



**STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
AT XI GRADE IN SMA NEGERI 1 ULU BARUMUN
PADANG LAWAS**

A THESIS

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

Written By:

RISDATUN HASANAH HASIBUAN

Reg. No. 17 203 00051

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



**STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
AT XI GRADE IN SMA NEGERI 1 ULU BARUMUN
PADANG LAWAS**

A THESIS

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

Written By:

RISDATUN HASANAH HASIBUAN

Reg. Numb: 17 203 00051



ENGLISH EDUCATIONAL DEPARTMENT

ADVISOR I

Rayendriani Fahmei Lubis, M.Ag.

NIP. 19710510 200003 2 001

ADVISOR II

Yusni Sinaga, M.Hum.

NIP. 19700715 200501 2 010

TARBIYAH AND TEACHER TRAINING FACULTY

INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 2273 Telp (0634) 22080 Fax (0634) 24022
Website: <https://fik-iajn-padangsidimpuan.ac.id> E-mail: fik-@iajn-padangsidimpuan.ac.id

Hal : Skripsi
a.n. Risdaton Hasanah Hasibuan
Lampiran : 6 (Enam) Exemplar

Padangsidimpuan, November 2021
Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan IAIN Padangsidimpuan
di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan seperlunya terhadap skripsi a.n. **Risdaton Hasanah Hasibuan** yang berjudul: *"Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas"* maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar Sarjana Pendidikan (S.Pd.) dalam bidang Ilmu Program Studi Pendidikan Agama Islam pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan.

Seiring dengan hal di atas, maka saudara tersebut sudah dapat menjalani sidang munaqasyah untuk mempertanggungjawabkan skripsinya ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terimakasih.

PEMBIMBING I

Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

PEMBIMBING II

Yusni Sinaga, M. Hum.
NIP. 19700715 200501 010

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **RISDATUN HASANAH HASIBUAN**

Registration Number : 17 203 00051

Faculty / Department : Tarbiyah and Teacher Training / TBI-1

The Title of Thesis : **Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas.**

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

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it required in students ethic code of IAIN Padangsidimpuan, article 19 verse 4 that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 19 October 2021

Declaration Maker



Risdatun Hasanah Hasibuan

Reg. No. 17 203 00051

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic cavity of the state Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : RISDATUN HASANAH HASIBUAN

Reg. Number : 17 203 00051

Faculty / Department : Tarbiyah and Teacher Training / TBI-1

To develop science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled. “ **Students’ Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas**”. With all the sets of equipment (if needed). Based on this Non Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in the data base form, keep and publish my thesis as far as I am determined as writer and own creative right.

Based on statement above all, this statement is made truthfully to be used to properly.

Padangsidimpuan, 19 October 2021

Declaration Maker



Risdatun Hasanah Hasibuan

Reg. No. 17 203 00051

**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : RISDATUN HASANAH HASIBUAN
Reg. No : 17 203 00051
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education
Department
Thesis : Students' Ability in Writing Narrative Text at XI Grade in
SMA Negeri 1 Ulu Barumun Padang Lawas 2020-2021

Chief,


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


Secretary,


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Members,


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Yusni Sinaga, M.Hum.
Nip. 19700715 200501 2 010


Sokhira Linda Vinde, M.Pd.
NIP. 19851010 201903 2 007

Proposed:

Place : Padangsidempuan
Date : 21nd of December 2021
Time : 08.30 until 11.30
Result/Mark : 82 (A)
IPK : 3,58
Predicate : Pujian

LEGALIZATION

Thesis : Students' Ability in Writing Narrative Text at
XI Grade in SMA Negeri 1 Ulu Barumun Padang
Lawas

Written By : Risdaton Hasanah Hasibuan

Reg. No : 17 203 00051

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1

The Thesis had been accepted as a partial fulfillment of the Requirement for
Graduate Degree of Education (S.Pd.)



Padangsidimpuan, Desember 2021

Dean

D. P. Hilda, M.Si.

NIP. 19710920 200003 2 002

Name : RISDATUN HASANAH HASIBUAN
Reg. No : 17 203 00051
Faculty/ Department : Tarbiyah and Teacher Training Faculty / TBI-1
Title of Thesis : STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT XI GRADE IN SMA NEGERI 1 ULU BARUMUN PADANG LAWAS

ABSTRACT

This research was about students' ability in writing narrative text at XI grade in SMA Negeri 1 Ulu Barumumun Padang Lawas. There were some problems of students in this research: 1). Students feel difficult to differentiate between one kind of text to another text. The objective of the research was to described the students' ability in writing narrative text at XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas.

The researcher did a research on the title of Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas. The aim of this research was to describe students' ability in writing narrative text at XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas.

This research was conducted by quantitative by using descriptive method. The population was students in SMA Negeri 1 Ulu Barumun Padang Lawas who sat at XI grade. The total of the students was 135 students, then the sample of this research was 40 students from the population. In collecting data, the instrument used is a test the test was writing test. The analysis data that used in this research is mean score and $Z_{test} = 15$ and $Z_{table} = 3.26$.

Based on the result of research, research found that the students' ability in writing narrative text at XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas was 62.5. So, it could be categorized into *high category*. From the explanation, it was known the hyphotesis was rejected, because in hypothesis the ability of XI grade students in SMA Negeri 1 Ulu Barumun Padang Lawas was *low*.

Key words : *students' ability, writing, and narrative text.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon to prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN PADANGSIDIMPUAN) as partial fulfillment of the requirement for degree of strata (S1).

