



**THE ABILITY OF THE STUDENTS TSANAWIYAH DARUL FALAH  
LANGGA PAYUNG IN WRITING NARRATIVE PARAGRAPH**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic Studies  
(STAIN) Padangsidempuan in Partial Fulfillment of the Requirement for the Degree of  
Islamic Education Scholar (S.Pd.I) in English Program*

**By:  
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Registration Number: 07 340 0093**

**ENGLISH EDUCATION STUDY PROGRAM**

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STATE COLLEGE FOR ISLAMIC STUDIES  
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*Assalamu 'alaikum wr.wb.*

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Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

*Wassalamu 'alaikum wr.wb.*

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Memperoleh gelar Sarjana Pendidikan Islam. (S.Pd.I)**

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DARUL FALAH LANGGA PAYUNG IN WRITING  
NARRATIVE PARAGRAPH**

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.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thank Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

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6. Hamlan M.A., as her academic advisor.
7. All lecturers who have given me their valuable through in teaching English for researcher during the process of academic years in TBI STAIN Padangsidempuan.
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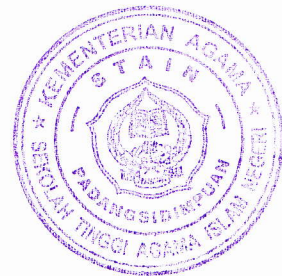


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Assalamu 'alaikum Wr. Wb.

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Demikian kami sampaikan atas kerjasama dan perhatian Bapak kami ucapkan terima kasih.

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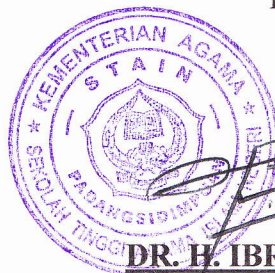
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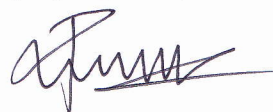
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## APPENDICES

Name : LAINATUSSIPA  
Reg. No : 07 340 0093  
Title : THE ABILITY OF THE STUDENTS TSANAWIYAH DARUL FALAH  
LANGGA PAYUNG IN WRITING NARRATIVE PARAGRAPH

### **ABSTRACT**

Based on the aims of the research were to know the ability of the students tsanawiyah Darul Falah Langga Payung in writing narrative paragraph, to know the difficulties of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph, and to know the efforts done by the English teacher in overcoming the difficulties.

The research was conducted with descriptive analysis and qualitative approach. There were 30 students as sample of analytical unit from 60 students of Tsanawiyah Darul Falah Langga Payung. There were 3 instruments in collecting data: test, interview, and observation. Data was processed and analyzed with qualitative process.

After doing the research to the students Tsanawiyah Darul Falah Langga Payung, it could be concluded that the students ability in writing narrative paragraph was enough (44,33). Because the students' difficulties were in past tense, vocabulary, construct the sentence, finding the idea of narrative paragraph, developing the main idea of narrative paragraph the concluding of narrative paragraph, punctuation. The efforts done by the English teacher in overcoming the difficulties about past tense; the teacher repeat the lesson and gave more examples. The English teacher ordered students to memorize the word. Then the English teacher explained the ways to construct of the sentences and gave examples, the English teacher gave the title that near with students experience, knowledge, to found the idea of paragraph. The English teacher explained about the narrative paragraph, the generic structure of narrative paragraph and aspects of paragraph. Next the English teacher gave the exercises to the students about narrative paragraph, and then the English teacher repeat again the material about narrative paragraph. The last the English teacher explained about the punctuation in narrative paragraph.

Name : LAINATUSSIPA  
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## CHAPTER I INTRODUCTION

### A. Background of The Problem

Language is a mean of communication and a central human existence and social process. English is the language used by most people in every country for communicating and interacting one others. People have long time interested in language it can be seemed from the way how to investigate the language. They do different things at different times and everything they do is motivated by principle derived modern science.

English is very important for us, because English is an international language. By speaking English we are able to communicate to international community globalization era, we also make good relation with another country, and remember that good communication will make a good relation. We must communicate well by using English in this era.

In education system as of scientific resources, such as books and articles are available in English. Nowadays, English has studied in schools, it has studied from elementary schools until senior high schools and up to university. From this phenomenon appears that English is very important to study about writing, speaking, reading and listening.

There are four skills in learning English they are, writing, speaking, reading and listening. Writing skill is necessary skill for students to master since

it frequently determines their academic success. Writing gives them the ability to record and to communicate effectively, they should be able to write a paragraph which is fully integrated to the equipments.

There are some kinds of writing: exposition, description, narration, and argumentation. Narrative is written to tell a story, describe an experience. In arranging ideas in paragraph it should be based on the time, the important characteristics of it should be achieved by written is coherence, completeness, unity and cohesion.

Narrative is a text containing four generic structure, example orientation, complication, resolution, and coda by which writer amuses, entertains people, and to deal with actual or vicarious experience. The also students should know about components in writing narrative paragraph. So that, they are able to write narrative paragraph well.

The aim of studying writing narrative paragraph in Tsanawiyah Darul Falah Langga Payung based on Syillabus is: "Students can write text simple short in forming narrative with right step rhetorica.

Based on the Buku Kumpulan Nilai ( LAGER ) the students values Tsanawiyah Darul Falah Langga Payung can be categorize into high. But in writing narrative paragraph, many students can not able to write appropriate with generic structure of narrative paragraph.

There were reason why researcher chooses this title the *first* students are not able to write narrative paragraph, *second* students writing ability is still poor,

because they find difficulties in writing, *third* students do not understand the kinds of writing, they do not know how to use good sentences when they are writing about stories or legends, *furthermore* they find difficulties in arranging the sentences to be unity, *then* the students are expected to be able to write narrative paragraph coherently, *finally* students lazy to study it, they are not motivated in writing.

In fact, it has been indicated in the field that we still find some of students unable to make paragraph well by using tense because they are lack understanding of grammar, especially the function of tenses and the use of tense in writing sentence and the students also got difficulties to develop a topic so that, they can not write easy well.

When students want to write their past activities, experience, story, and retell legends and others, it can be called writing narrative. It gives information to readers and also to amuse or entertain to readers. So if students would write narrative the must about the time and tenses. One of the frequently used tense to tell about past activities or events is simple past tense.

Based on the explanation above the researcher interest to research about writing narrative paragraph, so the researcher will conduct research with the title "THE ABILITY OF THE STUDENTS TSANAWIYAH DARUL FALAH LANGGA PAYUNG IN WRITING NARRATIVE PARAGRAPH".



**B. Focus of The Problems**

Based on the background above, the researcher focus on the problems about in writing narrative paragraph. They are orientation, complication, resolution, coda and also about tenses such as simple past tense. Because of the researcher is lack in knowledge, expense, and time so the researcher limits this research on the tense the simple past tense only.

**C. Formulation of the Problem**

Based on the explanation above the problem of this research can be formulate that as follows:

1. How far was the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph?
2. What was the difficulties of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph?
3. What were the efforts done by the English teachers in overcoming the difficulties?

**D. Aims of The Research**

The aims of the research are expected:

1. To know the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph.
2. To know the difficulties of the students of Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph.

3. To know the efforts done by the English teachers in overcoming the difficulties.

#### **E. Significances of The Research**

The significances of the research are:

1. To researcher, to reach the first degree of strata of state college for Islamic studies (STAIN) Padangsidempuan
2. To give information for the teachers about the writing ability of their students so they can give motivation for the students Tsanawiyah Darul Falah Langga Payung.
3. To headmaster, to give motivation in English teacher so the teachers will professional teachers.
4. For the students can see their weakness in narrative paragraph and also will develop their ability in writing narrative paragraph.
5. To other researchers who will research the same topic.

