subject + did not + Infinitive

Example:

They did not arrive last night.

They did not clean the classroom yesterday.

She didn't go to Medan three days ago.

Question

> Did + Subject + Infinitive?

Example:

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[14]Dani Setiawan, *16 Tenses*, (Jakarta : PT SUKA BUKU, 2011), p.58-59.

Did she go to Jakarta two days ago?

Did he study English last night?

Did they arrive yesterday?

Jayanthi Dakshina stated that the use of simple past tense as below:

1. For a past action with past time adverbs

Example:

Madhavi wrote me a letter yesterday.

I saw Janaki long ago.

My father died last year.

He went to Delhi in 1990.

2. For a past discontinued habit

Example:

He visited temples frequently.

She usually sang songs in the evening.

Madhavi always talked about her beauty.[15]

In addition according to Ertheon, the simple past tense is used :

1. When the verb in main clause is in the present conditional tense.

Ex : If that branch broke, he would probably hurt himself.

2. In place of the present tense after It is time

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[15] Jayanthi Dakshina Murthy. *Op.Cit.,* p.166.

Ex: It is time you went home

3. After would sooner or would rather when the speaker refers to another person or thing

Ex: I would rather opened the box

4. After wish and if only when an imaginary or unreal situation is mentioned

Ex: I wish I owned that land. [16]

B. The Language Elements of Narration

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.[17]

1. Nouns

Nouns is a word used as the name of a person, place or thing.[18] Example:

Johan is our teacher.

There is a table in the class.

I saw a man in the market.

2. Individual Participant

Individual participant means that the subject which takes part in a situation or the story of specific subject. [19] Such as story about Snow White, Prophet Muhammad, Malin Kundang etc.

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[16] ARB Ertheon, *Mastering Modren English*, (London : Longman: 1967), p. 358.

[17] Otong Setiawan Djuharie. *Op.Cit.*, p. 41.

[18] cliffs, *TOEFL*. (India: Dream Land , 2005), p. 5.

3. Past Tense

As stated above that in narrative text uses simple past tense, according to Betty Schrampfer Azar, "simple past tense is used to talk about activities or situations that began and ended at a particular time in the past".[20] Meanwhile, according to Jayanthi Dakshina Murthy, "Simple past tense is when a verb is used to shown that an action was completed".[21]

The simple past is used for a complete action that happened at one specific time in the past.[22]

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 conjunction and subordinating conjunction.[23]

5. Action Verbs

The action verb divided into two forms:

1) Regular Verb

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

Example:

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[19] Otong Setiawan Djuharie.*Op.Cit*., p. 41.

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

[21] Jayanthi DakshinaMurthy. *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 151.

[22] Cliffs, *Op .Cit*., p. 59.

Add   added   added

Smoke   Smoked   Smoked

Advice   Advised   Advised

2) Irregular Verb

An irregular verb is a verb which does not have a normal inflection or not normally added by "ed" or "d" to the infinitive form.

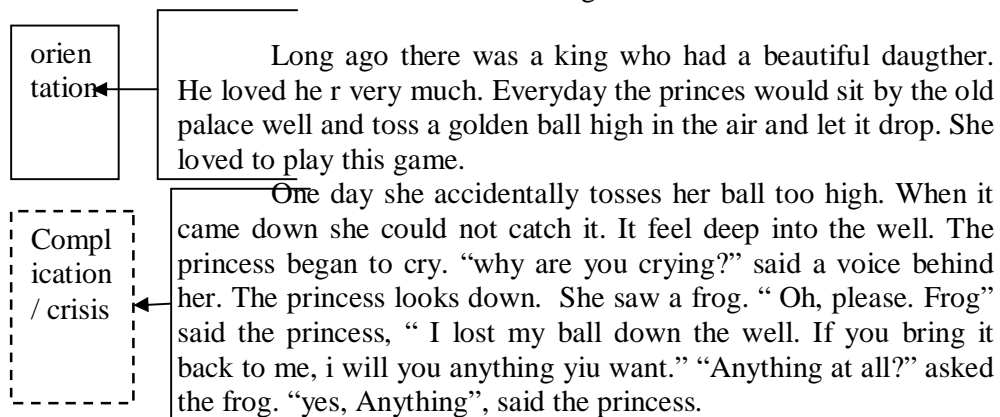Example:

Eat   Ate   Eaten

Bring   Brought   Brought

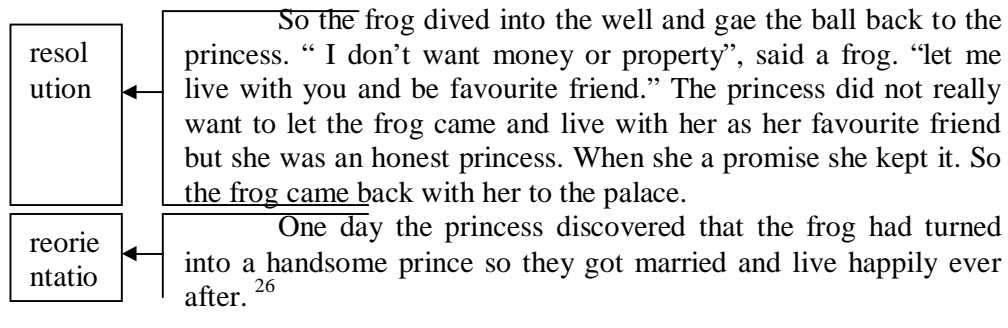Do   did   Done. [24]

6. Saying Verbs

It is about the verb which to show the report or say such as *said, told, promised, thought, understood* etc.[25]

Below is the example of Narrative Text
The Fog Prince

orien tation	Long ago there was a king who had a beautiful daugther. He loved he r very much. Everyday the princes would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.
Compl ication / crisis	One day she accidentally tosses her ball too high. When it came down she could not catch it. It feel deep into the well. The princess began to cry. "why are you crying?" said a voice behind her. The princess looks down. She saw a frog. " Oh, please. Frog" said the princess, " I lost my ball down the well. If you bring it back to me, i will you anything yiu want." "Anything at all?" asked the frog. "yes, Anything", said the princess.

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[24] www. Dictionary home. Com.
[25] Otong Setiawan Djuharie, *Op. Cit*., p. 41.

	So the frog dived into the well and gae the ball back to the princess. " I don't want money or property", said a frog. "let me live with you and be favourite friend." The princess did not really want to let the frog came and live with her as her favourite friend but she was an honest princess. When she a promise she kept it. So the frog came back with her to the palace.
resolution	
reorientatio	One day the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after. [26]

C. Review of Related Findings

This research related "The students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah 11 Padangsidimpuan" are two. First An Analysis on the Students' Ability Writing Narrative Based on Picture of the Grade VIII at MTs.S S Mardiyah Islamiyah by Sakinah. She concluded that there are 31 students from the whole sample got average score 70% or more. It means that 67,39% of samples are unable to write narrative stories based on pictures. Years were regarded as able to write narrative based on picture but they still faced in the language use skill[27].

Second, the Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009/2010 Academic Years by Evi Maya Sari. She concluded that the ability of the eight grade student of SMP Negeri 3 Padangsimpuan in mastering narrative text was good. It could be seen trough 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.

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[26] *Ibid.,* p. 42.
[27] Sakinah, Students' Ability Writing Narrative Based on Picture of the Grade VIII at MTS.s S Mardiyah Islamiyah, (*Unpublished Script*), (Padangsidimpuan: STKIP, 2010), p. 18.