This thesis can not be completed without a great deal of help from many people, they are:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my first advisor and Mrs. Yusni Sinaga, M.Hum., as my second advisor who has given suggestion and helped me to make a good thesis, who have been great advisor for me and gave me many ideas and the best critic in writing this thesis.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Leader of IAIN PADANGSIDIMPUAN.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum., as the Leader of English Department.
5. All lecturers and all cavities academic of IAIN PADANGSIDIMPUAN who had given so much knowledge and helped during I studied in this institute.

6. My beloved parent (Masliana Harahap and Syahrin Hasibuan), my beloved sisters and brothers (Hotnida Hasibuan, Nisma Hasibuan, Saloma Hasibuan, Hapsyah Hasibuan and Asmiah Hasibuan) (Hasanuddin Pulungan, Darwin Nasution, Joko Susilo and Muhammad Yusri Hutasuhut), my beloved nephews and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
7. My beloved best friend Warida Nasution thank you for everything that I can not describe it at all.
8. Desi Widiyanti Hasibuan and Asnawiyah Rambey thanks for your help, patience, love and care to support me.
9. My beloved friends Diah, Kiki and Mahrenda who always give their time to help me to finish this thesis, thank you so much.
10. Also to my beloved friends in Muthmainnah Kost and all members of TBI-I who always support each other.
11. All the people who have helped me to finish my study that I can not mention one by one.

May Allah, The almighty bless them all, Aamiin.

Padangsidempuan,
Researcher

October 2021

RISDATUN HASANAH HASIBUAN
Reg. No. 17 203 00051

TABLE OF CONTENT

TITLE COVER	i
AGREEMENT ADVISORS SHEET	ii
LEGALIZATION OF ADVISOR SHEET	iii
DECLARATION OF WRITING OWN THESIS SHEET	iv
AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVILITY SHEET	v
ABSTRACT	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLE	ix
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. Formulation of the Problem	5
C. The Aims of the Research	5
D. The Significances of the Research	5
E. The Definition of Key Terms	6
1. Ability.....	5
2. Students	5
3. Writing.....	6
4. Narrative Text.....	7
F. The Outline of The Thesis.....	8
CHAPTER II: THEORITICAL DESCRIPTION	9
A. Students' Ability.....	9
B. Writing.....	10
1. Definition of Writing.....	10
2. The Process of Writing.....	13
3. Evaluation of Writing.....	14
C. Narrative Text.....	17
1. Definition of Narrative Text.....	17
2. Generic Structure of Narrative Text.....	19
3. Language Features of Narrative Text.....	22
4. Example of Narrative Text	23
D. Review of Related Findings	24
E. Hypothesis of The Study	25
CHAPTER III: RESEARCH DESIGN.....	27
A. Location and time of Research.....	27
B. Research Design.....	27
C. Population and sample of the Research.....	28
1. Population of the Research.....	28
2. Sample	29
D. Instrument of Collecting Data.....	30

E. Validity of the Test.....	34
F. The Technique of Data Analysis	34
CHAPTER IV: RESULT OF THE RESEARCH	37
A. Description of Data	37
B. Hypothesis Testing	41
C. Discussion	42
D. The Threats of the Research.....	45
CHAPTER V: CONCLUSION AND SUGGESTION.....	47
A. Conclusion.....	47
B. The suggestion.....	47
REFERENCES	49
CURRICULUM VITAE	
APPENDICES	

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is a foreign language that is frequently taught in schools in Indonesia, although it does not play an important part in national or social life. Because English is taught as a foreign language, writing in it is difficult. Learners may discover that certain English words have similar sounds but are written in different letters. There are four main skills that students should master in English as a compulsory foreign language: listening, reading as a separate talent, and speaking and writing as a productive skill. All of the problems should be presented to kids so that they may grasp English well.

Writing is one of the most challenging skills to learn while learning English as a foreign language because it necessitates grammatical accuracy, punctuation, capitalization, spelling, and vocabulary. Thinking about it, doing it, and doing it again are the three processes of writing in its broad sense, as opposed to simply putting words on paper.

Students are expected to be able to acquire language abilities according to the Senior High School curriculum, particularly in the teaching of English. Writing is one of the linguistic talents. Students must understand the various genres when writing. There are many different types of genres. Descriptive, explanation, recount, exposition, argumentation, and narrative are the types of writing.

Narrative text is a type of text that precisely recounts past activities or events, demonstrating troublesome experience and resolution as a means of amusement, and oftentimes as a method of imparting a moral lesson to the readers.¹ The most prevalent type of writing is narrative, in which the author just tells his or her story with no particular aim in mind. Narrative locations act in time and explain what happened in a chronological order. The narrating or narrative genre is one of the most widely read, but also one of the most misunderstood. Because narrative has been and continues to be such a popular genre, there is a common misconception that students would naturally pick it up and write it. As opposed to several other genres, narrative does not have a single generic objective. Narrative can also be a potent tool for influencing public opinion and attitudes.

The study of narrative literature is critical for everyone. Because narrative literature is one of the basic genres, and narrative tells last events, people can't be separated from last events in their lives because last events are the yardstick by which future events are measured. Orientation, complication, resolution, re-orientation, and evaluation are the five components of a narrative text. Orientation is the method through which a writer amuses, entertains, and deals with real or imagined situations; it sets the scene, sets the tone, and introduces the characters. In this section, try to provide when, where, who, and what to help the reader understand what

¹ Rodearta Purba," Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique "Medan" *English Journal Teaching*.

the tale is about. Complication is the point in the story where the trouble arises. The story's difficulties are resolved in the resolution. The problem came to a joyful or unhappy conclusion. The lesson we can learn from the story is reorientation. The term "evaluation" refers to how the plot is progressing.

