



**THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
AT GRADE VIII SMP N 3 ANGKOLA SANGKUNUR
KAB. TAPANULI SELATAN**

A THESIS

*Submitted To The Institut For Islamic Studies Padangsidimpuan as a Partial
Fulfilment of the Requirement for the Graduate Degree of Islamic
Education (S.Pd) In English*

Written by :

**PAUJI MARWIYAH NST
Reg. No. 16 203 00065**

ENGLISH EDUCATION DEPARTMENT

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

2021



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2021**

LETTER OF AGREEMENT

Term : Munaqosyah
Item : 7 (seven) examplars

Padangsidimpuan, November 2021
a.n. **Pauji Marwiyah Nst**
To: **Dean**
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Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Pauji Marwiyah Nst**, entitled “**The Students’ Ability in Writing Narrative Text at Grade SMP N 3 Angkola Sangkunur Kabupaten Tapanuli Selatan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

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

Wassalam 'alaikumwr.wb.

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

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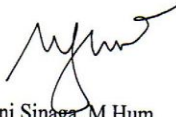
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ABSTRACT

This research is talking about the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan. The problems of this research are the students were seldom to do writing activity, the students are lack of vocabulary and motivation in writing, seldom to practice or repeat at home, and lack of attention about the important of writing, because of the problems make them still confused to determine the main idea from the text. The purpose of this research was to know the students' ability in writing narrative text at grade SMP N 3 Angkola Sangkunur.

This research employed descriptive quantitative research. The population of this research is grade VIII SMP N 3 Angkola Sangkunur. The total of population was two classes (39 students). Then, the sample of the research was all the population at grade VIII. It was taken total sampling. To collect the data, researcher used test for measuring students' writing narrative text ability. To analyze the data, the researcher used mean scores or the average scores. After the researcher gets the data, it would enter in test hypothesis with Z-test.

The instrument to collecting data was the test. The test used in order to find out the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan. the technique of data analysis used Z-test. Based on the data analysis, the writer has concluded that there is significant effect of ability strategy in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur.

Based on the result of the research, researcher got the description of the data was found that mean score was 66,28. It means that the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan was categorized into medium level ability. Then, from the result of the hypothesis testing, the researcher found that $Z_{count} = 4,155 < Z_{table} = 2,021$. It means the hypothesis was accepted. Thus, the result of mean score the students' ability in medium level ability and actually it should be accepted hypothesis, but based on the result of that score it is accepted. So, maybe there is a mistake in instrument or in calculation.

Key Words: *Writing, Narrative Text.*

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ABSTRAK

Penelitian ini membahas tentang kemampuan siswa dalam menulis tentang narrative text pada kelas VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan. Permasalahan dalam penelitian ini yaitu peserta didik jarang melakukan aktivitas menulis, kurangnya kosa kata dan motivasi peserta didik dalam membaca, jarang berlatih dan mengulang di rumah, kurangnya perhatian tentang pentingnya menulis, karena permasalahan tersebut membuat mereka bingung dalam menentukan ide pokok dalam teks. Tujuan dalam penelitian ini untuk mengetahui kemampuan menulis narrative text kelas VIII SMP N 3 Angkola Sangkunur.

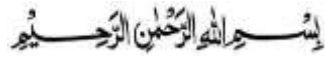
Penelitian ini melakukan penelitian deskriptif kuantitatif. Populasi dalam penelitian ini yaitu kelas VIII SMP N 3 Angkola Sangkunur. Jumlah seluruh populasi yaitu 2 kelas (39 siswa). Kemudian sampel dalam penelitian ini adalah semua populasi pada kelas VIII. Penelitian menggunakan total sampling untuk mengumpulkan data, peneliti menggunakan test untuk menghitung kemampuan pemahaman menulis peserta didik. Untuk menganalisis data, peneliti menggunakan mean score atau nilai rata-rata. Setelah peneliti memperoleh data, akan dimasukkan dalam uji hipotesis yaitu uji Z.

Instrument/alat untuk mengumpulkan datanya adalah test. Test yang digunakan untuk mengetahui kemampuan siswa dalam menulis teks naratif siswa kelas VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan. Teknik analisis data, penulis menyimpulkan bahwa adanya pengaruh yang signifikan dari strategi kemampuan siswa dalam menulis teks naratif siswa kelas VIII SMP N 3 Angkola Sangkunur.

Berdasarkan hasil penelitian, peneliti memperoleh deskripsi data yang ditemukan bahwa *mean score* 66.28. Artinya kemampuan siswa dalam menulis cerita tentang narrative text dikelas VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan dikategorikan ke dalam *medium ability*. Kemudian dari hasil uji hipotesis, peneliti menemukan $Z_{hitung} = 4,155 < Z_{tabel} = 2,021$. Itu berarti bahwa hipotesis diterima. Sehingga hasil *mean score* dari kemampuan siswa adalah medium level ability dan seharusnya hipotesisnya diterima, tapi berdasarkan hasil dari skor tersebut hipotesis diterima. Jadi, mungkin ada kesalahan pada instrumen atau dalam perhitungannya.

Kata Kunci: *Writing, Narrative Text / menulis teks Narrative*

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Padangsidempuan, 04 Mei 2021
Researcher

PAUJI MARWIYAH NST
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BAB I

INTRODUCTION

A. Background of the Problem

Language is important thing that used to communicate by human in the word. Language also used to express feeling from mind and it conveys the coherence opinion. Language is a mean of communication and a central human existence and social process.

In learning English as a foreign language, there are four basic skills that must be learned they are listening, speaking, reading, and writing. The four skills are supported by the learning of some language elements. Reading and listening is receptive skills while speaking and writing is productive skills. The students is expected to be master those four skills to use English communication.

Writing is one of the four skills in English teaching and learning process. It means that writing is one of the language skills which is important to be mastered by the students in order to convey their knowledge and ideas in writing in others people. Writing also can be defined as a tool for communication and it is a most important factor in teaching a language as well beside that, writing is the activity of presenting of thought or idea in correct sentence.

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

According to H. R Taringan, in Rayendriani Fahmei Lubis article writing is to describe a language is understood by someone, so the others can read it if they understand the language; writing is a representation of the expression of language.¹

The researcher has interviewed some of the students of SMP Negeri 3 Angkola Sangkunur. The first, Miss. H said “she does not understand how to write about narrative text well. She does not know the structure, generic structure about narrative text, especially about tense.”² Mr. R said “some of them difficult to translate narrative text from Indonesian language to English language, because most of them lack of vocabulary.”³ It means the first; the students must know about the structure, tense and increase their vocabulary.

Based on the private interview with Bahrum Sihombing in English teacher of SMP Negeri 3Angkola Sangkunur Kab. Tapanuli Selatan, He said that

students have many problems in writing narrative text, they are: the students were difficult to write narrative text without dictionary, students can not write narrative text well, because they do not know the structure of narrative text, students do not have motivation for writing, and the students do not understand how to write the text.⁴

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.⁵

Narration is text containing four components,are orientation, complication, resolution and coda. Narrative is stories about person or a group of people to ever come problems. Narrative text is also explains how people react to experience. Narrative text is a form of story text that has purpose to entertain readers. Many students had difficulties in writing narrative text. Most of them difficult to get more creative ideas.

¹Rayendriani Fahmei Lubis, “*Writing Narrative Text*” Journal English Education Vol. 02 No. 01 January 2014, <http://jurnal.iain-padangsidempuan.ac.id>

²H, Student at Eight Grade SMP Negeri 3 Angkola Sangkunur, interview October 21th 2019.

³R, Student at Eight Grade SMP Negeri 3 Angkola Sangkunur, interview October 21th 2019.

⁴ Private Interview, BahrumSihombing, on October 21st 2019 in SMP Negeri 3AngkolaSangkunur

⁵SanggaSiahaan,,*Generic Text Structure*, edisipertama (Yogyakarta: GrahaIlmu, 2008), p.73.

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

Writing narrative text is the form of writing used to relate the story of acts or even. Types of narrative include shorts story, novel, and stories, as well a large part of our everyday social interchange in the form of letters of conversation. So, narrative text is basic and constant from of human expressions regardless of ethnic origin, primary language, and enculturation. Narration is a text containing four components, are orientation, complication, resolution, and re-orientation/coda.