So that, from the description above, the writer concluded that the method can increase the students' ability in comprehending narrative text, and now researcher refers to the text of narrative text, the researcher would like to see the ability of the students to analyze the text structure in narrative text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Location and Schedule of Research

1. Location:

    This research has been conducted at SMA Swata Muhammadiyah 11 Padangsidimpuan, jln. S.Parman. Number 18. Telephone (0634) 21159, Padangsidimpuan Utara, Kota Padangsidimpuan, post code 22718

2. Schedule

    This research has been done from October 2012 up to August 2013.

B. Approach and Kind of Research

This research conducted with descriptive analysis with qualitative research. Depend on Sugiyono, qualitative research is a research base of *postpotivisme philosophy,* the research was used for researching condition of object naturally, and where the researcher would become a key instrument.[1]

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[1]Sugiyono. *Metode Penelitian Kuantitatif dan Kualiatatif dan R & D* (Bandung: Alfabeta, 2009), p. 9.

Moleong said that qualitative research was research procedures that produce descriptive data as a written or spoken language from the research objects. Combinations and process of qualitative research are going on simultaneity; research is done with collecting, analyzing and interpreting data and fact and then concluded with inductive method.[2]

Depend on the depth of analysis, this research is descriptive that used with procedures to draw and show the condition of research object.[3] Actually in this research is to show and draw the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan.

C. The Sources of Data

The sources of data in this research are:

a. Primary sources of data that is the grade XI students at SMA Muhammadiyah Padangsidimpuan, they are 18 students. They are IPA class.

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[2]Lexy J. Moleong, *Metode Penelitian Kualitatif (*Bandung: Remaja Rosda Karya, 1999*),* p. 5.

[3]Nana Sudjana, *Tuntunan Penulisan Karya Ilmiah* (Bandung: Sinar Baru Algesindo, 2003), p. 52.

It could be seen in the table below:

Table 2
DEPARTMENT OF SMA MUHAMMADIYAH 11
PADANGSIDIMPUAN

No.	Department of Grade XI		
		class	Total
1.	IPA	1	18
TOTAL			18

From above table, it could be known that, there is only 1 department in SMA Muhammadiyah 11 Padangsidimpuan. So, researcher chose all students.

Actually, researcher would take one department (IPA Department) to do the research, it is grade XI.

b. Secondary sources of data, that was an information from the headmaster and the English teacher of SMA Swasta Muhammadiyah 11 Padangsidimpuan

D. Technique Data Collections

For collecting the data, the researcher uses interview and test.

a. Interview.

According to S. Nasution "wawancara adalah suatu komunikasi verbal semacam percakapan yang bertujuan untuk memperoleh informasi" It means that. " interview is a verbal communication like conversation that has aim to get information."[4]

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[4] Joko Subagyo, *Metode Penelitian dalam Teori dan Praktek* (Jakarta: Rineka Cipta, 2000), p. 39.

The researcher concludes interview is an activity that done to get information by giving the questions to the sources of the data is student and research of SMA muhammadiyah 11 Padangsidimpuan. Interview is done for getting data about difficulties in analyzing text structure of narrative text.

b. Test

Suharsimi Arikunto says, "Test adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi, kemampuan atau bakat yang dimiliki individu".[5] (The measures of skill, knowledge, ability or talents are hard by individual or group). The researcher concludes this test given to know the students ability in analyzing the stext structure of narrative text.

In this test, the students will analyze text structure of narrative text, the researcher gives total 100 values, in every items reseacher gives 20 values.

    a) Orientation = 25 values

    b) Complication = 25 values

    c) Resolution = 25 values

    d) Reorientation = 25 values

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[5] Suharsimi Arikunto, *Manajemen Pendidikan* (Jakarta: Rineka Cipta, 2005), p. 156.

E. Cheking of Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the researcher used the term of 'trustworthiness' for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed triangulation technique.

Triangulation was supposed to support finding by showing that independent measured of it agree with or, at least, do not contradict it. It is supported by Creswell who stated "Triangulate is done by examining evidence from the sources and using it to build a coherent justification for themes".[6] It means that in triangulation the researcher should compare the resources or measures or the result that do not contradict each other.