A narrative text is one of the materials used in English classes.² It commences in grade X and continues until grade XI. Because studying a narrative work can help you conduct a reading class. It is intended for narrative content not only for writing in class, but also for reading in a meaningful manner. They studied story in two meetings at SMA Negeri 1 Ulu Barumun Padang Lawas in eleventh grade. They couldn't understand narrative text at the third meeting. That is why the researcher is interested in researching the title Students' Ability in Writing Narrative Text at Eleventh Grade in SMA Negeri 1 Ulu Barumun Padang Lawas. Students' Ability in Writing Narrative Text at Eleventh Grade in SMA Negeri 1 Ulu Barumun Padang Lawas. To see how much the pupils' ability to write narrative material has progressed.

By learning narrative text, students are expected to be able to reach the criteria of minimum learning mastery of the XI grade students of SMA Negeri 1 Ulu Barumun. In the text book of students, there are the value of students Grade XI of SMA Negeri 1 Ulu Barumun. From daily value of writing to find the values of students 65 are sixteen students, 70 are twelve

² Octa Kholila Aulia, “ *Grammatical Cohesion in Students' Narrative Text ar the Third Semester of English Education Study Program of STKIP PGRI BANDAR LAMPUNG*, “ 2019.

students. The students are rather difficult to differentiate between one to another text.

There are many problems of students in learning writing Narrative Text. According to the result of interview Ratna Dewi Daulay, S. Pd,I. She Students face numerous challenges when learning to write narrative text. Ratna Dewi Daulay, S. Pd,I., according to the results of the interview She claims that students' vocabularies are limited. One of the ways to make writing easier is to have a large vocabulary. According to the students' arguments, the primary challenge they face when producing narrative texts is a lack of language. This issue is causing problems for a lot of students. But it's not just a lack of language; it's also a lack of understanding of how to begin writing the text. They don't understand the generic structure. How to write a text that follows the generic structure from the first paragraph to the last, resulting in a correct narrative text. Their self-assurance can also be an issue for them; they are hesitant to question the teacher about the instruction. The last point is that pupils are less motivated to write because they believe English is difficult, particularly in writing, because they are not used to writing.

The researcher concluded that it was critical for English teachers to introduce the phases of producing Narrative text in correct forms in the teaching learning process, based on the information presented above. As a result, pupils will be able to test their abilities to write narrative material. As a result, it is critical for students to be able to construct narrative

language, which differs not only from individual or specific predictions but also from explicit quantificational sentences. The researcher then wants to know about the students' ability to write narrative text in XI grade at SMA Negeri 1 Ulu Barumun Padang Lawas, based on the given description.

B. Formulation of the Problem

In this research, the researcher formulated the problem as “ How is the students’ ability in writing narrative text at XI grade SMA Negeri 1 Ulu Barumun Padang Lawas”?.

C. The Aims of the Research

Based on the formulated of the problem above. The aim of this research is to describe the students’ ability in writing narrative text at XI grade SMA Negeri 1 Ulu Barumun Padang Lawas.

D. The Significances of Research

The research expected to be significance as follows:

1. As an input for the English teachers in teaching writing skill, especially teaching to write narrative text.
2. As an input headmaster in order to motivate English teacher in teaching writing and students to learn writing and students to learn writing well.

E. The Definition of Key Terms

According to the topic of this research “ Students’ Ability in Writing Narrative Text”. The researcher used terminologies on it. To be clearly the researcher wants to introduce the key terms, they are:

1. Ability

The term "ability" refers to a person's level of skill or intelligence. It refers to an acquired or inherent ability or aptitude that enables a person to successfully perform or complete a job or task. As a result, ability refers to the pupils' ability to perform the activity.

2. Students

Student is a person who is registered and studying at a school, college, or university. So, students here are who study in SMA Negeri 1 Ulu Barumun who has seat at eleventh grade include IPA and IPS class.

3. Writing

A writer's productive linguistic skill for communicating information to a reader or group of readers is writing. So, based on the above explanation, the researcher concludes that writing is the activity or ability to share information in order to express ideas and feelings in written form so that readers can understand what the writer means, and that studying or examining the students' ability to write narrative text means studying or examining the students' ability or potential to write narrative text.

4. Narrative Text

A narrative text is one that recounts a tale through a series of events. The three components of a generic narrative text structure are orientation, intricacy, and resolution. Narrative literature is written in the simple past tense and focuses on a single character. It signifies that a narrative is a piece of writing that recounts a tale in order to enlighten, entertain, and educate the reader or listener.

One of the most common and pervasive forms of speech stories of personal experience is narrative. For example, many books and films, both fictitious and non-fictional, have conversations between a mother and her kid, a teacher and her students, a doctor and a patient. Fairy tales, fables, mysteries, terror, and experiences are all examples of narrative.

From the explanation above, it could be concluded if narrative is a text that represent event or may sequences of event in order to entertain the readers or listeners.

F. The Outline of the Thesis

This study's structure is divided into five chapters. Each chapter is divided into several sub-chapters, each with its own set of details:

Chapter I is made up of introductions, which include the following: first, the problem's background. Second, the problem's focal point. Third, there was a definition of the main term, which contained a definition of the research's title. The formulation of the problem is the fourth step. The research's goals are the fifth item on the list.