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

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

This study focuses on the students' ability in writing narrative texts in terms of schematic structure and linguistic features. Thus, the theory that the study and will be discussed below is mainly about **The Students' Ability in Writing Narrative Text at Grade VIII SMP N 3 Angkola Sangkunur.**

B. Identification of Problem

Based on the background of the problem above, there are some problems of students about narrative text:

1. The students are difficult to write narrative text without dictionary.
2. The students can not to write narrative text well, because they do not know the structure of narrative text.
3. The students do not have motivation for writing, and the students do not understand how to write the text.

C. Limitation of Problem

Based on identification above, there are many problems faced by students in writing narrative text, focus on just one problem of student that, the students are difficult to write narrative text; the students can to write narrative text well.

D. Formulation of the Problem

How is the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan?

E. Objective of the Research

To know the ability of the grade VIII students' of SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan.

F. Significances of the Research

Practically, the significances of this study are as follow, For the students' of SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan, as the information to help them to solve their problems in writing narrative text.

1. For the headmasters: in order to motivate English teacher' in teaching English well especially in teaching writing narrative text.
2. For the teachers: the result for this research can give them an alternative method in teaching writing English especially in SMP N 3 AngkolaSangkunur Kab. Tapanuli Selatan. For the research it will can be a good a write experience about the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan.

G. Definition of the Terminologies

1. Students Ability

Student is a person who is studying at school or college. Student is subject of learning who takes place in central position in the learning process. Ability is skill to do something. Ability is mental or legal to perform of the study in school. Ability means the capacity or power to do something. It is intelligence and talent. So, Students' ability is a person studying at college or university with the power to do something about physical or mental. In this research, it is the ability writing of narrative text of the grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan.

2. Writing

Writing is the process of using symbol, word, and sentence. Generally, we write with pen or pencil maybe with keyboard in computer (typing). Writing is one of the language skills necessary skill for students to master science it frequently determine their academic success, and gives them the ability to write in narrative text well. The students should be able to write a paragraph fully integrated, because writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals. Writing is the process of giving information by texts that involved in generating the letters, words and sentences. Writing can have defined as an activity to express the imagination or idea with text or paragraph.

3. Narrative Text

Writing narrative text is one of the text that must be understood how to write it and its generic structure so that it becomes a good and correct paper.

H. Outline of the Thesis

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

1. Chapter one, consists of background of the problem, focus of the problem, formulation of problems, the objective of the research, significances of the research, and Definition of the key terms.
2. Chapter two, consists of the theoretical framework, which contains grammar (descriptions of writing, narrative text, function of narrative text, generic structure

of narrative text, language elements of narrative text, example of narrative text, and the evaluation of writing narrative text).

3. Chapter three, consists of research methodology and research methodology consist of time and place of time and place of the research, research design, informant of the research, the techniques of collecting data, technique of data analysis, and the last technique of data trustworthiness.
4. Chapter four, consists the result of the research talking about the analysis of data. There is described of data analysis of the research. The data analysis is described the actions of researcher in date processing to get relative result.
5. Finally, chapter five, consists of conclusion and suggestion. This is short explaining of result in research. There is representative the capacity of researcher. And the suggestion is idea a researcher for reader especially the headmaster, and the English teacher of location research.

BAB II

THEORETICAL REVIEW

A. Theoretical Description

1. Students' Ability

a. Defenition Students' Ability

Students' ability comes from two words; students and ability. Ability is a mental, power or legal of someone to do something by him/her self. Ability is a skill, or from adjective "able" which has the similar meaning as "can". Ability is fact able to do something for a mental. Furthermore, according to A.S. Hornby ability is "able to do or a level of skill or intelligence."⁶ Then the ability means "the quality or capacity of being able to do something well". So, ability can be determined as a skills, expertness or talent.

Based on above those definitions, the researcher concludes that the students' abilities are the power level of skill or intelligence of the people/ students who are studying in a school up to university or college in performing something. So, the word ability here includes point electoral because the researcher wants to know the mental of students writing text especially in narrative text.

A student is a person who goes to school and learning something. Students can be children or adults who are going to school. Students according to oxford dictionaries are person who is studying at a college of university, person studying at secondary school, any person interested in a particular

⁶ A.S Hornby, *Oxford Advanced Learner's Dictionary: sixth edition*, (New York: Oxford University Press, 2003),p.1344

subject.⁷ Student is subject of learning who takes place in central position in the learning process. A. S. Hornby says “The student is a person who is studying at a university or college”.⁸ In addition, student is a person who is someone who is studying in order to enter a particular profession.⁹ One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature is said by student. So, based on those definitions, the research concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process. Whereas, in Indonesian dictionary explain that the student is a learner especially on the grade of elementary, junior, senior high school.

Based on the explanation above, Students’ abilities are the power level of skill or intelligence of the students who are studying in a school at grade eight SMP N 3 Angkola Sangkunur.

2. Writing

a. Definition of Writing

Writing is one of the four skills in English teaching and learning process. Writing is representation of language in a textual medium through the use of sign or symbol. Writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters,

⁷ A.S. Hornby, *Oxford advanced Learner’s Dictionary*, (New York; Oxford University Press, 2000), p. 442.

⁸ A.S Hornby, *Oxford Advanced Learner’s Dictionary*: sixth edition, (New York: Oxford University Press, 2003), p. 1187.

⁹ Victoria Neufeld & David B. Gumairik, *Webstren New World Collage Dictionary*, (USA; Mac Millan, 1995), p. 232.

words and sentence. So, writing is an activity to express ideas by using symbols as in letters.

Writing is a medium of human communication that represents language and emotions with signs and symbols. Writing is the process of describing a language so that the message conveyed by the reader can be understood by the reader, writing is one aspect of language skills programmed in the specific purpose of language use. Writing is process and product as will. The process of beginning from imagine until rereads and become some come kinds of writing such as essay, letter, story, and the research report.¹⁰

Writing is the process of using symbol, word, sentence. Generally human write with a pen/pencil or keyboard in computer (typing). Sometime students can to write the word or sentence in letter or paper, about the learned. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read. Writing is the best learned because human can write all of the what the think, plan, and can writing task. Writing can make giving information by text that involved in generating the letters, words and sentences.

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.¹¹ So, writing is activity to express ideas by using

¹⁰ David Nunan, *Practical English Language Teaching*, (USA: The Mc Grow Hill Companies. 2003), p. 88.

¹¹Rayendriani Fahmie Lubis, “*Writing Narrative Text*” *Journal English Education* Vol. 02 No. 01 January 2014, <http://jurnal.iain-padangsidempuan.ac.id>

symbols as in letters. Writing can make giving information by text that involved in generating the letters, words and sentences.

Writing is personal act in which writers take ideas or prompts and transform them into self-initiated topics.¹²At the most basic level, writing is the physical act of committing word or ideas to some medium.

According to David Nunan, writing is both a physical and a mental act the most basic level. Another definition, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹³While, David Nunan makes interpretation about writing; writing is clearly complex process, and competent writing is frequently accepted as being the language skill to be acquired.¹⁴ So, writing is one of the skills in the basic level, writing can be spent what we think and can be called mental learning for the basic level.

While, David Nunan makes interpretation about writing; writing is clearly complex process, and competent writing is frequently accepted as being the language skill to be acquired.¹⁵Writing is an activity for producing and expressing, it is producing the words and sentence then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through word and sentences the idea will change to scientific.¹⁶There are some

¹²J.Michael O. Malley and Friends, *Authentic Assessment for English Language Learners*, (USA: Addison Wesley Publishing Company, 1996), p. 136

¹³David Nunan, (2003), *Practical English Language Teaching*, (New York: Mc Craw Hill), p.88

¹⁴ David Nunan, *Language Teaching Methodology; A textbook for teachers*, (Sydney: Macquarie University, 2000), p. 91.