#### **F. Definitions of The Key Terms**

To avoid misunderstanding of this research, the researcher will explain as follows:

1. According to AS. Horby said that, ability is able to do, a level of skill or intelligence.<sup>1</sup> While A. Merriam Websters ability is physical, mental or legal to perform (he has ability accomplish whatever he sets his mind to).<sup>2</sup> Based

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<sup>1</sup>AS. Hornby. *Oxford Advanced Learner's Dictionary*, (New York: University Press, 2005), p.2.

<sup>2</sup>A. Merriam. *Websters Collegiate Thesaurus*, (USA : Massa,1976), p. 33.

on statements above the researcher concludes that ability is able, strength can by self.

2. According to R.R.K Hartmann: writing is the process or result of recording language in the form convention shed visible marks or graphic signs on a surface.<sup>3</sup> 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.<sup>4</sup> While Mukhsin Ahmadi said that, writing is a multilevel, interactive and goal-directed process of constructing, encoding and communicating meaning by means of a conventional system of visible marks.<sup>5</sup> Based on the statements above the researcher concludes that writing is expresses though and feeling by written form.
3. 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.<sup>6</sup> According to Gorys Keraf said that narrative is texts which to effort to

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<sup>3</sup>R.R.K Hartmann. *Dictionary of Language and linguistic*, (London: Applied Science Publishers LTD, 1972), p. 258.

<sup>4</sup>Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2.

<sup>5</sup>Mukhsin Ahmadi. *Dasar- Dasar Komposisi Bahasa Indonesia*, (Malang: Yayasan Asih Asah Asuh, 1990), p. 24.

<sup>6</sup>George E. Wishon And Julia M. Burks, *Lets Write English* (New York: Litton Educational Publishing, 1980), p. 378.

describe entirely to the readers about the events have happened.<sup>7</sup> While Otong Setiawan: Narrative merupakan jenis teks berupa cerita atau dongeng yang bertujuan menghibur pembaca.<sup>8</sup> (While to Otong Setiawan narrative is a kinds of text about story or legends which entertains the readers). Based on the statements above the researcher conclude that narrative is a special kinds of text which talk about events with problematic and unexpected outcome that entertains the reader or the listeners, such as: novels, legends and others.

4. According to Kathleen T. Mesuhorter said that, paragraph is a group of related ideas. The sentences related to one another in the sense that each is about a common person, place, thing or idea. This common subject or idea is called the topic.<sup>9</sup> While Alice Oshima and Ann Hogue: paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.<sup>10</sup> According to Wren and Martin said that, paragraph is a number of sentences grouped together and relating to one topic: or, a group of related sentences develop a single point.<sup>11</sup> Based on the statements above, the researcher concludes that paragraph is the group the sentences usually consist of one main idea and the process of writing began with new line.

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<sup>7</sup>Gorys Keraf. *Argumentasi dan Narasi*, (Jakarta: PT. Gramedia Pustaka, 2003), p. 136.

<sup>8</sup>Otong Setiawan Djuharie. *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 41

<sup>9</sup>Kathleen T. Mesuhorter. *Efficient and Flexible Reading*, (New York: Harper Collins Publishers, 1992), p. 289.

<sup>10</sup>Alice Oshima And Ann Hogue. *Writing Academic English*, (USA: Addison Wesley Longman, 1983), p. 16.

<sup>11</sup>Wren and Martin. *High School English Grammar and Composition*, (N.D.V. Prasada Rao, 1990), p. 387.

## **G. Thesis Outline**

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

In the chapter one it is consist of background of Background of the problem, Focus of the problems, formulation of the problem, aims of the research, significances of the research, and definitions of the key terms.

In the chapter two it is consist of theoretical description, writing, paragraph, narrative and review of related finding.

In the chapter three, it is consist of research methodology and in this research methodology consist of place and time of the research, kinds of the research, source of the data, instrument of the collecting data, technique of data trustworthiness and technique of the data analysis.

In the chapter four, it is consist of result of the research. General findings, specific findings, threats of the research, and discussion.

Finally, in the chapter five consist of conclusions and suggestions.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Writing

##### 1. Nature of Writing

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.

According to David Nunan, writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, 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.<sup>1</sup>

On 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".<sup>2</sup>

(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

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<sup>1</sup>David Nunan. *Practical English Language Teaching*, (America: The MC. Grow Hill Companies, 2003), p. 88.

<sup>2</sup>Henry Guntur Tarigan. *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkala, 1986), p. 21.

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 writing is an activity to transfer the ideas and describe a language, so the readers can understand what the writer means.

## 2. The Purpose of Writing

As the guide line there are three purposes of writing, they are: informative, narrative persuasive.<sup>3</sup>

- a. Informative writing, it means that the purpose are to give information, directions, or ideas.
- b. Narrative writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
- c. Persuasive writing, it means that writers attempt to influence others and imitiate 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 persuassive (Persuasive purpose), tujuan informasional (Informational purpose), tujuan pernyataan diri (Self-expression purpose), tujuan kreatif (Creative purpose), tujuan pemecahan masalah (Problem solving purpose).<sup>4</sup>

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<sup>3</sup>O. Malley at All, J. Michael. *Authentic Assessment for English Learner's*, (Addison Wesley Publishing Company, 1996), p. 139.

<sup>4</sup>Hendri Guntur Tarigan, *Op.Cit.*, p. 24-25.

Based on the statement above, the researcher will explanation one by one from the purpose of writing:

a. 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.

b. Altruistic purpose (tujuan altruistik)

This purpose is to place the readers to bring the readers sadness.

c. Persuasive purpose (tujuan persuasive)

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

d. Informational purpose (tujuan informasional)

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

e. Self-expression purpose (tujuan pernyataan diri)

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

f. 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 her self with will to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

g. Problem solving purpose (tujuan pemecahan masalah)

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. Paragraph**

### 1. The Nature of Paragraph

According to Stephen Weidenborner said, “a paragraph is a basic unit of organization writing which a group related sentences develops one main idea”.<sup>5</sup> While Hornby said. “Paragraph is division (usual a group of a several sentence dealing with one mind idea) of a piece of writing started on a new line (and usual intended) the mark used to show where a new is to begin”.<sup>6</sup>

Based on the statement above, the researcher concluded that paragraph is a group of the sentences that develops one mind idea and topic sentences, supporting sentences, concluding sentences.

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<sup>5</sup>Stephen Weidenborner and Domenick Carusu. *Writing Research Paper*, (New York: St. Martins Press, 1990), p. 7.

<sup>6</sup>A.S. Hornby. *Oxford Learner's Dictionary*, (New York: University Press, 2005), p. 1099.

## 2. The Aspect of Paragraph

According to Alice Oshima and Ann Hogue, “a paragraph has three major structural parts: topic sentences, supporting sentences and concluding sentences”.

- a. Topic sentences  
The topic sentences states the main idea of the paragraph. It is not only names the topic of the paragraph, but it is also limits the topic to one or to areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.
- b. Supporting sentences  
Supporting sentences develops the topic sentences. That is, they explain the topic sentences by giving reasons, examples. Facts, statistics, quotation. Some of the supporting sentences that explain the topic sentences about gold are.
- c. Concluding sentences  
Concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.<sup>7</sup>

Similarly with Sanggam Siahaan said, “there are three aspects of the paragraph: the topic sentences, the supporting sentences and the concluding sentences”.

- a. The topic sentences  
The topic sentences is the introductory part of a paragraph. It is the most important part of the paragraph. It introduces the main topic of the paragraph. In addition to that, it introduces the controlling idea of the paragraph. The topic sentences is usually at the beginning of the paragraph.
- b. The supporting sentences  
The supporting sentences of a paragraph develops it is topic sentences. They function as the body or the paragraph, each of them is about the topic sentences.
- c. The concluding sentences

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<sup>7</sup>Alice Oshima And Ann Hogue. *Writing Academic English*, (USA: Addison Wesley Longman, 1983), p. 17 - 18

The concluding sentences are the last part of a paragraph. It is a single sentence. It ends a paragraph. It closes the development of a paragraph. It is as important as the topic sentence. So, the concluding sentence is a single sentence which closes the development of a paragraph.<sup>8</sup>

Based on the explanation above, the researcher concluded that the most important the aspect of paragraph, topic sentences states the main idea of the paragraph, supporting sentences develops the topic sentences, concluding sentences it closes the development of a paragraph.