Chapter II is made up of Theoretical Description, which explains the definition of the research's content, which includes writing, narrative text, and a review of relevant findings that were discovered prior to the research's completion.

Chapter III discussed about methodology of the research, which covered the following topics: first, the research location and time, the research method, the research population and sample, the data collection instrument, and the data analysis technique.

Chapter IV section contains the research findings. The Data Description and the Research's Limitations

Chapter V consisted of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Students' Ability

The ability of students is derived from two words: pupils and ability. A student is a person who is enrolled in school and who observes or is interested in anything in particular. Based on the description provided above, the researcher finds that a student is someone who is enrolled in elementary, junior, or senior high school and is receiving formal or informal education. So, a student is someone who is in the eleventh grade at SMA Negeri 1 Ulu Barumun Padang Lawas.

The Oxford dictionary defines ability as "a measure of one's skill or intelligence." While Meriam claims that the ability to perform is physical, mental, or legal (he has ability to accomplish whatever he sets his mind to). It refers to an acquired or natural ability or aptitude that enables a person to successfully complete a job or task.

The ability means the quality or capacity of being able to do something well. As said by Hornby³, the definition of ability such as, "ability is:

- 1) Capacity or power to do something physical and mental.
- 2) Cleverness, intelligence.
- 3) Special natural power to do something well that talent.

³ As. Hornby, *Oxford Advanced Learners ...* p.280

According to Dauglas Brown, the word “ability” has three meanings, they are:

- a. Achievement is actually ability, and it may be tested directly using an instrument or a test that has been established.
- b. Capacity is a prospective ability that can be measured by the individual's capacity rather than the capacity of the individual.
- c. Aptitude is a quality that can be demonstrated through training.

As a result, students' ability refers to everyone who studies or is dedicated to the acquisition of knowledge, and who requires the creation or growth of their own capacity, both individually and in groups, and who expects treatment from adults, including the teacher. The ability is an assessment of a person's actions or the capabilities or potential of an individual to master the skill in performing numerous activities in a job. The ability of a student is his or her academic success.

Researcher conclude that the students ability in this research means the achievement of person who studying at eleventh grade in SMA Negeri 1 Ulu Barumun Padang Lawas.

B. Writing

1. Definition of writing

Writing is a talent that involves transferring thoughts via words and phrases. It involves developing the locution and choice that it expresses with the feeling of aims. Writing is a process and a result that includes symbols, letters, and other elements that have significance. Writing refers to the process of sharing information in order to communicate thoughts and feelings in written form.⁴

According to David Nunan, at its most fundamental level, writing is both a physical and a cerebral act. Handwriting, on the other hand, is the mental act of coming up with new ideas. Consider how you may describe them and organize them into statements and paragraphs that are understandable to the reader. The researcher imagines, organizes, writes, edits, and reads, and this is both a process and a product. The writing process is typically cyclical and occasionally disordered, but the audience is ultimately what matters. An essay, letter, tale, or research report might be written for a teacher or for a larger audience.⁵

Writing, according to Bello, improves language acquisition by allowing students to experiment with words, phrases, and other writing aspects in order to effectively articulate their ideas and

⁴ Wren Martin, *High School English Grammar and Composition*, (New Delhi: Ramesh Nagar, 1998), p. 151.

⁵ David Nunan, *Practical English Language Teaching*, (America: The MC. Grow Hill Companies, 2003), p. 88.

reinforce the grammar and vocabulary they are learning in class. It indicates that writing is not only a form of communication in which students may express themselves, but it is also a prerequisite for mastering other language abilities.

Writing is a method of expressing thoughts, feelings, ideas, opinions, arguments, and willingness via the use of words in phrases. Writing may be defined as the act of producing written markings on paper or another medium. Writing is the productive language skill used by researchers to transmit knowledge to a reader or group of readers, according to Sanggam Siahian.⁶

According to the aforementioned definition of writing, the researcher finds that writing is an activity that involves transferring ideas and describing a language through symbols, letters, and written objects. One thing to know before beginning the writing process is how to write a decent text. As a result, the readers will be able to comprehend what the researcher is trying to say.

According to Pardiyono, writing is an activity in which someone engages in actions in order to communicate with other people via letter that contains words and serves as a text with meaning. As a result, the reader understands what the reader meant in the letter. The term "writing" is derived from the verb "write," and it refers to the arrangement of letters, words, sentences, or other symbols on a piece of paper to create a paragraph, text book, or article. Writing is taught in school using a genre-based method,

⁶ Sanggam Siahian, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 2.

such as through a text, book, or article. It is made up of a variety of text kinds, each with its own goal.

2. The Process of Writing

There are three stages of writing process, they are:

a. Prewriting

Prewriting is any practice that encourages students to write in the classroom. It prompts ideas for getting started. In reality, it encourages pupils to generate preliminary ideas and accumulate material for writing then instead of staring at a blank page. Students may utilize visual organizers to explain the topics they will use in writing all through the prewriting stage.

b. Writing, which can take place in the classroom or at home and allows pupils to get criticism and help from both teachers and other students.

c. Post Writing, in which share their writing with others read aloud what they have written, or exchange writing with other students.

To establish a successful performance-oriented education program, we must educate students problem-solving abilities related to the writing process in a methodical manner that will enable them to achieve particular goals at each level of the type creating process. Process writing in the classroom is highly

structured since it demands the orderly teaching of process skills, and so it may not, at least at first, allow for a free variation of the writing phases listed previously. At every level of the writing process, classroom teachers design create a positive learning environment activities to enhance the acquisition of certain writing skills.