¹⁵ David Nunan, *Language Teaching Methodology, A Texbook for Teacher*, (Sydney; Macquarie University, 2000), p. 91

¹⁶Rayendriani Fahmei Lubis, "Writing Narrative Text" *Journal English Education Vol. 02 No. 01 Januari 2014*, p.1, Rayendriani Fahmei Lubis, "Writing Narrative Text" *Journal English Education Vol. 02 No. 01 January 2014*, <http://jurnal.iain-padangsidempuan.ac.id>

significances of writing, as writing cannot be separated from the human life. As will be shown below especially for students.

So, writing is the proces of giving information by texts that involved in generating the letters, words and sentences. Typically one will use a writing utensil (such as pen/pencil) to write characters on paper or computer (type writer). So, based explanation above, the writer concludes writing is process where a writter needs her ability in transforming what she thought into verbal symbols and to transfer the ideas and expressing thought by experienes in draft of the paper. Because of if someone have a willing to write and try to learn with the excellent writer, she/he can be an excellent too.

b. Benefits of Writing for Students

Writing is arranging words and sentences to convey ideas, Feelings. Writing is writing communication or called the delivery of ideas, feelings, thoughts that will be conveyed. Writing is a significant literacy activity in modern life that enables individuals to accomplish a variety of personal, intelectual, occupational, and recreational goals.

- 1) Writing can help you think
 - 2) Writing will help you recover memories
 - 3) Evening comtemplation and relaxation
 - 4) Vocabulary maintenance and expansion
 - 5) Writing can help you feel good
-

c. Purpose of Writing

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

informative, narrative persuasive.¹⁷

a. Informative writing.

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

b. Expressive/Narrative writing

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

c. Persuasive writing

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

There are some purpose of writing narrative text, they are:

- 1) To document ideas, thoughts, and opinions'
- 2) To provide information
- 3) To express feelings of both pleasure and sadness
- 4) Informative writing.
- 5) Expressive/Narrative writing.
- 6) Persuasive writing.¹⁸

As many benefits of writing have been mentioned above, so there are the forms or the kinds of the as the result of the writing, they are: Word, Sentence, Paragraph and Text.

- 1) Word is collection from some of the letters.
- 2) Sentences is collection some of the word/say
- 3) Paragraph is the collection from various words or sentences

¹⁷ O. Malley at al, J. Michael, *Authentic assessment for English Learner's*, (Addison Wesley Publishing Company, 1996), p. 139.

¹⁸ O. Malley at al, J. Michael, *Authentic assessment for English Learner's*, (Addison Wesley Publishing Company, 1996), p.139

- 4) Text is as a collection word, sentence and paragraph in make a text.

d. The Characteristics Writing Ability

Some characteristics of written language from perspective of a reader described below. Let's review those from a writer's view point.¹⁹

1) Permanence

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

2) Production time

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

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audiences general knowledge, cultural, a literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

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

5) Complexity

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

6) Vocabulary

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

¹⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 325-326.

7) Formality

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

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

e. Process of Writing

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

Alice Oshima states that there are four processes to make a good writing, they are; prewriting, organizing, writing and polishing. The explanation can be seen below:²⁰

1) Prewriting

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

²⁰Alice Oshima, *Introduction to Academic Writing Third Edition*, (New York: Person Longman, 2007), p. 16-18

2) Organizing

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

3) Writing

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

4) Polishing

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

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

The explanation can be seen below:²¹

1) Prewriting

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

2) Writing

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

²¹ Jonathan Sarwono and YudhyPurwanto, *English for Academic Purposes a Successful Way to Learn Scientific English*, (Yogyakarta: PeneritAndi, 2013), p. 61-62.

3) Revising

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

4) Editing

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

5) Publishing

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

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

- 1) Prewriting. In prewriting, the students choose the topic. Then, find out and build the idea and build.
- 2) Organizing. In organizing, the students organize the ideas like topic sentence, supporting sentence and others.
- 3) Writing, In writing, the student or writer writes down the ideas without stopping until they cannot find the ideas anymore.
- 4) Polishing, there are two steps in polishing like revising and editing. Revising, the students rearrange the writing better than before. Editing, the student or writer

checks all components in their writing such as: words choices, structure and grammar, punctuation, arrange of the paragraph, mechanic.

- 5) Publishing. In publishing, student or writer publishes their writing. It depends on usefulness.

f. Kinds of Writing Text

There are some of kinds of writing text, they are:

- 1) “Descriptive: Descriptive writing paints a picture. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.
- 2) Expository: Expository writing “exposes” or explains things about a subject. It is also sometimes called “information writing” because it gives information about a person, place, thing, relationship or idea.
- 3) Persuasive: This type of writing is probably the most common from of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid.
- 4) Narrative: The narrative paragraph or essay tells a story, just a narrator in a play (though it should be **atrue** story, unlike a short story or a play). Narrative writing is best used to illustrate the “personal developmental path” a person (often yourself) has taken to reach a particular point his/her life.”²²

So, based on explanation above, there are four kinds of writing texts, descriptive, expository, persuasive, and narrative.

b. Narrative Text

a. Definition of Narrative Text

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Niken Larasati says Narrative text is a kind of text that tells about story that is based on the some events or experience.²³ Many students had difficulties in writing narrative text. Most of them difficult to gets more creative ideas. Narrative text can be dominant pattern in many types of

²² “*Kind of Writing*” <http://www.learn.lexiconic.net>

²³NikenLarasati, “*Improving students’ ability in writing narrative text by using a round table strategy at grade VIII B of SMPN 1 Sumbergempol*” *Journal of English and Education* 2016, p.2, <http://repo.iain-tulungagung.ac.id>.

writing formal, such as history and journalism as well as less formal such as personal letters and entries in diaries and journal.

Narrative text is a story which use spoken or written language. According to Rebecca, a narrative text is a text which relates a series of logical, chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari in Fenti Susilawati that define a narrative as a type of text which can amuse the reader or the listener and also has a moral value inside the story.²⁴Jhon Langan said narration is a writer tells the story of something that happened through narrative make statement clear by relating in detail something that has happened to us.²⁵So, Narrative text is a description of series events, either real or imaginary, that is written or told in order to entertain and to amuse the reader. Human can say Narrative Text is storytelling.

b. Purpose of Narrative Tex

The Purpose of Narrative Text is to amuse or to entertain the reader with a story. A narrative tells an imaginative story, although some narrative may be based on fact. Narratives are written in many different forms, like fable, legend, folktales, science fictions, romance, horror, etc. and each form has distinctive characteristics.²⁶ From explanation above, the purpose of telling the story is to give meaning, and to entertain the readers, to present a view of the word that entertains or inform the reader or listener, that the reader as if involved within story to get the pleasure.

²⁴Fenti Susilawati, *Teaching Writing of Narrative Text Through Digital Comic*, *Journal of English and Education* 5, No. 2 2017, p. 103.

²⁵Jhon Langan, *College Writing Skill with Reading* (New York: Holt, Rinehart and Wiston, 1996), p.94-96.

²⁶Linda Gerot and Peter Wignell, *Making Sense of functional Grammar* (Australia: GerdStabler, 1994), p. 194

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

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

c. Kinds of Narrative Text

1) Myth

Myth is a traditional story accepted as history, serves to explain the world view of a people. Example: The story of Batara Kala Swallowed Sun, and The Myth of *Malin Kundang*.

2) Legends

Legends is also stories that have been made, but they are different from the myth. Myth reply questions about the workings of nature, and is set in a time long ago. Example: The story of Crying Stone and The Story of *Toba Lake*.

3) Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Example: The Story of Crocodile and Mouse deer and The wolf and the House Dog.

4) Fairy Tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres.

d. Generic Structure

a. Definition of Generic Structure

Generic structure means the text construction based on its purpose to inform the readers. It is an element should be mastered before going to write a text. Generic structure is the content of a content of a text that consists of orientation, events, incident, general, and so on. This term always find in the text based on its purpose. Orientation is a part of text that gives a setting or introduction.

1) Orientation

Orientation is parts of the give setting or opening or introduces about narrative. The function of orientation; Content of topic an activity or event which wonderfully will be talked; Should be interest and can provoke the readers to know specially; Using adjective to describe personal attitude generally.

2) Complication

Complication is parts of text to inform about the conflict in narrative. The function, Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.

3) Resolution

Resolution is parts of text to describe about the reaction to solve the problem. The function Content problem solving has told until the climax.