### 3. The Requirement of Paragraph Structure

Wren and Martin said, “There are three the requirements of the paragraph structure: unity, order, and variety”.

#### a. Unity

Unity is just as each sentence deals with one thought, each paragraph must deal with one topic or idea and with no more than one.

#### b. Order

Order is logical sequence of thought or development of subject.

#### c. Variety

Variety is meant that to avoid monotony, the paragraph of composition should be different lengths, and not always of the same sentence construction.<sup>9</sup>

On the other hand, Hullon wills stated, “the requirement of the paragraph are unity and coherence”.

#### a. Unity

A successful paragraph must be not only complete in its development, but also unified in its structure. Its unity is evident when each of its sentences pertains to its one control idea.

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<sup>8</sup>Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 21-85.

<sup>9</sup>Wren and Martin. *High School English Grammar and Composition*, (N.D.V. Prasada Rao, 1990), p. 387-388.

The unity of a paragraph may be violated in two ways: (1). Through the inclusion of the second central ideas or (2). Through the inclusion of one or more sentences of detail that are not related or are only vaguely related, to the paragraph central.

b. Coherence

Coherence in a paragraph is different from unity in that unity pertains only to the mechanical expression of that relationship. That is, coherence has to do with the verbal means where by the logical relationship sentence is made clear.<sup>10</sup>

Based on the explanation above, the researcher concluded that the most important of a good paragraph is unity and coherence. Unity is the sentence that released from the topic or always relevant with the topic sentence. While coherence means the paragraph is easy to read and understanding because the sentence must hold together.

## C. Narrative

### 1. Nature of Narrative Paragraph

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 feeling a story.<sup>11</sup> It similarly with John Langan said "Narration is a writer tells the story of something that happened" through narrative, we make a statements clear by relating in detail something that has happened to us .<sup>12</sup>

Menurut Otong Setiawan mengatakan: Narrative adalah merupakan jenis teks

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<sup>10</sup>Hullon Wills. *Structure, Style and Usage a Guide to Expository Writing*. (New York: Holt, Rinehart and Wiston, 1966), p. 94-99.

<sup>11</sup>A.S Hornby. *Op.Cit.*, p, 1013.

<sup>12</sup>John Langan. *Collage Writing Skills With Readings*, (New York: MC Graw-Mill Book Company, 1986), p. 111.

cerita berupa cerita dongeng yang bertujuan menghibur pembaca.<sup>13</sup> (Narrative is kinds of text about story or legend and resolution to amuse and to give entertain to readers).

And according to Pardiyo said that:

Narrative adalah jenis teks yang sangat tepat untuk menceritakan aktivitas atau kejadian masa lalu yang menonjolkan problematika experience dan resolution dengan maksud menghibur dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca.<sup>14</sup>

( 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 researcher concluded that narrative is an 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.

## 2. Generic Structure of Narrative

According to Otong Setiawan Djuharie, to write the narrative, there are four generic structures that should be care: <sup>15</sup>

- a. Orientation  
Orientation is parts of text give setting or opening about the Narrative
- b. Complication

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<sup>13</sup>Otong Setiawan Djuharie. *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 41

<sup>14</sup>Pardiyo. *Teaching Genre-Based Writing*. (Yogyakarta: Andi Offset, 2007), p. 94.

<sup>15</sup>Otong Setiawan Djuharie. *Op. Cit.*, p. 20-22

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

c. Resolution

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

d. Coda

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

The function generic structure of Narrative:

a. Orientation

- 1) Content of topic an activity or event which wonderfully will be talked.
- 2) Should be interest and can provoke the readers to know specially
- 3) Using adjective to describe personal attitude generally.

b. Complication

- 1) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
- 2) 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) Grammatical features
  - a) Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
  - b) Using verb of doing on predicate, such as ran out, got and bent 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) Repenting subjective pronoun is same in text is general such as: First *my aunt* was very frightened, but *she* tried 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.

#### c. Resolution

1) Content problem solving has told until the climax

#### d. Coda

1) 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.<sup>16</sup>

### 3. Language Elements of Narrative

According to Otong Setiawan Djuharie, the language elements used in writing narrative paragraph are, nouns, individual participant, past tense, conjunction, action verb, and saying verb.<sup>17</sup>

#### a. Nouns

Nouns is a word used as the name of a person, place or thing.<sup>18</sup>

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<sup>16</sup>Pardiyono. *Op. Cit.*, p. 97-98.

<sup>17</sup>Otong Setiawan Djuharie. *Loc .Cit.*,

Example:

**Johan** is our **teacher**

There is a **table** in the **class**

I saw a **man** in the **market**

b. Individual Participant

Individual participant means that the subject which takes part in a situation or the story of specific subject.<sup>19</sup> Such as story about a bad camping, island of Liliput.

c. Past Tense

The simple past is used of a complete action that happened at one specific time in the past.<sup>20</sup> According to Betty Schramper Azar, simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.<sup>21</sup> Meanwhile, according to Jayanthi Dakshina Murthy, simple past tense is when a verb is used to shown that an action was completed.<sup>22</sup>

d. 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

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<sup>18</sup>Wren and Martin. *Op.Cit.*, p. 5.

<sup>19</sup>Otong Setiawan Djuharie. *Loc .Cit.*,

<sup>20</sup>Michael A. Pyle and Mary Ellen Munoz *TOEFL Preparations* , (India: Willey Dreamtech, 2005), p. 59.

<sup>21</sup>Betty Schramper Azar. *Fundamentals of English Grammar*, (Jakarta: Bina Rupa Aksara, 1993), p. 32.

<sup>22</sup>Jayanthi Dakshina Murthy. *Contemporary English Grammar*, (New Delhi: Book Palace, 2003), p. 151.



conjunction coordinating conjunction and subordinating conjunction.<sup>23</sup>

According to Slamet Riyanto dkk, conjunctions are words that are used to connect words or a group of words or sentence.<sup>24</sup>

e. Action verbs

The action verb divided into two forms:<sup>25</sup>

1) Regular verb

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

Example:

V. I	V. II	V. III
Help	helped	helped
Want	wanted	wanted
Open	opened	opened

2) Irregular verb

An irregular verb is a verb which does not have a normal inflection or nor normally added by “ed” or “d” to the infinitive form.

Example:

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<sup>23</sup>Wren and Martin. *Op. Cit.*, p. 151-153.

<sup>24</sup>Slamet Riyanto dkk. *A Complete Course to the Toeic Test*, (Jogjakarta: Pustaka Belajar, 2008), p. 80.

<sup>25</sup>Ahmad Kardimin. *Fundamental English Grammar*, (Jakarta: Pustaka Belajar, 2009), p. 30-36.

V. I	V. II	V. III
Become	became	become
Beat	beat	beaten
Begin	began	begun

According to Betty Schramper Azar, the action verb divided in two forms.<sup>26</sup>

1) Regular verb: the simple past and past participle and in-ed.

Example:

V. I	V. II	V. III
Stop	stopped	stopped
Listen	listened	listened
Study	studied	studied

2) Irregular verb: the simple past and past participle do not end in-ed.

Example:

V. I	V. II	V. III
Break	broke	broken
Find	found	found
Swim	swam	swum

f. Saying verbs

It is about verb which to show the report or say such as *said, told promised, thought, understood*.<sup>27</sup> According to Jayanthi Dakshina Murthy,

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<sup>26</sup>Betty Schramper Azar. *Op.Cit.*, p. 17.

verb is described as a word which is used to indicate an actions, a state of being of existence or possession. Example, *bought, save, handed, lent, offered, paid, played, promised, showed, sang, made, told, sent, sold, got.*<sup>28</sup>

#### 4. Example of Narrative Paragraph

##### A Bad Camping

On July 1 I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up my tent for it began raining. I set off to explore the jungle and I brought some food, matches, ropes, and a flashlight on my knapsack.