Based on the explanation above the researcher can conclude that the process of writing the writer have to make the writing must be made in order. After doing all of the process of writing the writer should evaluate of writing.

3. Evaluation of Writing

The processes in which a writer creates anything in its ultimate written form are referred to as the writing process. Sentences, paragraphs, and texts are examples. This process will, of course, be influenced by the writing's substance (subject matter), as well as the form of writing (shopping lists, letter, essays, reports, or novel).

The research looked at the writer and the sort of expertise they bring to the writing challenge while evaluating the work. As previously stated, the goal and genre of writing affect what and how students write. According to Heaton, writing abilities consist of five broad components or key areas, such as content,

organization, vocabulary, language usage, and mechanical proficiency. This is how it's described:⁷

- a. Content: the capacity to think creatively and produce ideas for a certain topic that is related to the assignment.
- b. Organization: the capacity to write for a certain purpose and with a specific audience in mind, as well as the ability to choose, arrange, and other relevant word information.
- c. Vocabulary: the ability to effectively write words and construct acceptable sentences.
- d. Language proficiency: the capacity to construct effective and suitable phrases.
- f. Mechanical skills: the ability to write correctly using written language conventions such as punctuation and spelling.

While J. Michael Omalley and Lorraine Valdes Pierces claim that "knowledge of the content, knowledge of how to arrange the material, knowledge of discourse structures, and knowledge of grammar" are the four components of writing. There are several criteria for evaluating writing, according to Arthur Hughes. There are five types of writing evaluations. Vocabulary, grammar, mechanics, fluency, and form.

⁷ J.B. Heaton, *Writing English Language Test* (England: Logman, 1987) p.335.

a. Vocabulary

Vocabulary is a list of all the words that may be used to construct a phrase. Every single person who want to construct a sentence must first prepare the word that will be used to construct the phrase. "English vocabulary has a remarkable breadth, flexibility, and adaptability," according to Michael and O'Dell.⁸

b. Grammar

Grammar is the part of the study of language which deals with forms and structure of words, whit their customary arrangement in phrase and sentences and often with language sounds and world meaning.

There are many sets of word which add greatly to the opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Victoria at Neufeldt is defined as “an interrelated group of non-verbal system, symbols, signs, gesture, etc”.⁹ it is simply understood all the words that writer uses in writing.

c. Mechanic

This criteria pertains to the writing's punctuation and spelling. Correct usage of English writing norms is essential in successful writing: left and right margins, the necessary punctuation, and spelling. As a result, in a mechanic evaluation, the teacher assesses the writing's punctuation and spelling.

d. Fluency

In a fluency of writing must be consistence between choice of structure with vocabulary and also both of them must be appropriate.

⁸ Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced*, (Cambridge: University Pree, 1994),p. 2.

⁹ Victoria Neufeldt and David B. Guralmik, *Webstren...*, p. 128

e. From (organization)

One of the most important aspects of writing skill is the capacity to organize. This criterion is used to determine the writing task's introduction, body, and conclusion.

As a result, the researcher might draw the conclusion that writing assessment is critical for pupils to learn. It is possible to write an excellent text by evaluating in this manner. Procedure text, explanation text, recount text, and narrative text are a few examples of text types.

C. Narrative Text

1. Definition Narrative Text

Narrative text is one of the most important types of text to write. People can benefit from narrative literature since it can be entertaining to read or listen to. A narrative text describes recent occurrences that may be analyzed through the story. Narrative writing also describes an event that occurred in the past.

Narrative writing is a type of text that practically everyone enjoys, especially youngsters and students. It's because narrative texts are written with the intention of entertaining readers or listeners. Is A text is a verbal expression that has significance in its context. A language's text is one-of-a-kind. In a text, various languages may have certain similarities. There are some

distinctions between them as well. Narrative Text is one of the types of text.

"Narrative is to establish a sequence of events with a problematic and/or unexpected conclusion that entertains and informs the reader or listener," according to David Butt. As a result, the researcher comes to the conclusion that narrative text is a text that focuses on a certain group of people. Its societal purpose is to amuse readers by telling stories about former occurrences.

A narrative text is a type of text that aims to enlighten the reader. Essentially, narrative text is any writing that tells a tale and has punctuation in order to entertain or educate the reader or listener. Before delving into the details of narrative text, it's a good idea to first go through what a narrative text is, according to some.

According to Anderson, a narrative is a piece of writing that tells a tale and entertains and instructs the reader or listener while doing so. She also claims that a story may be divided into five sections. ¹⁰ Orientation, complication, sequence of events, and resolution are all words that come to mind while thinking about this story. The same notion is expressed by Lipson and Cooper, who describe story as a text read for amusement by humans.

According to Further in his book, narration is story or tale orderly account of events, compositions that consist of storytelling,

¹⁰ A Anderson, *Text Type in English Second* (South Yarra: Macmillan 2003) p. 35

in the form of concerned with storytelling, stories, an novels, able to describe events well.¹¹

The narrator introduces the characters and provides information about the time and place in the orientation section. Then there's the complexity portion, which is when crises occur. Furthermore, the narrator describes how the characters respond to the difficulty in the order of events. In addition, the narrator describes the story's finale in the resolution section, which might be either happy or tragic. The coda element, on the other hand, is an optional part since the narrator only inserts it if the narrative has a moral value.