4) Coda

Coda is a closing remark to the story and it is optional or the describe reflection or evaluation the conflict about narrative. The function Content about moral lesson which is possible can be taken at the events.

b. Function of Generic Structure of Narrative:

1. Orientation

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

2. Complication

- a. Content details about the activities or the events which problematic which are arranged sequence from introduction conflict until climax.
- b. Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, or first, next, after, that, then, finally.

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

4. Coda is Content about moral lesson which is possible could be taken at the events, such as: my aunt was so relieved to see the snake leaving the room without making my harm to anybody.²⁷

c.C characteristics/ language Feature of Narrative Text

There are some of characteristic/language feature of narrative text they are;

²⁷Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007), p. 98.

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character, the character of the story is specific, not general.
- e. Action verbs. A verb that shows an action.(killed, walked, etc).²⁸

b. Example of Narrative Text

LEGEND OF MALIN KUNDANG

Orientation: “A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.”

Complication: “One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a small band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.”

Resolution: “Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become

²⁸ “Characteristics/language Feature of Narrative Text” <http://britishcourse.com>

rich and now he is here”. An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang. Who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!”

After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.”

Coda: “Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her.

Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.”²⁹

So, after knowing the story above, do not occasionally disobey your parents, especially to our own mothers. Because she was the one who gave birth to you in the world and took care of you with his affection until you grew up. Obey her, don’t fight or hurt her feelings with harsh words, O child, love your parents with all your heart, because without them you are useless in this world.

In the story above, there is a verse that says human must obey our parents, especially to your mothers, because your mother is the one who contains you

²⁹Rayendriani Fahmei Lubis, “*Writing Narrative Text*” Journal English Education Vol. 02 No. 01 January 2014, <http://jurnal.iain-padangsidempuan.ac.id>

and breastfeeds you, and the blessing of your parents is the pleasure of Allah.

The verse is listed in surah Al-ahqaf verse 15

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ إِحْسَانًا ۖ حَمَلَتْهُ أُمُّهُ كُرْهًا وَوَضَعَتْهُ كُرْهًا ۖ وَحَمَلُهُ
 وَفِصْلُهُ ثَلَاثُونَ شَهْرًا ۚ حَتَّىٰ إِذَا بَلَغَ أَشُدَّهُ وَبَلَغَ أَرْبَعِينَ سَنَةً قَالَ رَبِّ أَوْزِعْنِي أَنْ
 أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَىٰ وَالِدَيَّ وَأَنْ أَعْمَلَ صَالِحًا تَرْضَاهُ وَأَصْلِحْ
 لِي فِي ذُرِّيَّتِي ۗ إِنِّي تُبْتُ إِلَيْكَ وَإِنِّي مِنَ الْمُسْلِمِينَ ﴿١٥﴾

Meaning: “and we command man to do good to two people, mother and father, his mother to bear him with difficulty and to give birth to him with difficult (also). To contain her until meaning her is thirty months, so that when she is adult and her age reaches us she will pray... o my lord, show me to be grateful for the blessing you have given me and to my mother and father and so that I can do righteous deeds that you are pleased with; give kindness to be me by giving to my children and grandchildren. Verily I repent to you and indeed I am one of those who surrendered.

Allah tells us to do good to our parents, especially to mothers, where mothers are pregnant, give birth to us into the world and care for us until adulthood. Love and obey their commands (mother and father), never speak harshly to them, in fact the pleasure of Allah swt.

c. Review of Related Finding

There are several researchers related to the ability in writing narrative text among others:

Dini Utami Mulyaningsih: she concluded the data of this study were nine junior high school students' narrative texts that came from low, middle, and high

levels of achievement. The analysis of the data indicated that the students from low and middle achiever have schematic structure and linguistic features of the texts.³⁰

Anwar: he conducted a research about an analysis the students' ability in writing narrative text. This research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing narrative text dealing with generic structure of narrative text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. the researcher used writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing narrative text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.³¹

The last, Nurlena Siregar,³² she concluded the students' problem in writing narrative text at eight grade SMP N 3 Angkola Sangkunur, from the data description of test and interview. The students' problem in writing narrative text were the students doesn't know writing the formula of tense that used in narrative text, and writing vocabulary.

So, from the description, the researcher concludes that the method can increase the students' ability in writing narrative text and now researcher refers to

³⁰Dini Utami Mulyaningsih, *An Analysis of Students' Ability in Writing Narrative Texts*. Retrieved from <https://media.neliti.com>, on Saturday 14 October 2019 at 17.20 p.m.

³¹ Anwar "An Analysis the Students' Ability in Writing Narrative Text" Retrieved from <http://repository.uin-suska.ac.id> on Monday, 23 november 2020 at 07.15 a.m

³²Nurlena Siregar, *The Students in Writing Narrative Text at Grade VIII SMP N 3 Angkola Sangkunur* (Unpublished Thesis), Padangsidempuan: IAIN, 2015).

the text of narrative text, so in this research, the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur

d. Hypothesis

The hypothesis in junior high school 3 Angkola Sangkunur, the students can not master english well. The hypothesis is "The students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur, ability is low."

BAB III

RESEARCH METHOD

1. Time and Place of Research

This research conduct at SMP Negeri 3 Rianiate, locates at Jl. Danau Siais, Kec. Angkola Sangkunur, Kab. Tapanuli Selatan. The researcher choose this school because SMP Negeri 3 Rianiate be in my village. This research started from 29 March 2021 finish.

2. Research Design

This research uses quantitative research with descriptive method. Quantitative research identify a research problem based on tren in the field or on the need to explain why something occurs. Quantitative research is the researched used on collection and analysis of numerical data, usually obtained from quastioneries, test, cheklist and other formal paper and oencil instrument. It means that research was analyzing students' ability to understand english text. The research was applied quantitative research as a kind of descriptive research. Descriptive research is a research to analyze or make a sense perception (descriptive) about situation and phenomenon students' writing of the second year SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan.

3. Population and Sample

a. Population

The population was the whole of the students at grade VIII of SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan. The population of the research consisted of 2 classes 39 students. It can be seen from the table follow:

Table 1
Population of grade VIII of SMP Negeri 3
Angkola Sangkunur

No	Class	Total Students
1	VIII A	20
2	VIII B	19
Total		39

a. Sample

In this research, the researcher used total sampling to take the sample. Sampling refers to the process of selecting these individuals.³³ A total sampling was used if the population less than 100. The sample was taken from two classes at grade VIII that consisted of 39 students. So, researcher took all the population as the sample, namely, 39 students were the sample of this research

4. Instrument of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. Collecting data is the most important to this research, the research should have appropriated as a test study for collecting data.

Test is one kind of instrument that researcher used to measure the students' ability and to know how far the students' comprehend about the subject or the lesson

³³Jack, Fraenkel and Normal E Wallen (2013), *How To Design and Evaluate Research in Education*. (singapore: Mc Graw Hill), p.73

that teacher has been explained. Test is a set of standardized question administrated and individual for the purpose measuring their attitude or achievement.