Orientation

Next. I locked my tent and after I had walked for about 2 km, I was tired. Then, I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.

Complication

I screamed for a help but no one hard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me, "Are you injured?" I answered, "Yes, my back is in pain." "I will handle it." He bandaged my back. After that, he got back with his friend and they carried a litter and put me on.

Resolution

When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okay?" "I am a bit unwell," I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not

Coda

<sup>27</sup>Otong Setiawan Djuharie. *Loc .Cit.*,

<sup>28</sup>Jayanthi Dakshina Murthy. *Op.Cit.*, p. 86-87.

recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.<sup>29</sup>

The researcher interests to choose this text. Because the researcher thinks many students have done camping, so they easy to understand this text.

#### **D. Review of Related Findings**

The reseacher correlation with “tittle” the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph there are three. *First*, an analysis on the students ability writing narrative based on picture of the grade VIII at MTs. S Mardiyah Islamiyah by Sakinah<sup>30</sup>. She conclude that there were 31 students from the whole sample got averange score 70% or more. It means that 67,39% of samples are able to write narrative stories based on pictures. And there were 15 students from the whole the sample got averange score less that 70%. It means that 32,60% of samples are unable to write narrative stories based on pictures. After calculating and analyzing the data, it was shown from the score is 18,35% which was regarded in level fair to poor.

*Second*, the Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009-2010 Academic Years

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<sup>29</sup>Sanggam Siahaan & Kisno Shinoda. *Generic Text Stucture*. (Jogjakarta: Graha Ilmu, 2008), p .74.

<sup>30</sup>Sakinah. *An Analysis on the Students Ability Writing Narrative Based on Picture of the Grade VIII at MTs. S Mardiyah Islamiyah* (Padangsidimpuan: UMTS, 2010).

by Evi Maya Sari.<sup>31</sup> She conclude that the ability of the eight grade student of SMP Negeri 3 Padangsidempuan in mastering narrative text is good. It can be seen through the averange score is 75. The difficulties of the eight grade sudents of SMP Negeri 3 Padangsidempuan in mastering narrative text are: vocabulary and grammar.

*Third*, the Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA Negeri 1 Kota Pinang by Nur Alamia Dalimunthe.<sup>32</sup> She conclude that students' ability in using simple past tense at grade XI students in SMA N 1 Kota Pinang was "low" by getting mean score were 54,5 and by using simple past tense. So the writing narrative text at SMA N 1 Kota Pinang was "enough" by getting mean score were 61. So, based on the result calculating which was gotten the value of the correlation product moment ( $r_{xy}$ ) between variable of grade XI students' ability in using simple past tense and variable of writing narrative text were 0,960. Next, the significant correlation level was done by looking  $r_{table}$  ( $r_t$ ) on taraf significant 5% was 0,312 an on taraf significant 1% was 0,403. the hypothesis in this research was received namely  $r_{count} > r_{table}$  so  $H_0$  was rejected and  $H_a$  was received. It means there are significant influences, so the influences of grade XI students' ability in using simple past tense on writing narrative text was

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<sup>31</sup> Evi Maya Sari, , The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidempuan in Mastering Narrative Text in 2009-2010 Academic Years ( Padangsidempuan: UMTS, 2010)

<sup>32</sup>Nur Alamia Dalimunthe, The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA Negeri 1 Kota Pinang ( Padangsimpuan: STAIN, 2011)

very high then it was evidenced with simple regresi; were  $\hat{y} = a + bx = 10,912 + 0,93x$ . it was evidenced with simple regresi  $F_{\text{count}}$  more than  $F_{\text{table}}$ ,  $F_{\text{count}} = 438,071$  and  $F_{\text{table}}$  on taraf significant 5% = 4,10 and on taraf significant 1% = 7,35.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

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

##### 1. Location of the research

This research was located at Tsanawiyah Darul Falah. Jln. Trans Sumatera Martopotan, Langga Payung, Sungai Kanan, Kabupaten Labuhan Batu Selatan. The reasons why researcher chooses this school because Tsanawiyah Darul Falah Langga Payung was near with researcher house so, the researcher easier to do the research. Beside that, the problems of this research had not ever observed in the school.

##### 2. Time of the research

Time of the research was conducted from July 2011 until April 2012 at Tsanawiyah Darul Falah Langga Payung. The time is used for collecting, processing until analyzing data.

#### **B. Kinds of the Research**

This research was qualitative research. L.R. Gay and Peter Airasion stated, “Qualitative approach is based on the collection and analysis of non numeric data such as observations, interviews and other more discursive sources of

information.<sup>1</sup> According to Burhan Bungin: Penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah.<sup>2</sup> It means that qualitative research was the research that's means to understand the phenomenon about what is the subject research undergone by using scientific method.

The method of this research was descriptive method. Moh. Nazir said, "Metode penelitian adalah suatu metode dalam meneliti status kelompok manusia, suatu objek, suatu sistem, pemikiran, ataupun, kelas peristiwa pada saat sekarang".<sup>3</sup> It means that descriptive method was a method observes the status of a group person, an object, a system, a thought or an event in present.

Descriptive method was used to describe the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph and to describe the difficulties of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph.

### C. Sources of the Data

The sources of the data for this research consist of:

1. Primary sources of data, the students at grade VIII Tsanawiyah Darul Falah Langga Payung. The total all of the students Tsanawiyah Darul Falah were 60 students from two rooms. The researcher only research were 30 students.

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<sup>1</sup>L.R. Gay & Peter Airasion. *Education Research (Competence for Analysis & Application)*, (USA: Prentice Hall, 2000), p. 8.

<sup>2</sup>Burhan Bungin. *Analisis Data Penelitian Kualitatif*, ( Jakarta: PT. Raja Grafindo Persada, 2007), p. 19.

<sup>3</sup>Moh. Nazir. *Metode Penelitian*,( Jakarta: Ghalia Indonesia, 19880), P. 63.



Because the researcher used random sampling to take the test to students, and the researcher have limit time to the test the students.

2. Secondary sources of data were English teacher and Head master of Tsanawiyah Darul Falah Langga Payung.

#### **D. Instrument of the Collecting Data**

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

##### **1. Test**

Suharsimi Arikunto said: “Test adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu.<sup>4</sup> Its means that, “test is the measure the skill, knowledge, ability or talents are had by individual or group”. The researcher concludes this test was given to know the students’ ability in writing narrative paragraph.

In this test there were two parts. Part one the students answers the question based on the narrative paragraph. The researcher gave 40 values for this test. For orientation of the narrative is given 10 values, for complication of the narrative is given 10 values, and resolution of the narrative is given 10 values, while for coda of the narrative are given 10 values.

Part two, the students write the narrative paragraph with the title My Experience. The researcher gives 60 values. For orientation of the narrative is

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<sup>4</sup> Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005), p. 156.

given 15 values, for complication of the narrative is given 15 values, and resolution of the narrative is given 15 values, while for coda of the narrative are given 15 values. So the total score of the part one and part two are 100 values.

## 2. Interview

Interview was a purposeful interaction usually between two people, focused on one person to get information from the other person.<sup>5</sup> This research was use the structural interview. In structural interview, the researcher prepares the question an alternative of the answer that will be given to the respondents.<sup>6</sup>

The researcher concluded interview was an activity that done to get information by giving the questions to the sources of the data is students and research of Tsanawiyah Darul Falah Langga Payung. Interview is done to get data about the students' difficulties in writing narrative paragraph.

## 3. Observation

Abdurrahman Fathoni stated: "Observasi adalah teknik pengumpulan data yang melakukan suatu pengamatan, dengan disertai pencatatan-pencatatan

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<sup>5</sup>L.R. Gay & Peter Airasion. *Op.Cit.*, p. 219.

<sup>6</sup>Amirul Hadi & Hariyono. *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

terhadap keadaan atau perilaku objek sasaran”.<sup>7</sup> It means that, “observation is a technique of collecting data which is done through an observation and taking a note a condition or the aim of the object behavior.