The data that are compare must be related and supported each other. It was done by the researcher by comparing the different data sources; they confirm one another. The data about teaching strategies that researcher gets from direct test, and interviewing the teachers are compared. After researcher did the triangulation, researcher founds the real data that researchser needed.

F. Tehnique Analysis Data

After collecting the data, the researcher would analyze the data; the technique of data analysis will be presented in descriptive form.

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[6] John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 196.

The data will be analyzed by the following procedures:

1. Checking data whether the data are true or false.

2. Counting sum of the true from the students' answer and then classified them based on their score.

3. Calculating their result (mark) by using Mean Score.

   In this research used the formula mean score. The formula is:

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

   Where:

   M   : Mean Score (Average)

   N   : Number of Cases

   $\sum X$: Total of the Result[7]

4. After calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below:

Table 3

The Classification Quality of the Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good[8]

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[7] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.
[8] Riduwan, *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 89.

After finding the mean scores of all students, it was consulted to the criteria as follows:

a. If the value of mean score is 81% - 100%, it can be categorized into very good.

b. If the value of mean score is 61% - 80%, it can be categorized into good.

c. If the mean score 41% - 60%, it can be categorized enough.

d. If the mean score 21% - 40%, it can be categorized weak.

e. If the mean score 0% - 20%, it can be categorized very weak.

5. Take conclusion, it is done to conclude the discussion briefly and clearly.

CHAPTER IV

RESULT OF RESEARCH

A. **Findings**

1. **General Finding**

This research was conducted in SMA Muhammadiyah 11 Padangsidimpuan which addressed at Jl. Let. Jend. S. Parman No.18, Padangsidimpuan.

SMA Muhammadiyah 11 Padangsidimpuan was built in 1976 in Padangsidimpuan, North Sumatera With SD Muhammadiyah 5 Padangsidimpuan.[1]

SMA Muhammadiyah Padangsidimpuan is one of Senior high school in Padangsidimpuan. Graduated from SMA muhammadiyah Padangsidimpuan was same with others senior high school in padangsidimpuan, it will can continued study to university wants.

a. Equipments and Fasilities

Equipments and fasilities are the factors which establish in the implementation education effort to reach the school's objectives maximally.

There are some equipments and facilities in SMA Muhammadiyah 11 Padangsidimpuan.

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[1] Bambang Ardiansyah, The Headmaster of SMA Muhammadiyah 11 Padangsidimpuan, *Private interview,* 15th July 2013.

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Generally, this school has some equipments and facilities as follows:

Table 4

Facilities of SMA Muhammadiyah Padangsidimpuan

FACILITIES			
No	**Object**	**Number**	**Info**
1.	Headmaster room	1	Good
2.	Meeting Hall	1	Good
3.	Library	1	Good
4.	Practice laboratory	1	Good
5.	Computer Laboratory	1	Good
6.	Class Rooms	9	Good
7.	Office	1	Good

b. Situation of Teachers of SMA Muhammadiyah 11 Padangsidimpuan.

Teacher is one of factor who establish students to get success in learning process. The data of Teachers of SMA Muhammadiyah Padangsidimpuan as follows:

Table 5

English Lecturers[2]

No.	Lecturers	Graduation	Subject
1.	Habibi	S-1 UMTS	Bahasa Inggris
2.	Arif Sa'adi	S-1 UNP	Bahasa Inggris
3	Marlina. S.Pd	S-1 UMTS	Bahasa inggris

The table above is description of teachers who teach in SMA Muhammadiyah 11 Padangsidimpuan. So, all of teachers in this year are 3 teachers which consist of 2 Male and 1 Female.

c. Situation of Students

In learning process, students are the factor who have a role as a target in education. The data of sixth semester students of SMA Muhammadiyah 11 Padangsidimpuan as follows:

Table 7: Situation of Students

No	Class	Man	Woman	Total
1	X	19	10	29
2	XI	11	7	18
3	XII	8	13	21
Total		**38**	**30**	**68**

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[2] Database of English Teachers SMA Muhammadiyah 11 Padangsidimpuan 2013

Based on the description of the table above, all of the students are 68 students which consist of 38 men and 30 women in 2012/2013 academic year.

d. Structure Organization of SMA Muhammadiyah 11 Padangsidimpuan[3]

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            ┌─────────────────────────┐
            │      Kepala sekolah      │
            │                          │
            │  Bambang Ardiansyah S.Pd │
            └─────────────────────────┘
```

Wakil kepala Bidang kurikulum	Wakil Kepala Bidang Sarana & Prasarana	Wakil Kepala Bidang Kesiswaan	Bendahara
Dra. Siti Enson.	Zulfahri.S.Pd	Anni Safitri.S.Pd	Sariganti.S.Pd

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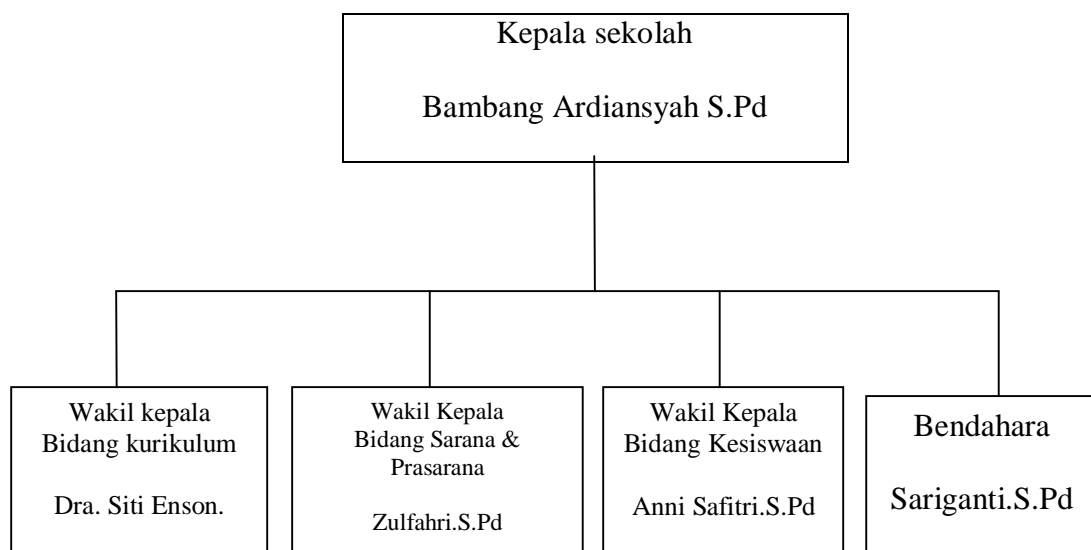
[3] Database of English Teachers SMA Muhammadiyah 11 Padangsidimpuan 2013

2. Specific Findings

a. The description the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan.

Based on the result of the test given to respondents, it can be seen that the score of respondents between 25 up to 100. It means that the highest score gotten by respondent is 100 and the lowest score is 25. The description scores of the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan can be seen in these following explanations.

The researcher gave two kinds of test. The firts test was analyzing text structure of narrative text were the text had been prepared by researcher. The second test was writing narrative text with incorporating text structure of narrative that at least consist of these items: orientation, complication, resolution, and reorientation.

The test was given to eighteen students of grade XI of IPA major of SMA Muhammadiyah 11 Padangsidimpuan. The following table shows result of the test obtained by the students:

Table 5
Result of test number 1

Text Structure of Narrative	Correct answers of Students	Incorrect answers Of Students	Total of Student answering the test	Percentage of correct answer (%)
Orientation	12	6	18	66 %
Complication	17	1	18	94 %
Resolution	12	6	18	66%
Reorientation	7	11	18	39 %

Table above is the result of test number 1 were the students only analyzing text structure of narrative text which has been provided by researcher. A good result is showed from the table that 12 of 18 students or 66% can recognize orientation in the narrative text precisely. It means more than 50% students are assummed have known orientation as part of narrative text. 6 of 18 students answered incorrectly supposed they dont understand what orientation is and the rest they dont extremely serious in doing the test.

In analyzing complication of the text, a number of 17 of all respondent were successfully made it. There was only single students who failed recognizing the copmlications. We can jump to conclusion that most of students understand about complication.

The third items of text structure in analyzing narrative text in the test given was resolution. And again 12 of 18 students were right like what we can see in orientation section.

The last part is reorientation as many as 7 of 18 students made it right. This part was the worst score gained by students by the result only 39% or 7 students were right and more students are disable to recognize it. They were 11 students had problems in doing it right.

Table 6

Result of Test Number 2

Text Structure of Narrative	Correct answers of Students	Incorrect answers Of Students	Total of Student answering the test	Percentage of correct answer (%)
Orientation	13	5	18	72 %
Complication	10	8	18	55 %
Resolution	10	8	18	55 %
Reorientation	4	14	18	22 %

Table above shows result of the test number 2, it ordered students to write their own writing by incorporating the four elements of narrative text structure they are Orientation, complication, resolution, and reorientation. We can see in orientation coloumn thirteen students were correct.it is about 72% and only two students answered with wrong answer. It could be various reason about their mistakes in doing right.

Least number of students included complication correctly in their narrative writing. It is only 10 students were right and more students were wrong as many as 8 students or 55% reached correct. From interview

students confessed that they did not really understand how to arrange words towards complication and some of them reluctantly to write their narrative.[4]