Table II
Indicator of Writing Test³⁴

Component	Score	Criteria	Total
Content	20	Very good to excelent	20
	15	Average to good	
	10	Poor to pair	
	5	Very poor	
Organization	20	Very good to excelent	20
	15	Average to good	
	10	Poor to pair	
	5	Very poor	
Grammatical function	20	Very good to excelent	20
	15	Average to good	
	10	Poor to pair	
	5	Very poor	
Language Use	20	Very good to excelent	20
	15	Average to good	
	10	Poor to pair	
	5	Very poor	
Generic Structure	20	Very good to excelent	20
	15	Average to good	
	10	Poor to pair	
	5	Very poor	

Score:

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

³⁴H. Douglas Brown, *Language Assesment* (San Fransisco: Longman, 2004)

a. Content

No	Indicator	Score
1	Knowledge substantive through development of thesis- relavant to assign topic.	20
2	Some knowledge of subject-adequate rang-limited development of thesis-mostly relavant to topic but lack detail.	15
3	Limited knowledge of subject-little substance inadequate development of topic.	10
4	Does not show knowledge of subject- not substantive- not pertinent or not enough to evaluate.	5

b. organization

No	Indicator	Score
1	Fluent expression ideas clearly- stated/supported- succinet-wel organizes- logical sequencing- cohesive.	20
2	Somewhat choppy-loosely organized but main ideas stand out-limited support-logical but incomplete sequencing.	15
3	Non fluent- ideas confused or disconted- lack logical sequencing and development.	10
4	Does not communicate not organized or not enough to evaluate.	5

c. grammatical function

No	Indicator	Score
1	Far errors of spelling, punctuation, capitalization, and paraphrasing.	20
2	Occasional error of spelling, punctuation, capitalization, and paraphrasing.	15
3	Frequent errors of spelling, punctuation, capitalization, and paraphrasing.	10
4	Dominated by errors.	5

d. generic structure

No	Indicator	Score
1	Relevant to topic or focuses on describing particular place or things- good identify things or subject- describe the part and qualities and characteristics- using simple past tense	20
2	Relevant to the topic but lack detail identify- lack error structure.	15
3	Inadequate development of topic.	10
4	Not relevant to topic.	5

e. language use

No	Indicator	Score
1	Ideas early stated and supported, well-organized, cohesive	20
2	Loosely organized but main ideas stand out, not well-organized	15
3	Ideas confused or even to main ideas, bad organization	10
4	Doesn't communicate.	5

The test used construct validity, validity is means to the degree to which a test measures what it claims, or purpost, to be measuring. In the classical model of test validity, construct validity is one of three main types of validity evidence, alongside content validity and eriterion validity.

5. Technique of Collecting Data

In this research, the researcher design technique for collecting the data as follows:

- a. The researcher prepared the test in the form of narrative text.
- b. The researcher gives test to all of the students.
- c. The researcher explains how to do the test step by step to students.
- d. The researcher give time for ask the question that they still confuse.
- e. If there any questions, the researcher answers the question first.

- f. After student's finish answering the test, the researcher collects their answer to be analysed.

6. Technique of Analysis Data

The data analysis of this researcher used was percentage. To percentage the students' score in data from the test, which have been given to students and to know how many percent the students right in answering the test. Determining the percentage the students ability, and for difficulties researcher used the following procedure.

- a. Scoring the result of the students' answer
- b. Calculate their result (mark)

Because the researcher use the test so, the researcher also want to:

- a. Know the range of the data, the formulation is

Range: High Score – Low Score

- b. Know the total of classes (BK), with thje formula:

$$1 + 3,3 n$$

- c. Know the interval (i) used the formula:

$$I = \frac{R}{BK}$$

- d. Know the mean score used the formula:

$$\bar{x} = \frac{\sum xi}{n}$$

- e. Know the median score used the formula:

$$Me = b + p \left[\frac{\frac{1}{2} n - F}{f} \right]$$

- f. Know the modus of score used the formula:

$$\text{Modus} = b + p \left(\frac{i}{b_1 + b_2} \right)$$

- g. Determining and analysis the students' ability by using the passing grade standard (KKM) at SMP N 3 Angkola Sangkunur of the students is 75, based at SMP N 3 Angkola Sangkunur.

After the researcher get the data, it has been presented in frequency table as following:

Table III
Level of Achievement

Score	Level of Achievement	Category of Ability
75-100	High Level	Competent
65-74	Medium Level	Competent
<64	Low Level	Competent

Therefore, Students who get score between 75 – 100 were categorized into high achievers, then when the range of score between 65 – 74, were categorized into medium achievers, and below 64, were categorized into low achievers.

- h. Determining the percentage the students ability by using the following formula:³⁵

$$P = \frac{f}{N} \times 100\%$$

Explanation:

F= Frequence

N= Number of classes

P= percentage.

³⁵Nurhidayah, "An Analysis on the Students' Ability in Writing Narrative Text at Grade IX MTs Ali Imron Medan" Accessed June 30 2019. repository.uinsu.ac.id.

After the researcher got the data, it would enter in test hypothesis with the formula as following:

i. Uji Z

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

Expolanation: X: Data that includes hypothesis categories

N: all of data

P: hypothesis proportion.³⁶

³⁶Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p.80

BAB IV

RESULT OF THE RESEARCH

In this chapter, this research discussed about the result that consisted of description of data, calculation, mean score, hypothesis testing and discussion. The quantitative descriptive analysis used mean score to get their whole result as general, then to teste the hypothesis. Then to teste the hypothesis, the researcher used formula of Z. Next, the detailed description of data as follows:

A. Data Description

To understand this research easily, it was described based on only one variable. It was writing a narrative text, and also was continued to the testing hypothesis. It would be described further as follow:

Result of Writing Narrative Text

Result of writing narrative text the researchers had given test about writing narrative paragraph. The reseacher used test as on instrument to collect the data. The test, and consist of 5 indicators. The were content, organization, grammar, language, generic structure. After the students finished the writing test, the researcher corrected these results and gave each students a value from the results of the study, the following data were obtained:

The highest value is 95 and the lowest value is 35, then after obtaining the highest and lowest values, these values are used to determine the value of the interval.

$$\text{Interval (i): } I = \frac{R}{BK} = \frac{65}{6} = 10,83 = 11$$

Then, the instrument have been given for the grade VIII students of SMP N 3 Angkola Sangkunur, the score each of them could be seen in the table below:

Table IV
Score of Students Writing Narrative Text

No	Initial	Score
1.	AW	95
2.	RW	95
3.	FG	95
4.	MAH	90
5.	SS	85
6.	SS	85
7.	YMD	85
8.	AL	85
9.	JZ	85
10.	YZ	85
11.	HTR	85
12.	SU	85
13.	SS	85
14.	NH	80
15.	WJ	80
16.	SH	80
17.	SM	65
18.	GL	65
19.	SZ	60
20.	MS	60

21.	UHH	60
22.	SHS	55
23.	APH	55
24.	DR	55
25.	SH	55
26.	JZ	55
27.	GPL	55
28.	YH	55
29.	ZH	50
30.	GL	50
31.	AN	50
32.	DL	50
33.	MG	50
34.	GG	50
35.	MH	50
36.	RA	50
37.	NH	35
38.	J	35
39.	RL	35
	Total	2.575
	Mean Score	66,02

Based on table IV, the total scores of the atudents' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur test was 2.575. It can be also be seen that there were students have got 95 as the highest score and there were students who have 35 score as the lowest score.

1. Mean Score

$$\begin{aligned} \bar{x} &= \frac{\sum xi}{n} \\ \bar{x} &= \frac{2.575}{39} = 66,02 \end{aligned}$$

2. Median Score

$$\begin{aligned} b + p \left[\frac{\frac{1}{2} n - F}{f} \right] \\ &= 56,5 + 11 \left[\frac{\frac{1}{2} \times 39 - 18}{5} \right] \\ &= 56,5 + 11 \left[\frac{19,5 - 18}{5} \right] \\ &= 56,5 + 11 \left[\frac{1,5}{5} \right] \\ &= 56,5 + 11 [0,3] \\ &= 56,5 + 3,3 \\ &= 59,8 \end{aligned}$$

3. Modus Score

$$\begin{aligned} b + p \left(\frac{i}{b_1 + b_2} \right) \\ &= 56,5 + 11 \left(\frac{10}{10+5} \right) \\ &= 56,5 + 11 \left(\frac{10}{15} \right) \\ &= 56,5 + 11 (0,6) \\ &= 56,5 + 6,6 \\ &= 63,1 \end{aligned}$$

To know the quality score each of the students in identifying word classes can be seen as below:

Table V
The Quality of the VIII grade students SMP N 3 Angkola Sangkunur.