The research concluded that observation was doing the research directly to the location of the research to see the student ability in writing narrative paragraph.

#### **E. Technique of the Data Trustworthiness**

There are nine technique to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in discussion with friends.

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<sup>7</sup>Abdurrahman Fathoni. *Metode Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

5. Analyze the negative casus was the research collects the example and in appropriate cause with the model and the inclination of information that had collected a used as a substance of comparison.
6. The adequate and referential were the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member was the most important in checking the credibility.
8. The detail description was a technique to demand the researcher to report the result his/her research, so description was done carefully and accurately to draw the context of the research.
9. Auditing was used to check the truth and certainty of data, this point is done well to the process or result and extent.<sup>8</sup>

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. It was a technique of investigation data trustworthiness that using something beside the data to verification or as a comparison of the data.

#### **F. Technique of the Data Analysis**

After data was collected, the researcher analysis the data by using some steps: they were:

1. Check the data were collected.

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<sup>8</sup>Lexy J. Moleong. *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2006), p. 175-183.

2. Classification the data, it was done to classification of primary and secondary data.
3. Calculate the their result ( mark) by using mean score, the formula as follow:

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

Where:

M: Mean score (average)

N: Sum of respondents

$\sum x$  : Total of the result <sup>9</sup>

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

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<sup>9</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81

## CHAPTER IV

### RESULT OF RESEARCH

#### A. General Findings

##### 1. History of Tsanawiyah Darul Falah Langga Payung

The place of the research was conducted at Tsanawiyah Darul Falah Langga Payung in 2011/2012 Academic year. Which the complete addresses was at Jln. Trans Sumatera-Martopotan, Langga Payung, Kabupaten Labuhan Batu Selatan. And history of Tsanawiyah Darul Falah Langga Payung when researcher interview with Mr. Amin Maskur the headmaster. Said that, the status of the school at time was swasta, and the beginning at 1995 year. So, Tsanawiyah Darul Falah Langga Payung was 17 years old.<sup>1</sup>

##### 2. Situation of Tsanawiyah Darul Falah Langga Payung

The facilities were important for supporting the successful of education institution the facilities of Tsanawiyah Darul Falah Langga Payung as follow:<sup>2</sup>

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<sup>1</sup>Amin Maskur. The Headmaster in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 20<sup>th</sup> March 2012.

<sup>2</sup>The Result Observation in Tsanawiyah Darul Falah Langga Payung, at, 20<sup>th</sup> March 2012.

Table 1

## The Facilities of Tsanawiyah Darul Falah Langga Payung

No	The Name of the Unit	Total
1.	Classroom	6
2.	Library room	1
3.	Headmaster room	1
4.	Teacher room	1
5.	Administration room	1
6..	Mosque	1
7.	UKS room	1
8.	Computer room	1
9.	Head bath room	1
10.	Teacher bath room	1
11.	Male students bath room	5
12.	Female students bath room	5
13.	Warren house	1
14.	Sport field	3
15.	Parking place	1

## 3. Teacher Situation of Tsanawiyah Darul Falah Langga Payung

Teachers were the basic factor to do the education process, because the learning would not happen without teacher. Teacher would give developed talent and ability of students in learning. The function and responsibility of the teacher were very big in the school caused the successful of the students in

learning was determined by the teacher. The total of teachers at Tsanawiyah Darul Falah Langga Payung was 18 teachers and 1 person English teacher:<sup>3</sup>

#### 4. Situation of Students at Tsanawiyah Darul Falah Langga Payung

In learning process, students were the factor that to be the target that will be guidance and developed based on the potency of students. Without the students, an education institution didn't name an education. Institution or school caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people was very important.<sup>4</sup>

Table 2

The Situation of Students at Tsanawiyah Darul Falah Langga Payung

<b>No</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
VIII.A	15	14	29
VIII.B	15	16	31
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

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<sup>3</sup>Amin Maskur. The Headmaster in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 20<sup>th</sup> March 2012.

<sup>4</sup>*Ibid.*,



## B. Specific Findings

### 1. Description of the Students Ability of Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph

- a. The Ability of the students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph based on the test to students

Table 3

The Ability of the Students Tsanawiyah Darul Falah Langga Payung  
in Writing Narrative Paragraph

No	Indicator of test	Frequency (f)	Percentage (%)
1.	Orientation	27	90%
2.	Complication	28	93,33%
3.	Resolution	7	23,33%
4.	Coda	23	76,66%

From the previous data, it can be concluded that, the result test of the students Tsanawiyah Darul Falah Langga Payung, the students ability in writing orientation of narrative paragraph, the students were correct 27 students (90%) while, the students not correct were 3 students (10%). Next, the result test of the students Tsanawiyah Darul Falah Langga Payung, the students ability in writing complication of narrative paragraph, the students were correct 28 students (93,33%) while, the students not correct were 2 students (6,66%). Then, the result test of the students Tsanawiyah Darul Falah

Langga Payung, the students ability in writing resolution of narrative paragraph, the students were correct 7 students (23,33%) while, the students not correct were 23 students (76,66%). The last, the result test of the students Tsanawiyah Darul Falah Langga Payung, the students ability in writing coda of narrative paragraph, the students were correct 23 students (76,66%) while, the students not correct were 7 students (23,33%).

After analyzing the data that has been collected from the respondent, it was gotten that the value of the mean score (M) of the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph in 2011/2012 academic year was 44,33 and it can be categorized into enough category. To know the description about classification or the criteria of the ability of the students Tsanawiyah Darul Falah Langga Payung in writing narrative paragraph in 2011/2012 academic year, look the following table:

Table 4  
The Criteria Score Interpretation

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

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<sup>5</sup>Riduwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005) p.89.

Table 5

The Classification of The Ability of the students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph in 2011/2012 Academic Year.

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very low	0	0%
2	21% - 40%	Low	14	46,67%
3	41% - 60%	Enough	13	43,33%
4	61% - 80%	High	3	10%
5	81% - 100%	Very High	0	0%
	Total		30	100%

According to the previous classification, it can be seen that, there were 14 students that can be categorized into low category. It means that there were 46,67% of the students can be classified into low category. Then, there were 13 students that can be categorized into enough category. It means that there were 43,33% of the students can be classified to the enough category. The last, there were 3 students that can be categorized in to weak category. It means that there were 10% of the students can be classified into the high category.

## **2. Description of the Students Difficulties of Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph**

Having many interviews with the teacher, students, and test to students, so they faced difficulties as follow:

a. Difficulties in past tense

Leli Rahmi said the students had the difficulties in writing narrative paragraph such as the felt difficult in past tense, the students still confused to find the tense of a writing narrative paragraph.<sup>6</sup>

Based on the result of observation, the students' difficulties in past tense. They had not able to use past tense correctly, while many of them didn't know the patterns of past tense. So, in writing narrative paragraph they didn't use tense but they wrote the narrative paragraph with arranging the words literally to be a narrative paragraph.<sup>7</sup>

b. Difficulties in Vocabulary

The other difficulty was about vocabulary. Based on the result of interview with Soiba Hasibuan said that, she didn't has many vocabularies and she never memorize the vocabularies in her house. So when she was writing narrative paragraph, she needed long time to open dictionary.<sup>8</sup>

Next, Aprilia Ukhtin said that, vocabulary is one of difficulties in writing narrative paragraph. Because English was difficult to memorize the vocabularies. So, in writing narrative paragraph "I didn't know what would I do".<sup>9</sup>

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<sup>6</sup>Leli Rahmi. The Student of VIII.B in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

<sup>7</sup>The Result of Observation in Tsanawiyah Darul Falah Langga Payung, at, 21<sup>th</sup> March 2012.

<sup>8</sup>Soiba Hasibuan. The Student of VIII.B in Tsanawiyah Darul Falah Langga Payung, *interview* at, 21<sup>th</sup> March 2012.

<sup>9</sup>Aprilia Ukhtin. The Student of VIII.A in Tsanawiyah Darul Falah Langga Payung, *interview* at, 21<sup>th</sup> March 2012.