It is only 10 students correctly make resolutions right in their narrative and eight students were wrong or they did not put it at all in their own. It is worse than previous one because there was only 55 % reached. This same reasons were got by the result of interview.

This is the last text structure of narrative that students have to make in their writing. It is reorientations. Unexpectedly this is the worst that students get all long their writing because there are only two students write reorientation part in their writing and the rest were totally failed to write correctly or only 22%.

So, researcher jump to conclusion that the students are still lack of understanding and capability in writing a good narrative. It is proved by the bad result of the test number two and a minim number of students whi make it correctly.

It can be seen that most of students had used entire element of text structure of narrative that has been set by the researcher as one of measurement aspect of this research. They partly faced some obstacle to

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[4] Risky Alhamidi, Student of SMA Muhammadiyah 11 Padangsidimpuan, *Private interview*, in SMA Muhammadiyah 11 Padangsidimpuan, July 15[th] 2013.

come to conclusion of their writing. some students were successfully jumped to their conclusion and the rest were failed to have it on it.

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. Also, students wrote their own naturally. Obviously they got a vary score about their writing quality either the text structure or storyline.

Based on the score calculation, the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan. 59.03 % (see apendix IV). Based on the criteria above, it can be categorized that the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan is enough, and from a percentage of what we see that their ability by Riduan's ability criteria table is still very close to the very low as it is still less than 50%.

Table 7

Criteria score interpretation [5]

Percentage	Criteria
0% - 20%	Very Weak
21% - 40%	Weak

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[5] Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005). p. 89.

41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very Good

b. The difficulties that faced by the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan.

One of the purposes of this research is to know the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan. One way to know their difficulties is by carrying out an interview. Researcher had carried out an interview for students and some English teachers and Headmaster of SMA Muhammadiyah 11 Padangsidimpuan.

Based on the result of interview to the students, teachers and Headmaster, there were some students' problems in Analyzing text structure text of narrative text correctly.

1) Students' understanding about text structure.

From interviews that have been done to the students, one of the problems occured is students understanding about text structure of narrative. Apparently they do not extremely understand about each kind of text structure which they are orientation, complication, resolution, and

reorientation. Some of them do not understand partially and the other. In every single kind of text structure of narrative builder has different frequency. It seen that orientation has the higher frequency of students understanding and lowest is reorientation if can be proved by the result of test which show that more students had high scores in orientation part then followed by complication, resolution and the lowest score occured to reorientation. (see appendix IV) one of students that had been interviewed admit that the students learn about narrative with the way they only read certain passage or articles without discussing the text structure in sufficient detail.[6] It make the researcher come to conclussion that student who pay a good attention to explanation will understand the text structure and who ignore it will lose of understanding.

Furthermore, the teacher told that they taught by using low facilities. It can cause maximal result of learning proccess was not achieved moreover some of students were indeed lack of paying attention to the teachers explanation.

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[6] Bambang Handoko, Student of SMA Muhammadiyah 11 Padangsidimpuan, *Private Interview,* in SMA Muhammadiyah 11 Padangsidimpuan July 15[th] 2013.

2) Text structure discussion is heavy for the students.