No	Students' Initial Name	Total Score	Quality Score
1.	AW	95	High
2.	RW	95	High
3.	FG	95	High
4.	MAH	90	High
5.	SU	85	High
6.	SS	85	High
7.	HT	85	High
8.	YZ	85	High
9.	ZZ	85	High
10.	AL	85	High
11.	YMD	85	High
12.	SS	85	High
13.	SS	85	High
14.	SH	80	High
15.	WJ	80	High
16.	NH	80	High
17.	SM	65	Medium
18.	GL	65	Medium
19.	SZ	60	Medium
20.	UHH	60	Medium
21.	MS	60	Medium
22.	SHS	55	Low
23.	SH	55	Low
24.	DR	55	Low
25.	APH	55	Low
26.	GPL	55	Low
27.	YH	55	Low

28.	ZH	50	Low
29.	GL	50	Low
30.	AN	50	Low
31.	DL	50	Low
32.	JZ	50	Low
33.	MG	50	Low
34.	GG	50	Low
35.	MH	50	Low
36.	RA	50	Low
37.	NH	35	Low
38.	J	35	Low
39.	RL	35	Low

Based on table V, it is clear that quality score of the students' scores in writing narrative text was different. There were many students who have low, medium, and high. It can also seen there was 18 students has low quality, and 5 students have medium quality and 16 students high quality of score. It means that the ability of grade VIII students SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan in 2021 academic year in writing narrative text was various.

Table VI
The Percentages Score of Students in Writing Narrative Text

Score	Level of Ability	Percentage	Category of Ability
75-100	High Level	41,03%	Compitent
65-74	Medium Level	5,13%	Compitent
<64	Low Level	53,84%	Compitent

After analyzed the result of test, the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan could be seen that

21 students belong to low category (the score <64), the score interpretation percentage (53,84%) and the criteria low score. 2 students belong to medium category (the score 65-74) its interpretation percentage is (5,13%). There were 16 students belong to high category (the score 75-100) its interpretation percentage is (41,03%) . Based on result the means score of students 65% and the students ability in writing narrative text was still excellent.

Therefore, the researcher concluded that the students' ability in writing narrative text, done by 39 students were categorized into low categorized, medium categorized and high categorized, then this research is categorized enough 65%.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table VII
Table the resume of variable score of writing Narrative Text:

No	Statistic	Variable
1.	High score	95
2.	Low score	35
3.	Range	65
4.	Mean score	66,02
5.	Median	59,8
6.	Modus	63,1

From the table VII, it was known that the high score of variable of writing narrative text had been searched by 39 students based on the total sample research were high score 95 and low score 35, mean score 66,02, median 59,8, and modus 63,1, based on the calculation means score was 66,02. So, application writing in narrative text was medium/enough. It can be known from the table interpretation

mean score in chapter III. To know revelation of data was done to grouped the variable score of finding writing in narrative text which interval.

To know revelation of data was done to group the variable score of writing narrative text which interval 11. Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table VIII
The Frequency of Distribution of Writing Narrative Text

Interval	Mid Point	Frequency	Percentage
35-45	40	3	7,69%
46-56	51	15	38,48%
57-67	62	5	12,82%
68-78	-	-	-
79-89	84	12	30,76%
90-101	95,5	4	10,25%
I = 11		39	100%

In order to get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

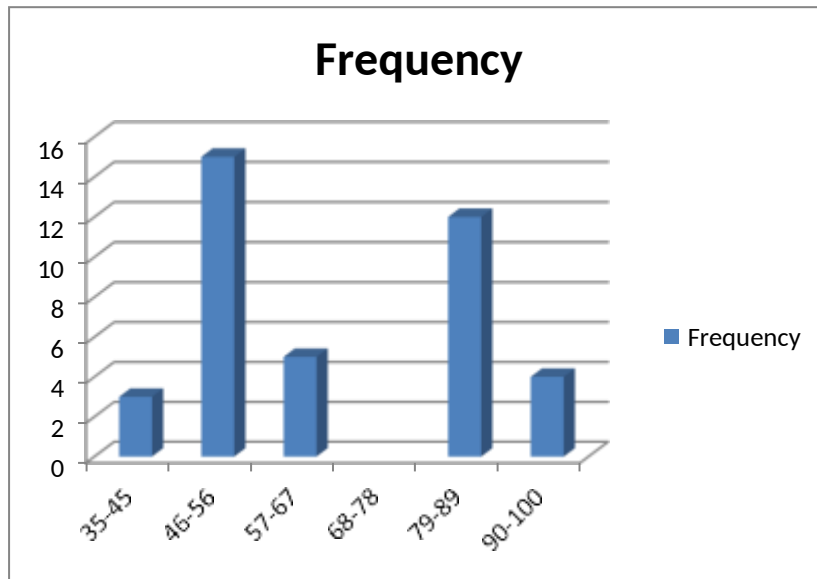


Figure I: The Histogram of Writing Narrative Text at Grade VIII SMP N 3 Angkola Sangkunur.

Based on the figure I above, it was known that the variable revelation of narrative text shown that the respondent at 35-45 were 3 students 7,69%, interval 46-56 were 15 students 38,48%, interval 57-67 were 5 students 12,82%, interval 68-78 were 0 student 0%, interval 79-89 were 12 students 30,76%, interval 90-100 were 4 students 10,25%. So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis is of research was “students ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur is in the level was low”. Based on the collection, the data has been analyzed to prove hypothesis by using of Z test, it can be seen follow:

$$\text{Calculation Z-test. } Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(1-p)}}{n}}$$

$$Z = \frac{\frac{11}{39} - 0,6}{\frac{\sqrt{0,6(1-0,6)}}{39}}$$

$$Z = \frac{0,28 - 0,6}{\frac{\sqrt{0,6(0,4)}}{39}}$$

$$Z = \frac{0,32}{\sqrt{0,006}}$$

$$Z = \frac{0,32}{0,077}$$

$$Z = 4,155$$

Based on calculating above can be conclude $Z_{hitung} = 4,155 > Z_{tabel} = 2,021$ by level of significance 0.05. So, from the result above the researcher concludes that the hypothesis: The students ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur is accepted.

So, the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur are medium ability based on the classification quality of the students' score in the table 3 chapter III, because the mean score was 66,02. Thus, it can be stated that the hypothesis is accepted, because the result of Z score is high than Z table.

C. DISCUSSION

In this research, researcher explain about students' ability in writing narrative text be obtained in theoretical study, as a teacher recruit the students must known the criteria to get a good teacher writing text. For the first, definition about students'

ability with writing and important writing, factor in writing, with known definition and aspect of writing.

Rima Alfina the data it found that an analysis of students' ability in writing narrative text at grade X students of SMA N 6 Padangsidempuan 62,1 mean score and enough category. From the hypothesis testing the researcher found that the hypothesis is medium criteri. It can be proved from $Z \text{ count} = 15 > Z_{\text{table}} = 3,26$ by level of significant 0,05 or 5%. So, from the result the researcher concludes that the hypothesis was accepted. Therefore, an analysis of students' ability in writing narrative text at grade X students of SMA N 6 Padangsidempuan are enough category.³⁷

Harmi Hartati the data it found an analysis of students' ability and difficulty in writing narrative text at senior high school I Kampar Timur.³⁸ The research has 2 formulation of the problem: how is students ability in writing narrative text at senior high school I Kampar Timur, what are the factor that make it difficult to write narrative text at senior high school I Kampar Timur. The purpose of this study was to determine the ability of students to write narrative text at senior high school I Kampar Timur, to find out what factors made it difficult for students to write narrative text at senior high school I Kampar Timur. In this research, the researcher used the descriptive quantitative in this research. The population in this research was the XI grade students of senior high school I Kampar Timur in the academic year 2019/2020. It consist of five classes; the total population is 188 students. The researc sample was 30 students who were randomly drawn from 5 classes. They are XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4 and XI IPA 5. The reseach instrument is a test (for

³⁷Rima Alfina, *An Analysis of Students' Ability in Writing Narrative Text At Grade X Students of SMA N 6 Padangsidempuan*, (Padangsidempuan: IAIN Padangsidempuan 2019).

³⁸Harmi Hartati, *An Analysis of students' ability and difficulty in writing narrative text at senior high school I Kampar Timur*, (Bandung: UIN SUSKA, 2019).

students' abilities and difficulties). The researcher analyzes the data using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Based on data analysis, the writers conclude that students are in the good category, with a percentage of 78.81%. There are several factors that influence student difficulties such as factors such as grammar/language use, vocabulary, and punctuation. From the results of this research, it shows that the ability of students in writing narrative texts in senior high school I Kampar Timur is a good category.