This point made strong by Mrs. Latipah Hanum said that, in writing narrative paragraph many students didn't know vocabularies. Their ability in mastering vocabularies still low.<sup>10</sup>

Based on the result of observation had done by the researcher, when the researcher gave them the test to write the paragraph, many students were confused to write the vocabularies that they needed. Whereas the English teacher gave a change for them opened the dictionary. But they were lazy to open dictionary. The last, most of them imitated their friends narrative paragraph.<sup>11</sup>

The researcher concluded that vocabularies were very important in writing narrative paragraph. Without the vocabulary, students were not able to write or construct the sentence, paragraph and texts. The students didn't have many vocabularies. So, they felt difficult in writing narrative paragraph.

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<sup>10</sup>Latipah Hanum. The English Teacher in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 20<sup>h</sup> March 2012.

<sup>11</sup>The Result of Observation in Tsanawiyah Darul Falah Langga Payung, at, 20<sup>th</sup> March 2012.

c. Difficult in Construct the Sentence

Based on the result of interview between the researcher with Anggita Mayang Sari said, the big difficult in writing narrative paragraph was how to construct the sentence. It was so different with the way to construct sentence in Indonesia language.<sup>12</sup>

Similarly with Saipuddin Hasibuan said that, constructing the sentence made him confused to write a narrative paragraph. He needed the long time to do it, be caused he had to write in Indonesia sentence then changed it into English.<sup>13</sup>

The constructing of sentence was important to make a good narrative paragraph. The readers would know the aims of writer if the order of the sentence were corrected. The students would be easier in writing narrative paragraph if they knew how to construct the sentence. The researcher thought, the students much knew the patterns of tenses. So, in writing narrative paragraph they wouldn't fell difficult.

Next, Mrs. Latipah Hanum said that, many of students felt difficult in constructing the sentence. The writing in a narrative paragraph were inappropriate with the four generic structure, example orientation, complication, resolution and coda. Sometimes they wrote the predicate

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<sup>12</sup>Anggita Mayang Sari. The Student of VIII.A in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

<sup>13</sup>Saipuddin Hasibuan. The Student of VIII.B in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

before subject and sometimes their sentences didn't have subject. So, as the English Teachers didn't understand what they meant.<sup>14</sup>

Based on the result of observation that had done by the researcher in constructing sentence there were many students didn't able to construct the sentence based on the good order. Example, in writing narrative paragraph, they wrote sentence sometimes they wrote at the last of sentence and they didn't write the subject in the sentence. As we known subject was important in a sentence. From that the researcher felt they difficult in constructing the sentence.<sup>15</sup>

d. Difficult in Finding the Idea of Narrative Paragraph

Based on the result of interview Fuji Lestari said, in writing narrative paragraph the students also felt difficult to find the theme or idea of paragraph like the write narrative paragraph with title "My Experience" most of the students difficult chose to write a good idea .<sup>16</sup>

This point in compliance with result of interview to many students at grade VIII Tsanawiyah Darul Falah Langga Payung. They felt difficult to find the theme or idea of paragraph. They also said sometimes they didn't have inspiration or idea in writing narrative paragraph.<sup>17</sup>

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<sup>14</sup>Latipah Hanum. The English Teacher in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 20<sup>th</sup> March 2012.

<sup>15</sup>The Result of Observation in Tsanawiyah Darul Falah Langga Payung, at, 20<sup>th</sup> March 2012.

<sup>16</sup>Fuji Lestari. The Student of VIII.A in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

<sup>17</sup>Ahmad Saleh. The Student of VIII.B in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

Based on the result of observation had weren't most of the students wrote wrong paragraph. The main idea wasn't suitable to supporting idea. Sometimes their paragraph didn't appropriate to the main idea. Example they wrote narrative paragraph about "my experience".<sup>18</sup>

The main idea was the one important aspect of paragraph. Every paragraph must have the main idea. It could be concluded they students would be easy in writing narrative paragraph if they known the main idea of a paragraph.

e. Difficult to Make The Concluding of Narrative Paragraph

Mr. Amir Hamza said, in writing narrative paragraph many of students forgot to make the concluding of paragraph. As we know the concluding of the paragraph was the important aspect of paragraph. So, the readers didn't know the end or the closing of the narrative paragraph.<sup>19</sup>

Based on the interview with the students at grade VIII Tsanawiyah Darul Falah Langga Payung said, they didn't care to make the concluding of the sentence. They taught if they have written three sentences. All of them had represented the aspects of paragraph.<sup>20</sup>

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<sup>18</sup>The Result of Observation in Tsanawiyah Darul Falah Langga Payung, at, 20<sup>th</sup> March 2012.

<sup>19</sup>Amir Hamza. The Student of VIII.B in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

<sup>20</sup>Emmi Khairani. The Student of VIII.A in Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.



Based on the result of observation, many of students didn't write the concluding of the paragraph. Next, other of them wrote the concluding of the paragraph didn't appropriate with the topic of paragraph.<sup>21</sup>

It could be concluded, the concluding sentence the important aspect of paragraph. Without the concluding the sentence, the readers would felt difficult to know the end the message of a narrative paragraph.

f. Difficulty in Using Punctuation

The punctuation was also important in writing narrative paragraph. One of the purposes of punctuation was to make the writer meaning dear. The secret of successful punctuation was to read aloud what you had written, to see the pauses of sentences. So, with using the punctuation were correct wouldn't make the misunderstanding to the readers to know the aim of write in narrative paragraph.

Based on the result of interview with the students at grade VIII Tsanawiyah Darul Falah Langga Payung said they felt difficult in using punctuation in a narrative paragraph. Sometimes they forgot to use the punctuation as the punctuation in writing narrative paragraph.<sup>22</sup>

Based on the result of observation, the researcher saw the students haven't able to use the punctuation as the function in writing the narrative paragraph. So, the readers felt difficult to understand about the content of

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<sup>21</sup>The Result of Observation in Tsanawiyah Darul Falah Langga Payung, at, 20<sup>th</sup> March 2012.

<sup>22</sup>Siti Aminah dan Wilda Mei Rina. The Students of Tsanawiyah Darul Falah Langga Payung, *Interview* at, 21<sup>th</sup> March 2012.

the paragraph. The researcher also found there were many students didn't use the punctuation in writing narrative paragraph. This point because there were many students that imitated their friends paragraph. When they wrote the paragraph they didn't care about the punctuation of the sentences. They thought only to get the mark.<sup>23</sup>

It could be concluded that in writing narrative paragraph the students must used the punctuation to make the readers understood the aim of the narrative paragraph. In writing narrative paragraph, to make the students didn't in using of punctuation. The students must studied about punctuation and the function of punctuation.

### **3. The Efforts of the English Teacher to Overcoming the Students Difficulties in Writing Narrative Paragraph**

To anticipate the students' difficulties in writing narrative paragraph, the English teacher had many efforts. Based on the result of interview to Mrs. Latipah Hanum as the English teacher in Tsanawiyah Darul Falah Langga Payung, she said that, she anticipated the difficulties of the Students in Writing Narrative Paragraph were:

- a. The difficulties of students about past tense, the students teacher often repeat the lesson then gave the more examples which the near example or familiar example with students life. For example the using of the simple past tense in writing narrative paragraph. The English teacher must repeat

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<sup>23</sup>The Result of Observation in Tsanawiyah Darul Falah Langga Payung, at, 20<sup>th</sup> March 2012.

again about past tense for them. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple past tense.

- b. The difficulties of students about vocabularies, to make students were easy to memorize the word. The English teacher used efforts. One of English teacher ordered effort was they brought the students to a place. Next, the teacher ordered the students to write the vocabularies in that place there. The last, they memorized the vocabularies. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.
- c. The difficulties of students about the constructing of the sentence, the English teacher explained the ways to construct the sentence and then gave the examples. After the teacher ordered them to memorize the ordering of the sentence. Next, the English teacher gave the exercises to the students.
- d. The difficulties in finding the idea of paragraph, to make the students were easy in finding the idea the English teacher gave the tittles that near with experience, knowledge and age of students. After that the teacher gave the example for them. Next, the teacher made discussion group. The last the teacher gave exercise for them.