After learning the definition of narrative text, it can be concluded that narrative is a text that represents events or sequences of events in order to entertain readers or listeners. After learning the definition of narrative text, generic structure becomes one of the most important factors in obtaining the best narrative.

¹¹ A. S. Hornby, Oxford Advanced learner's Dictionary of Current English, New York 1985, p. 561

2. Generic Structure of Narrative Text

The generic structure of narrative text divided into five stages¹², they are:

a. Orientation (introduction)

It includes the text's thesis. Students are introduced to the story's characters at this stage. In other words, the narrative text's orientation tells the character when and where something happened.

The section in which the author discusses the location, the context or scenario in which the tale takes place (i.e., when and where the story takes place), and the characters (who involved in the story).

Parts of the text that provide setting or a beginning to the story are known as orientation. The importance of orientation

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

¹² H. porter Abbot, *The Cambridge Introduction to Narrative The endinburgh Building*: Cambridge University Press, 2002), p. 12, <http://libgen.rs/>.

b. Complication

This section explains the plot and the character's predicament. Because the character is unable to achieve his or her desires, the complexity adds to the story's intrigue. It's the halfway point of the narrative. The writer introduces an issue, a change in the circumstance, or an action that requires a reaction in this section. This section of the tale is frequently the most engaging.

Complications are textual elements that provide information about a narrative's struggle. Complication covers the following intended purpose:

1. Specifics regarding the actions or occurrences that contain problematic material, organized in a sequential order from introduction through conflict to climax.

2. Speaking chronologically, sequencing the actions is utilized in certain writing recount text, narrative text, and narrative text. first, second, third, or first, next, after that, then, and lastly.

c. Resolution

The solution explains how the problem was resolved to the pupils. A satisfactory story will provide a solution to the problem. The writer describes how difficulties were

overcome in this part. The narrative comes to a conclusion in this segment.

d. Coda

It summarizes the plot, reintroduces the protagonist, and conveys the moral lesson to the audience. In narrative prose, certain aspects must go. It expands on the tale to make it more clear and understanding. Include a moral lesson in the conclusion of the summary.

The narrative's conflict is described in the coda. The purpose of the material is to teach a moral lesson that may be applied to real-life situations, such as when my aunt was relieved to see the snake leave the room without harming anyone.¹³

e. Evaluation

It informs about the period and location where the story was first told.

In order to write narrative prose, all of these aspects must be present. It provides extra information in order to create a good narrative that is both clear and simple to follow. It suggests that the general framework is crucial for a strong story to emerge. Coda is a pause to consider the situation.

¹³ Otong Setiawan Djuharie, Genre, (Bandung: Yrama Widya, 2007), p. 41.

3. Language Features of Narrative text

Based on Wartkins Knapp,¹⁴ language features of narrative text must follow to get a good narrative. when sequencing people times in time and space, narrative text typically uses as follows:

- a. Action Verb, the example: memorized wrote, spoke. “ they **memorized** surah Al-Kahfi”.
- b. Temporal connectives, the example : before, after, then. “ **before** go to sleep, they read Al-Qur’an”.
- c. Past tense, the example: went, slept, ate. “ they **went** to Masjid to do Magrib Pray”.
- d. Mental verb, the example: believed, didn’t answer . “ they believed Allah’s plan”.
- e. Using rhythm/ repetition , the example : bring, ask. “ **Bring, bring.** They **bring** Al-qur’an to the class”.