Ayu Zawiya Mufida the data it found that an analysis of students' ability in writing narrative text by using collaborative writing in the first semester of the tenth grade at SMA PERINTIS I Bandar Lampung in the academic year 2019/2020.³⁹ This research was conducted based on what happened at school. Students have low writing ability. They have difficulty making narrative texts. Therefore, this thesis discusses the analysis of students' ability in writing narrative text by using collaborative writing. The purpose of this research is to find out the problem experienced by students and find out the source of the problem using collaborative writing narrative text.

This research was conducted based on analysis qualitative research. The subject of the research were the students at the first semester of SMA PERINTIS I Bandar Lampung while the sample was class XI students consisted of 35 students. In gathering the data, this study uses a writing task to identify problem students in writing narrative text by source of error according to the theory of Brown.

³⁹Ayu Zawiya Mufida, *an analysis of students' ability in writing narrative text by using collaborative writing in the first semester of the tenth grade at SMA PERINTIS I Bandar Lampung in the academic year 2019/2020*, (Bandar Lampung: SMA 1 PERINTIS, 2019).

Devigantari Agusta the data it found that improving students' ability in writing narrative texts using short animated stories at class VIII C of SMPN 2 Sanden, Bantul in the academic year of 2013/2014.⁴⁰ This research was aimed at improving the writing ability of students of VIII C of SMPN 2 Sanden, Bantul Yogyakarta in the academic year of 2013/2014. The problem was that they had low writing ability.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 28 students of class VIII C of SMPN 2 Sanden, Bantul Yogyakarta in the academic year of 2013/2014 and the English teacher as the research collaborator. The data of the study were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing, interviewing the students of class VIII C and the English teacher, holding a discussion with the collaborator and taking pictures and recording videos. Meanwhile, the quantitative data were acquired through the pre-test, the progress test, and the post-test. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity.

The research findings showed that the use of short animated stories combined with the use of some supporting activities and classroom was proven to be effective to improve the students' writing ability. It could get students' attention and increase their learning motivation. It can help the students understand the story better as the video content visual or moving images that can help imagining the real situation in the story. The students who just gained 58,8 in the pre-test, were able to increase their score up to 76.1 in the post-test. It indicated that they made a considerable

⁴⁰Devigantari Agusta, *Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in the Academic Year of 2013/2014*, (Bantul Yogyakarta: Devigantari Agasta, 2013).

improvement in some aspect of writing skills such as content, organizations, vocabulary and grammar and mechanics.

The results of the research that there was many of problems experienced by students. Students at the good level or able are 6% only 2 students, while students at the fair level are 5 students or 14% and students at the low or unable level is 15 students or 43%. Then 13 students fell failed level or 37%. So, it can be concluded that, students' ability in writing especially in writing narrative text is still low. High level or competent students are only 4 students. Based on the total result problem. It can be sound that, students are understood with this writing because we can see from their achievement. Therefore, the source of problems experienced by students is vocabulary.

Based on explanation above, researcher concluded that the students' ability in writing narrative text at grade VIII SMP N 3 Angkola Sangkunur was medium. Researcher take conclusion that students' medium students' ability in writing narrative text because the result of the calculation of the students' ability in writing narrative text was 50%. The result far from good category.

D. The Threats of the Research

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

On doing the test, there were the threats of time, because the students had many activities. Beside that, the time that was given to the students was medium. And the

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

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' ability in writing narrative text at grade SMP N 3 Angkola Sangkunur was categorized into enough ability. It can be seen from the value of the percentage from mean score gotten by students, that is 66.28 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis was accepted, because by using this formula the researcher can get the results of the test being tested. It can be proved from $Z_{count} = 4,155 > Z_{tabel} = 2,021$.

B. Suggestion

Based on the conclusion and the implications of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students' ability in writing other text.
2. To the students of SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan should have to do practice in writing text, especially narrative text.
3. To the teacher especially English teachers of SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan were hoped to develop the students' ability in writing text, especially narrative text.

4. To the headmaster of SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan should be active to look her students' ability.

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CURRICULUM VITEA



1. Personal Data

Name : PAUJI MARWIYAH NST
Reg. Number : 16 203 00065
Place, Date of Birthday : Rianiate, 15 April 1998
Sex : Female
Address : Rianiate, Kec. Angkola Sangkunur Kab. Tapanuli Selatan

2. Educational Background

Primary School : SD RIANIATE (2004 – 2010)
Junior High Score : MTs S YPKS Padangsidimpuan (2010 – 2013)
Senior High Score : SMK S KAMPUS Padangsidimpuan (2013 – 2016)
Institute : Institute Agama Islam Negeri Padangsidimpuan (2016 – 2021).

3. Parents Data

Father's Name : Samsul Nasution
Date of Birthday : Juny 11^{fs}, 1968
Mother's Name : Tihajar
Date of Birthday : Desember 2th, 1968

Appendix II

Table
The Total Score of Students' Ability in Writing Narrative Text at Grade SMP N 3
Angkola Sangkunur

Intial	Content	Organization	Grammar	Language	Generic Structure	Score
AW	20	20	15	20	20	95
RW	20	20	15	20	20	95
FG	20	20	20	20	15	95
MAH	15	15	20	20	20	90
SS	15	15	20	20	15	85
SS	15	15	20	20	15	85
YMD	15	15	15	20	20	85
AL	15	15	20	20	15	85
JZ	15	15	20	20	15	85
YZ	15	15	20	20	15	85
HTR	15	15	20	20	15	85
SU	15	15	20	20	15	85
SS	15	15	20	20	15	85
NH	15	15	15	20	15	80
WJ	20	15	10	20	15	80
SH	15	15	15	20	15	80
SM	15	10	15	15	10	65
GL	15	10	15	15	10	65
SZ	15	10	15	10	10	60
MS	10	10	15	15	10	60
UHH	10	10	15	15	10	60
SHS	10	10	15	10	10	55
APH	10	10	10	15	10	55
DR	10	10	10	15	10	55

SH	10	10	15	10	10	55
JZ	10	10	15	10	10	55
GPL	15	10	10	10	10	55
YH	10	10	10	15	10	55
ZH	10	10	10	10	10	50
GL	10	10	10	10	10	50
AN	10	10	10	10	10	50
DL	10	10	10	10	10	50
MG	10	10	10	10	10	50
GG	10	10	10	10	10	50
MH	10	10	10	10	10	50
RA	10	10	10	10	10	50
NH	5	5	10	10	5	35
J	5	5	10	10	5	35
RL	5	5	10	10	5	35
Total						

Appendix III

The Calculation

A. The calculation for making histogram

1. The score of students in the questionnaire

35 35 35 50 50 50 50 50 50 50 50 50 55 55 55 55 55 55 60 60 60 65 65 80 80 80
85 85 85 85 85 85 85 85 85 90 95 100 100

2. High Score : 100

3. Low Score : 35

4. Range : high score – low score = 100 – 35 = 65

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

$$= 1 + 3,3 \log 39$$

$$= 1 + 3,3 \times 1,59$$

$$= 1 + 4,89$$

$$= 5,89 = 6$$

6. Interval (i): $I = \frac{R}{BK} = \frac{65}{6} = 10,83 = 11$

7. Mean score : $\bar{x} = \frac{\sum x_i}{n}$

$$\bar{x} = \frac{2.585}{39} = 66,28$$

8. Median

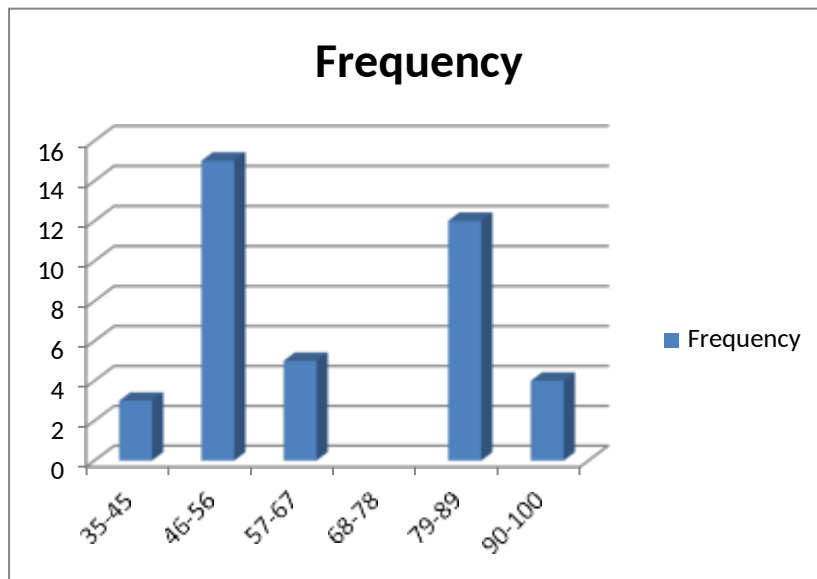
35 35 35 50 50 50 50 50 50 50 50 50 50 55 55 55 55 55 55 60 60 60 65 65 80 80 80
85 85 85 85 85 85 85 85 85 90 95 100 100