- e. The difficulties in developing the main idea of narrative paragraph, before gave the exercise to the students the English teacher explained about the narrative paragraph, the generic structure of narrative paragraph and aspects of paragraph. Next, the teacher gave the example and then the teacher made the group discussion and gave many titles for them. Each group only chose one title and then developing it to a good paragraph. The last, the teacher gave narrative paragraph homework.
- f. The difficulties to make the concluding of narrative paragraph, the English teacher repeated again the material about paragraph. Next, they explained about how to make the concluding of paragraph. After that, the teacher gave the chance to ask about the material and gave the examples. The last teacher gave the examples. The last teacher gave the exercises for them.
- g. The difficulties in using punctuation, the English teacher explained about punctuation and using of punctuation in a sentence. Next, the teacher gave the example to make them were clearer about the punctuation. The last, the English teacher gave the paragraph without the punctuation and ordered them to make the punctuation of the narrative paragraph.<sup>24</sup>

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<sup>24</sup>Latipah Hanum. The English Teacher in Tsanawiyah Darul Falah Langga Payung, *interview* at, 20<sup>th</sup> March 2012.

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

In this research, there were many threats that researcher done. It started from the tittles until the techniques of analyzing data, so the researcher knew that it was so far from the perfect.

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 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.

### **D. Discussion**

The result of this research showed the Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph was enough (44,33). Sakinah in her research on the title An Analysis on the Students Ability Writing Narrative Based on the Picture of the Grade VIII at MTs. S Mardiyah Islamiyah can be stated into very weak category( 18,35). Further, according to 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).

Next according to Nur Alamia Dalimunthe in her research about The influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at Sma Negeri 1 Kota Pinang can be stated into significant.

The difficulties were felt by the majority of students were the difficulty in grammar, vocabularies, how to construct the sentence and in developing the main idea of paragraph. The difficulty in grammar, still there were many students haven't able to use the grammar. Like in mastering the tenses, they didn't able to use tense in writing narrative paragraph. Where as they didn't know the pattenrs. Next, in vocabularies, the students had the vocabularies were limited. This point proven, in writing narrative paragraph they were confused to write the words that they needed and in the paragraph they often wrote the same word. While in constructing the sentences, many students still didn't able to construct the sentence in good order. The last, in developing the main idea, there were many paragraph that written by them didn't appropriate with the main idea of narrative paragraph.

To anticipate their difficulties in Writing Narrative Paragraph. So they needed the solutions from the English teacher in overcoming their problem. The solutions were given by the English teacher were repented and explained again about tenses, how to construct the sentences, how to develop the main idea. Next, ordered them to memorize the vocabularies and brought the dictionary. After that, the English teacher gave the examples were easy to understood by the students and the English teacher gave test to the students.

In teaching about paragraph the English teacher also used the method. Learning method was the procedure or way that used in learning methods made the learning process had variation. The methods were used by the English teacher were explanation, discussion, and practice. In explanation method, the English teacher explained the material about writing narrative paragraph to the students. In discussion method, the English teacher made the group discussion, the English teacher made the group discussion. The all of solution were given by English teacher could appealed the students difficulties in writing narrative paragraph. If they didn't able to do it, so it was the mistakes. May be they didn't hear or pay attention when the English teacher explained about the material.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. 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 Ability Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph was 44,33. It can be categorized into enough category.
2. The Difficulties Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph were:
  - a. Difficulties in past tense
  - b. Difficulties in vocabulary
  - c. Difficulties in construct the Sentences
  - d. Difficulties in finding the Idea of narrative paragraph
  - e. Difficulties in developing the main idea of narrative paragraph
  - f. Difficulties to make the concluding of narrative paragraph
  - g. Difficulties in using punctuation
3. The Efforts of the English Teacher in Overcoming the Students Difficulties in Writing Narrative Paragraph were:



- a. The Efforts of the English Teacher about past tense, the teacher often repeat the lesson then gave the more examples which the near example or familiar example with their life
- b. The Efforts of the English Teacher about vocabularies, to make students were easy to memorize the word.
- c. The Efforts of the English Teacher about the constructing of the sentence, the English teachers explained the ways to construct the sentence and then gave the examples.
- d. The Efforts of the English Teacher in finding the idea of paragraph, to make the students were easy in finding the idea the English teacher gave the tittles that near with experience, knowledge and age of students.
- e. The Efforts of the English teacher in developing the main idea of narrative paragraph, before gave the exercise to the students the English teachers explained about the narrative paragraph, the element of narrative paragraph and aspect of paragraph.
- f. The Efforts of the English teacher to make the concluding of narrative paragraph, the English teachers repeated again the material about paragraph.
- g. The Efforts of the English Teacher in using punctuation, the English teacher explained about punctuation and using of punctuation in a sentence.

## **B. 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 teacher to increase their ability in study English, especially in writing narrative paragraph.
2. It is suggested to the English teacher to:
  - a. Before studying the writing narrative paragraph, the students had known and mastered about generic structure/element of narrative paragraph.
  - b. Apply the suitable strategies, methods, ways, or etc, which can improve or help them understand in learning English Especially in making narrative paragraph.
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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Padangsidempuan

## **APPENDIX 1**

### **Pedoman Observasi (The Guidelines of Observation)**

1. Lokasi Sekolah  
(The location of the school)
2. Sarana dan Prasarana Sekolah  
(The facilities of the school)
3. Kesulitan-kesulitan siswa dalam menulis narrative paragraf  
(The students difficulties in writing narrative paragraph).
4. Faktor-faktor yang membuat siswa sulit dalam menulis narrative paragraf  
(The factors of the students difficulties in writing narrative paragraph)
5. Solusi-solusi dari guru untuk mengatasi kesulitan siswa dalam menuliskan narrative paragraf  
(The teachers solutions to solve the students difficulties in writing narrative paragraph)

## **APPENDIX 2**

### **The List of Interview**

#### **A. Interviews To The Head Master**

1. Kapan Tsanawiyah Darul Falah Langga Payung dibangun?  
( When was the Tsanawiyah Darul Falah Langga Payung built?)
2. Bagaimana letak Geografis Tsanawiyah Darul Falah Langga Payung?  
( How as the Geographical location of the Tsanawiyah Darul Falah Langga Payung?)
3. Berapa jumlah kelas di Tsanawiyah Darul Falah Langga Payung?  
( How many class rooms of Tsanawiyah Darul Falah Langga Payung?)
4. Berapa jumlah guru di Tsanawiyah Darul Falah Langga Payung?  
( How many are teachers of Tsanawiyah Darul Falah Langga Payung?)
5. Berapa jumlah siswa kelas dua Tsanawiyah Darul Falah Langga Payung?  
( How many are students Tsanawiyah Darul Falah Langga Payung?)

#### **B. Interviews to the Teachers**

1. Metode apa saja yang digunakan bapak/ibu dalam mengajarkan narrative paragraf di Tsanawiyah Darul Falah Langga Payung?  
(What are the method that used by english teachers in teaching narrative paragraph?)



2. Apa-apa saja yang bapak/ibu ajarkan sebelum menugaskan siswa untuk menulis narrative paragraf?

(What are that english teachers teach before order the students to write narrative paragraph?)

3. Bagaimanakan sistem pengajaran dalam menuliskan narrative paragraf di Tsanawiyah Darul Falah Langga Payung?

(How the teaching system in writing narrative paragraph at Tsanawiyah Darul Falah Langga Payung?)

4. Bagaimanakah hasil belajar siswa dalam menuliskan narrative paragraf?

(How about the students result in writing narrative paragraph?)

5. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menulis narrative paragraf?

(What are the students difficulties in writing narrative paragraph?)

6. Bagaimana bapak/ibu memecahkan masalah tersebut?

(How the english teachers to solve this problem?)