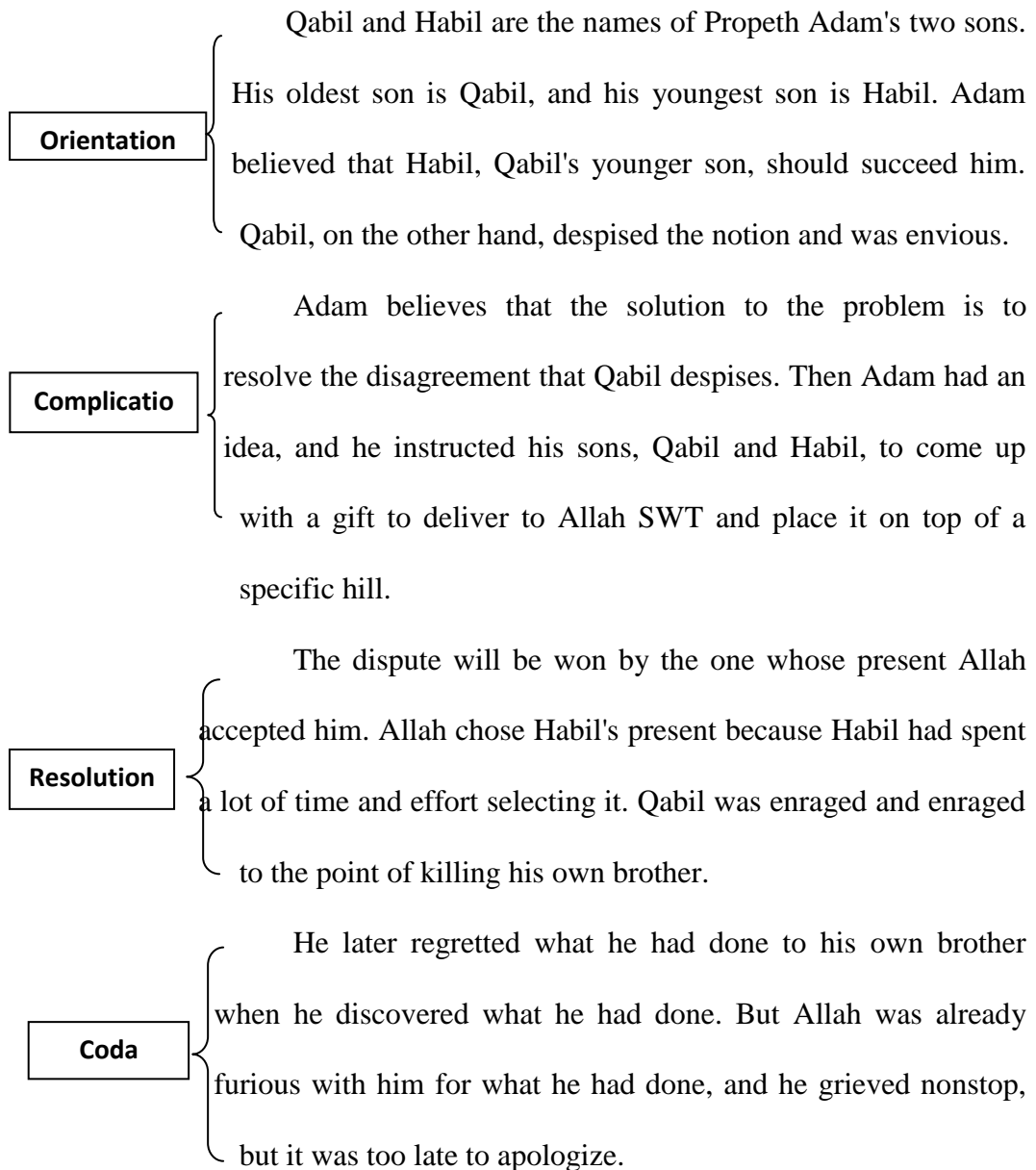
Additionally, according to Purnawaman in Ditya,¹⁵ There are several language features of narrative text, including the use of processed verbs, temporal conjunctions (a day, a week, a month, a year, a long time ago, then a long time, later, then, etc), simple past tense (left, went, brought), noun phrases (small complete Al-Qur'an), pronouns (I, me, they, their, it, its, we, us, etc), and saying verbs (told, said, promised, etc).

¹⁴ Peter & Watkins Knapp, *Genre , Text, Grammar* (Australia: UNSW Press, 2005)

¹⁵ Ditya, ‘‘the Effectiveness of Estafet Writing in Teaching Writing Narrative Text .’’

4. Example of Narrative Text

Qabil and Habil



D. Review of Related Findings

There is some related findings to research about writing narrative text. The first is thesis by Wiradana.¹⁶ The quantitative and descriptive research methods were used in this investigation. The students of SMP Negeri 1 Kuripan in the fifth semester or third grade (210) form the study's population, and only 20% of the population's samples were obtained, resulting in a sample size of 42 students. This is a research project that takes place in a classroom setting. The ability of the pupils in narrative text is in the good category, according to the data analysis.

The second is thesis by Masvani Marulafau and Muhd. Al Hafizh.¹⁷ They conclude that probable passage is a solid method for improving students' writing abilities, and that it is extremely effective and appropriate in narrative text writing. It will encourage pupils to be more inventive when expressing their thoughts in writing. Furthermore, pupils will find it simpler to develop a concept into a decent paragraph, as well as to convey information in the writing with readers or listeners.

¹⁶ Wiradana “ *Students’ Ability in Writing Narrative Text in SMP Negeri 1 Kuripan at 5th semester in academic years 2011/2012*”.
<https://www.google.com/search?q=wiradana+students+ability+inwriting+narrativetext+SMP+1+kuripan.AOaemuInfh;g8edu>.

¹⁷ Masvani Marulafau and Muhd. Al Hafizh “*Teaching Writing A Narrative Text to Junior High School Students by Using Probable Passage Strategy*”
https://scholar.google.co.id/citations?view-op=view_citations&hl=en&user=nePewJQAAAAAJcitation+for+fiew=neP6wJQAAAAJ:zYLM7Y9cAGgC

The third is the thesis by Nurlena Siregar.¹⁸ The writer concludes that the kids' vocabularies are limited. It may be noticed from the fact that 30.05 percent of the pupils were able to correctly answer the questions. The pupils struggle to understand narrative material, with a mean score of 35.42 for all items. It indicates that the kids have not been able to understand the story thus far. According to the findings of the study, pupils struggled with the general structure of narrative text.

The fourth a script of NurAlamiaDalimunte.¹⁹ The Impact of Grade XI Students' Ability to Use Simple Past Tense on Narrative Text at SMA Negeri 1 in Kota Pinang 21 She concluded that pupils' ability to use simple past tense in grade XI SMA N 1 Kota Pinang was low, with a mean score of 54,5. So, composing Narrative text at SMA N 1 Kota Pinang was sufficient, as evidenced by the mean score of 61.

E. Hypothesis of The Study

The hypothesis of Students' Ability in Writing Narrative Text at Eleventh Grade in SMA Negeri 1 Ulu Barumun Padang Lawas is low.

¹⁸ Nurlena Siregar, "The Students' Problem in Writing Narrative Text at Grade VIII Mts Negeri Batang Angkola" <http://etd.iain-padangsidempuan.ac.id/3596/>

¹⁹ NurAlamia, The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA N 1 Kota Pinang, (Padangsidempuan STAIN, 2011)

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

The researcher took the place to do research was in SMA Negeri 1 Ulu Barumun Padang Lawas. It was located in Matondang, Kec. Ulu Barumun, Kabupaten Padang Lawas. The researcher has been done at 17 November 2021 thesis was accepted.