For some students text structure of narrative is one of difficult discussion among whole study that they learn in the school. It is cause they did not familiar with the text structure of narrative discussion. In their routine learning proccess they have more activity in reading and vocabulary and conversally they were less of writing practice and discussing especially elements of certain kind of text structure of narrative. That cases made students felt difficult to comprehend the text structure required for a good narrative writing. If we look at the result of the test it showed as the first test which talk about only analyzing the text structure has higher value got by the students and the test number two which ordered the students to write their own narratives with correct text structure inside had less value.

3) Other probably factors

From some of the symptoms that appear from the students, the researcher found that some students were lack of interest in learning narrative text structure like what they confessed while the researcher interviewed them. The factors what make them so were they felt that part was not interesting discussion and it was also a difficult lesson for them. They better follow the storyline in the narrative text then discuss about the text structure.[7]

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[7] Arrum Zahra, Student of SMA Muhammadiyah 11 Padangsidimpuan, *Private Interview,* in SMA Muhammadiyah 11 Padangsidimpuan July 15th 2013.

In addition, the circumstance of learning proccess was lack of condusive. This school is place right in the edge of highway were passed by many rush transportation. Internal problem also come from the student themselves. Some of students cannot keep themselves to keep quiet all along learning proccess.

c. The Efforts of the English Teachers in overcoming the students' difficulties in Analyzing grade XI students of SMA Muhammadiyah 11 Padangsidimpuan in Analyzing text structure of narrative text.

Based on the result of interview with English teacher, to overcome the difficulties in Analyzing text structure of narrative text, the teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the Analyzing Text structure of narrative text. The teacher hopes that efforts can overcome students' difficulties in Analyzing text structure of narrative text.

Then, the teacher asked the students to memorize the change of the tenses and before the teacher gave the lesson. The teacher always asked some students about the changing that happened in structure of narrative text and the function or when the each of question words is used and then asked them to make some example about it. [8]

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[8] Arif Sa'adi, S.Pd. English Teacher in SMA Muhammadiyah 11 Padangsidimpuan, *Private Interview*, July 15th 2013.

B. Discussion

After analyzing the collection of data, it was gotten that the ability of students SMA Muhammadiyah 11 Padangsidimpuan in Analyzing text structure of Narrative text can be categorized to enough category. It can be known from the calculating score (see apendix IV) that the students' ability 59.03%.

one of the problems occured is students understanding about text structure of narrative. Apparently they do not extremely understand about each kind of text structure which they are orientation, complication, resolution, and reorientation. Some of them do not understand partially and some do not understand at all.

For some students text structure of narrative is one of difficult discussion among whole study that they learn in the school. It is cause they did not familiar with the text structure of narrative discussion. In their routine learning proccess they have more activity in reading and vocabulary and conversally they were less of writing practice and discussing especially elements of certain kind of text structure of narrative.

the circumstance of learning proccess was lack of condusive. This school is place right in the edge of highway were passed by many rush transportation. Internal problem also come from the student themselves.

Some of students cannot keep themselves to keep quiet all along learning proccess.

It is supported by Muhibbin Syah that the learning difficulties can be caused by 2(two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition. [9]

To overcome the difficulties in Analyzing text structure of narrative text, the teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the Analyzing Text structure of narrative text. The teacher hope that efforts can overcome students' difficulties in Analyzing text structure of narrative text .

Then, the teacher asked the students to memorize the change of the tenses and before the teacher gave the lesson. The teacher always asked some students about the changing that happened in structure of narrative text and the function or when the each of question words is used and then asked them to make some example about it.