### **C. Interviews to the Students**

1. Apakah menurut adik menulis narrative paragraf itu sulit?

(Do writing narrative paragraph is difficult for you?)

2. Kesulitan-kesulitan apa saja yang adik hadapi dalam menuliskan narrative paragraph?

(What are your difficulties in writing narrative paragraph?)

3. Bagaimana adik memecahkan masalah tersebut?

(How your sollution to solve this problem?)

## **APENDIX 3**

### **The Instrument of Test**

#### **Pengantar**

1. Instrument ini hanya bertujuan untuk mengetahui data dari siswa - siswi tentang kemampuan siswa dalam menulis Narrative Paragraph
2. Jawablah sesuai dengan kemampuan anda!
3. Jawaban anda tidak mempengaruhi nilai anda
4. waktu yang tersedia 90 menit

#### **Island of Liliput**

When I woke up, I made friends with the tiny people. They untied the rope and gave me food. Their bread was so tiny. In one meal, I ate a thousand loaves of bread, a hundred plates of chicken, a hundred cows, and a hundred sheep. The tiny people took me to meet their king and queen. The king's hand was so tiny that I used only one finger to shake it.

Everything was so small. I felt like a giant among them.

One day when I sailed, my ship sank. I swam ashore to the island of Liliput. I was very, very tired, so I fell. Hundreds of tiny people pulled me to the ground with rope.

Long time ago, there was a boy in a small village. That boy was me, Guller.

#### **A. Answers the question below based on the Narrative Paragraph above!**

1. Which one the orientation of the Narrative Paragraph?
2. Which one the complication of the Narrative Paragraph?
3. Which one the resolution of the Narrative Paragraph?
4. Which one the coda of the Narrative Paragraph?

**B. Write Narrative Paragraph by the Title “ My Experience” that consist of!**

1. Orientation
2. Complication
3. Resolution
4. Coda

## **APPENDIX 4**

### **The Answer Keys**

1. When I woke up, I made friends with the tiny people. They untied the rope  
bread, a hundred plates of chicken, a hundred cows, and a hundred sheep.  
The tiny people took me to meet their king and queen. The king's hand was  
so tiny that I used only one finger to shake it.
2. Everything was so small. I felt like a giant among them.
3. One day when I sailed, my ship sank. I swam ashore to the island of Lilliput.  
I was very, very tired, so I fell. Hundreds of tiny people pulled me to the  
ground with rope.
4. Long time ago, there was a boy in a small village. That boy was me, Guller.

## APPENDIX 5

### The Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph

No	Initial	Orientation	Complication	Resolution	Coda	Sum
1	AUH	25	0	10	0	35
2	AH	25	0	10	0	35
3	AG	25	25	0	10	60
4	ASH	10	10	0	10	30
5	AMS	25	10	0	10	45
6	BS	25	25	15	10	75
7	DPH	25	25	15	10	75
8	EK	10	10	0	10	30
9	EWD	25	25	0	10	50
10	EKN	25	25	0	10	50
11	FL	25	15	0	0	35
12	HRH	25	10	0	10	45
13	JMIH	25	25	0	10	45
14	KI	10	10	0	10	30
15	LRS	10	10	0	10	30
16	NAA	25	25	0	10	60
17	NH	10	10	0	10	30
18	NIS	10	10	0	10	30
19	RJH	25	25	15	10	75
20	RSR	25	25	0	10	60
21	RIH	0	25	0	0	25
22	SF	25	10	0	10	45
23	SH	25	10	0	10	45
24	SS	25	25	0	10	60
25	SA	25	25	0	10	60
26	SN	0	10	10	10	30
27	SU	0	10	10	10	30
28	SO	25	10	0	0	35
29	TD	25	10	0	0	35
30	WMRM	25	25	0	0	50
Total						1330

The researcher calculated the score by using the following formula:

$$\begin{aligned} &= \frac{\sum \text{score}}{\sum \text{respondent}} \times 100\% \\ &= \frac{1330}{30} \times 100\% = 44,33 \end{aligned}$$



**KEMENTERIAN AGAMA**  
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**PADANGSIDIMPUAN**

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

or : Sti.14/USB/P...../2010  
 p : -----  
 : Pembimbing Skripsi

Padangsidimpuan, 2010  
 Kepada  
 Yth.1.Rayendriani Fahmei LubiS, M.Ag.  
 2. Ikhwanuddin Harahap,M.Ag  
 di-  
 Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :

Nama/NIM : LAINATUSSIPA HSB/ 07.340.112  
 Jurusan/Prog. Studi : Tarbiyah / B. Inggris-3  
 Judul Skripsi : The Ability of the Students Tsanawiyah Darul Falah Langga Payung In Writing Narrative Paragraph

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.  
 Wassalamu'alaikum Wr. Wb.

KETUA PRODI BAHASA INGGRIS

KEPALA UNIT BINA SKRIPSI

*RayLubi*

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*Mf*

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/~~TIDAK~~ BERSEDIA  
 PEMBIMBING I

BERSEDIA/~~TIDAK~~ BERSEDIA  
 PEMBIMBING II

*RayLubi*

*Ikhwanuddin Harahap* 6/1/10

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KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
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Padangsidimpuan, 19 Oktober 2011

Nomor :Sti.14/I.B4/PP.00.9/1002/2011

Lamp. : -

Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada Yth,  
Kepala Tsanawiyah Darul Falah  
Langga Payung  
di-

Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

Nama : Laina Tussipa Hasibuan  
Nomor Induk Mahasiswa : 07. 340 0093  
Jurusan/Prog.Studi : Tarbiyah/ FBI-3  
Alamat : Kompleks STAIN

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul **"The Ability Of The Students Tsanawiyah Darul Falah Langga Payung  
In Writing Narrative Paragraph"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Irwan Saleh Dalimunthe, MA  
NIP. 19610615 199103 1 004

Tembusan :

1. Ketua STAIN Padangsidimpuan
2. Bina Skripsi
3. Arsip





# PESANTREN/PERGURUAN ISLAM "DARUL FALAH" LANGGAPAYUNG

## MADRASAH TSANAWIYAH

NSM : 211120501003

No. Izin Operasional : 1006/Tahun 2010

Alamat : **Kampus Induk "Darul Falah" - Jl. Trans Sumatera Kampung Martopotan**  
Langgapayung - Labuhanbatu Selatan - Sumatera Utara, Kode Pos : 21465  
Telp. 085362101972, E-mail : darulfalahm@yahoo.co.id

### SURAT KETERANGAN IZIN RISET

Nomor : 060/MA-DF/LP/2011

Yang bertanda tangan dibawah ini,

Nama Lengkap : **AMIN MASKUR, S.Ag. MA**  
Jabatan : Kepala Madrasah  
Alamat : Komp. PP. Darul Falah. Jl. Trans Sumatra – Martopotan,  
Langgapayung, Kec. Sungai Kanan. Kab. Labuhanbatu Selatan

Menerangkan bahwa berdasarkan surat Pembantu Ketua I Sekolah Tinggi Agama Islam Negeri Padangsidempuan No. Sti.14/I.B4/PP.00.9/1002/2011 tanggal 19 Oktober 2011 perihal Permohonan Izin Riset kepada :

Nama lengkap : **LAINA TUSSIPA HASIBUAN**  
N P M : 07.340 0093  
Jurusan/Prog. Studi : Tarbiyah/TBI-3  
Alamat Lengkap : Hajoran Simaninggir, Langgapayung, Kec. Sungai Kanan, Kab.  
Labuhanbatu Selatan, SUMUT-21465

Benar telah melaksanakan Riset/Pengumpulan data di Pondok Pesantren Darul Falah-Langgapayung, Kec. Sungai Kanan, Kab. Labuhanbatu Selatan-Sumatera Utara, untuk keperluan penyusunan Skripsi dengan judul "The Ability of The Student Tsanawiyah Darul Falah Langgapayung In Writing Narrative Paragraph".

Demikianlah surat keterangan ini diperbuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Langgapayung, 31 Maret 2012



( **AMIN MASKUR, S.Ag, MA** )