Table
The Frequency of Distribution of Writing Narrative Text

Interval	Mid Point	Frequency	Percentage
35-45	40	3	7,69%
46-56	51	15	38,48%
57-67	62	5	12,82%
68-78	-	-	-
79-89	84	12	30,76%
90-101	95,5	4	10,25%
Total		N = 39	100%

9. The histogram graph of “ The Stuidents’ Ability in Writing Narrative Text at

Grade SMP N 3 Angkola Sangkunar



$$\begin{aligned}
 10. \text{ Median} &: b + p \left[\frac{1}{2} \frac{n-n}{n} \right] \\
 &= 56,5 + 11 \left[\frac{1}{2} \frac{39-18}{5} \right] \\
 &= 56,5 + 11 \left[\frac{19,5-18}{5} \right] \\
 &= 56,5 + 11 \left[\frac{1,5}{5} \right] \\
 &= 56,5 + 11 [0,3] \\
 &= 56,5 + 3,3 \\
 &= 59,8
 \end{aligned}$$

$$\begin{aligned}
 11. \text{ Modus} &= b + p \left(\frac{n}{n1+n2} \right) \\
 &= 56,5 + 11 \left(\frac{10}{10+5} \right) \\
 &= 56,5 + 11 \left(\frac{10}{15} \right) \\
 &= 56,5 + 11 (0,6) \\
 &= 56,5 + 6,6 \\
 &= 63,1
 \end{aligned}$$

$$12. \text{ Uji Z : } Z = \frac{\frac{\sum x}{n} - p_0}{\sqrt{\frac{p_0(1-p_0)}{n}}}$$

$$Z = \frac{\frac{11}{39} - 0,6}{\sqrt{\frac{0,6(1-0,6)}{39}}}$$

$$Z = \frac{0,28 - 0,6}{\sqrt{\frac{0,6(0,4)}{39}}}$$

$$Z = \frac{0,32}{\sqrt{0,006}}$$

$$Z = \frac{0,32}{0,077}$$

$$Z = 4,155$$

Appendix IV

Table 1
The Result of Students' Test
Content

No	Content	Errors	Correctly
1.	Z: the content of the story is unappropriate	the story of cinderella is not appear in his writing	write more detail the story cinderella
2.	DR: she didn't write the detail story	the writing is not support to the story of cinderella	Write more detail the story cinderella
3.	AL:she understands the content of the story but she can not write it concisely	The content of the writing are still rondom	Write more detail the story of cinderella
4.	S: she understand and can write the story well, but the content of the story written randomly and in the beginning is not written detail	The content of the story is randomly	Re-read and understand again about the story of cinderella
5.	JZ: she didn't write the detail story	The writing of the story is still poor to understand	Re-read and understand again about the story of cinderella
6.	YZ: he understand and write the complication of the story well	Beginning of the story is none	Write more detail the story of cinderella
7.	FG: he write the story too short		Re-read and understand again about the story of cinderella

8.	AW: she understand and can write the story well, but the content of the story written randomly and in the complication is not written detail	Complication of the story is none	Re-read and understand again about the story of cinderella
9.	RW: he undertsnd and can write the story but the content is randomly	The content of the story is randomly	Re-read and understand again the story of cinderella
10.	ST: she understand and can write the story well, but the content of the story written randomly and in the beginning is not written detail	The content of the story is randomly	Re-read and understand again about the story of cinderella

Table 2
The Result of Students' Test
Organization

No	From (organization)	Errors	Correctly
1.	Example: Z In his sentences he didn't know exactly about "generic structure"	Text of "Cinderella"	More clear in writing text so the text has the rules of generic structure
2.	Example: DR In her sentences she just made complication and lack of orientation, resolution and coda	Text of "Cinderella"	More clear in orientation, resolution and coda.
3.	Example: AL In her sentences she just good at complication but lack of orientation, resolution and coda	text of "cinderella"	More clear in orientation, resolution and coda

4.	Example:FG In his sentences he just made orientation and complication and lack of resolution	Text of “Cinderella”	more clear in resolution
5.	Example: YZ He wrote the wrong position of generic structure, he wrote the resolution first than orientation	Text of “Cinderella”	More understanding in generic structure
6.	Example: JZ In her sentences, she just wrote orientation and little bit of complication, lack of resolution and coda	Text of “Cinderella”	More clear resolution and coda
7.	Example: S In her sentences, she just wrote complication and resolution, lack of orientation and coda	Text of “Cinderella”	More clear orientation and coda
8.	Example: SS In her sentences, she wrote little bit of complication, she understand how to wrote about resolution and coda, none of orientation	Text of “Cinderella”	More clear about orientation
9.	Example: RW In his sentences, he just lack of coda	Text of “Cinderella”	More clear about coda
10.	Example: AW In her sentences, she didn’t write resolution and coda	Text of “Cinderella”	More clear about resolution and coda

Table 3
The Result of Students' Test
Grammar

No	Grammar	Errors	Correctly
1.	Example: APH got false in possessive pronoun " <u>her</u> "	"sport is very important for body <u>hers</u> ".	"sport is very important for body <u>her</u> father".
2.	Example: UHH got false in possessive pronoun " <u>you</u> "	"so that neither of <u>yours</u> stepsisters"	"so that neither <u>your</u> stepsister"
3.	Example: SH got false in auxiliary " <u>is</u> "	"Sport <u>was</u> beauty".	"Sport <u>is</u> beauty."
4.	Example: ESL Got false in verb 2 " <u>kolled</u> "	"a girl <u>kollet</u> cinderella"	"a girl <u>called</u> cinderella"
5.	Example: YZ Got false in Possessive Pronoun " <u>you</u> "	"do <u>your</u> understand"	"do <u>you</u> understand."
6.	Example: FG Got false in structure " <u>knee</u> "	"she <u>knee</u> very well."	"she <u>knew</u> very well."
7.	Example: MAH Got false in possessive pronoun " <u>their</u> "	"spelendid and elegant <u>their</u> clothes."	"spelendid and elegant <u>their</u> clothes."
8.	Example: AW Got false in verb 2 " <u>arrivid</u> "	"new dresses <u>arrivid</u> at the house."	"new dresses <u>arrived</u> at the house."

Table 4
The Result of Students' Test
Language Use

No	Language Use	Errors	Correctly
1.	RW	She knew very well will the answer	It means he did false sentence to tell her answer. She knew very well would the answer
2.	AW	When evening came was she allowed to sit for a while by the fire	It means she did false sentence. When evening came was she allowed to sit for a while by the fire
3.	AL	The cat with seven mice he hed cought in the cellar.	It means the sentences "The cat with seven mice he had cought in the cellar.
4.	DR	A fairy opeered don't be alarmed	It means the sentence "a fairy appeared don't be alarmed
5.	ST	The cat with seven mike he hod cought in the cellar.	It means the sentences "The cat with seven mice he had cought in the cellar
6.	FG	Her father was married a widow with two	It means sentences "her father

		daughter	had married a widow with two daughter
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Appendix V

Z- Table

Z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01255	0.01222	0.01191	0.01160	0.01130	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853

-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z_ table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	00000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981

The first day of conducting research on the ability of VIII SMP N 3 Angkola Sangkunur Kab. Tapanuli Selatan students is to explain how the test is done



And on the second day the test or assignments given by the teacher are collected according to the specified time