Then, by practicing the English language as much as possible directly ascertained also be very helpful in solving this problem. It is supported by

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[9] Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by lecturers to guide the slow learner.[10] In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remadial.[11]

So, in analyzing text structure of narrative text is one of the difficult lesson. That is made the students have enaough ability.

C. The Threats of the Research

In this research, the writer is aware that there are so many threats of the writing procedures. It started from the titled until the the end of this writing, so the writer knows that it is so far from perfection.

In granting the test, the results obtained may be less valid. Due to the state of students who may not be too serious in answering any questions from the test, there was a mutual cheating, bias, psychological support in activities such testing and the limited time available.

Then from observation, students are not being observed themselves. In a sense, when they secretly observed by the writer, they pretended to perform better than usual. Similarly, the results of interview obtained by the writer may have the same case.

The writer is very aware of the threats that exist in this paper, but with hard work, this paper can be fully resolved. Therefore, to get a fix for this paper, the writer expects support from teachers, friends and readers.

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[10] Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.
[11] Yatim Riyanto. *Paradigma Baru Pembelajaran* (Jakarta:Pranada Media Group,2009), p. 140.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of the test, observation and interview done by students and the writer about the students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan, the writer roads to conclusions as follow:

1. Students' ability in analyzing text structure of narrative text at grade XI students of SMA Muhammadiyah Padangsidimpuan can be categorized as Enough (59,03%).

2. The difficulties that faced by students in Analyzing text structure of narrative text generally as follow:

   a. The students are low understanding in text structure narrative, theyare; Orientation, Complication, Resolution, Reorientation.

   b. For some students text structure of narrative is one of difficult discussion among whole study that they learn in the school. It is cause they did not familiar with the text structure of narrative discussion.

   c. the circumstance of learning proccess was lack of condusive. This school is place right in the edge of highway were passed by many rush transportation. Internal problem also come from the student themselves.

Some of students cannot keep themselves to keep quiet all along learning proccess.

3. The efforts done by the English Teacher to overcome the difficulties of the students can be set through the following ways:

   a. The teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the Analyzing Text structure of narrative text.

   b. The teacher asked the students to memorize the change of the tenses and before the teacher gave the lesson.

   c. The teacher always asked some students about the changing that happened in structure of narrative text and the function or when the each of question words is used and then asked them to make some example about it

B. The Suggestions

Based on the conclusions above, the writer gives some suggestions to:

1. The headmaster of SMA Muhammadiyah 11 Padangsidimpuan always to motivate the English teachers to increase their mastery in teaching English.

2. The English teacher to motivate the students to improve their abilities especially in text structure of narrative and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher should create the class comfortable for

studying and do an improvisation to attract students' enthusiasm and motivation in teaching-learning process. Finally, the teacher should give more exercise and explanation about reported speech to the students especially who got bad scores.

3. Studentsto be moreawarethat the learning processshould bemore dominatedby thestudents themselves, while thelecturers only contribute approximately 25% of thestudents' learningachievement. Therefore,asa studentshouldhave moreinitiative tosolvetheir own problems.

4. The readers especially English learners hopefully this thesis can improve their knowledge in learning text structure narrative.

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