B. Research Design

The design of this research was quantitative research. Quantitative research is a type of study that involves analyzing data in figures. According to Ranjit Kumar, in quantitative research, you are directed by a predetermined sample size that is dependent on a number of different factors in addition to available resources."²⁰ The quantitative research is the research the analysis by using figure data. A descriptive method is a survey that decides and assigns it with a technical interview, observation or technical test, analysis of problem time, and identification of comparative analysis or operation.

"Descriptive research is a descriptive study that determines and characterizes the way things are," according to L.R Gay. It may also compare how different subgroups, such as males and females, or experienced and inexperienced people, behave. In experienced teacher view issues and topic".²¹ "Quantitative descriptive or survey research," according to Gay and Airaisan, "involves gathering data in order to answer questions concerning the present status of the subject

²⁰ Ranjit Kumar, *Research Methodology*, (London: Sage, 2011),p. 192

²¹ Gay & Airiasian, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), p. 275.

or topic of study."²² The goal of quantitative descriptive research is to characterize a population in a systematic and precise manner.

As a result, quantitative descriptive research may be defined as the process of analyzing or making meaning (descriptive) of a situation or occurrence. It is used to define how students' capacity to write narrative prose at SMA Negeri 1 Ulu Barumun Padang Lawas in the XI grade..

C. Population and Sample of the Research

1. Population of the Research

The population of interest to the researcher is the group to which she or he wishes the study's findings to be generalizable. The generalization area is made up of objects and subjects with distinct qualities and characteristics that are chosen by research to be studied and then concluded. In his book, Sugiyono claims that the population is a generalization region made up of objects and subjects with attributes and characteristics determined by the researcher in order to learn and make conclusions.²³ A population is also a set or collection of all components processing one or more properties of interest, according to Suharsimi Arikunto.²⁴ The researcher concludes that population is the entirety of the unit analysis that has characteristics and quality that wishes to be studied and concluded, based on the

²² Gay and Airisian, *Educational Research*,p. 8-11

²³ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015),p. 177.

²⁴ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006),p. 108.

definitions provided above. The students in this study are in eleventh grade at SMA Negeri 1 Ulu Barumun Padang Lawas, and they are divided into five classrooms with a total of 135 students.

Table 1

Population of the research

XI grade at SMA Negeri 1 Ulu Barumun Padang Lawas.

No	Classes	Number of Students
1	XI IPA-1	26
2	XI IPA-2	28
3	XI IPA-3	26
4	XI IPS-1	27
5	XI IPS-2	28
Total of Students		135

2. Sample

Students in grade XI SMA Negeri 1 Ulu Barumun Padang Lawas make up the sample for this study. A sample is a portion of the population that a researcher will select in order to create a sample from the population. "Sample contains that individual, thing, or event taken from a big group referred to as a population," according to L.R. Gay and Peter Airisian..²⁵ In other words, it is the process of acquiring knowledge about a whole population by looking at only a portion of it. The availability sampling approach was used to collect samples for this

²⁵ Gay & Airisian, *Educational Research...*p. 121

study..²⁶ Because there are more than 100 people in the population, the study only uses 30% of them. In SMA Negeri 1 Ulu Barumun Padang Lawas, there are five eleventh-grade classrooms. So there were 40 students that made up 30% of the population..

D. Instrument of Collecting Data

A research project must include an instrument. Because a proper instrument can ensure that reliable data is collected. "Instrument is a tool of capability utilized by the researcher in gathering data," Suharsimi Arikunto states."²⁷ In this situation, the researcher arranged the available equipment in order to obtain the data for this study. There were many different types of instruments, such as a questionnaire, a checklist, an interview guide or schedule, an observation sheet or schedule, an accomplishment exam, a scale, and so on. The device that made it to the test.

A test was a set of questions or procedures that may be used to assess a person's skill, intellect, knowledge, or ability to trail. It can be used to assess an individual or a group. As a result, certain questions concerning narrative text were asked in order to learn more about the students' capacity to write narrative text. The instrument was a test, and the exam type was an essay test. An essay was a literary mechanism for stating practically anything, and it adds that by

²⁶ Ibnu Hajar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: Grafindo Persada, 1999),p. 135

²⁷ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005),p. 108.

definition.²⁸ The researcher used the students as a participant, in doing test. The researcher used written techniques. The researcher involved this research.

The purpose of a test was to obtain information that helped the researcher to comprehend the content. The researcher wished to examine the students' challenges in creating narrative text, which is appropriate for this research's instrument. In this study, the researcher administered a test on how to write a narrative text and then analyzed the text's general structure, grammatical aspects, and linguistic features in order to extract information from it.

The students wrote the narrative text test with the title "Cinderella and Snow White".²⁹ The researcher offer 100 score for a very excellent text in the students' writing exam, and in the writing text, the researcher gave five values: grammar, vocabulary, mechanics, fluency, and form. The researcher awards a score of 20 for each good value, resulting in a maximum score of 100.

²⁸ George, *definition Essay*, <http://M.wikipedia.org/wiki/essay.com> accessed on 26th May 2021.

²⁹ Dodi Ahmad, *Developing English Competencies for Grade XI of Language Programme Senior High School SMA/MA*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional), p. 12

Table II: Rubric Score of Writing

Indicator	Score
Grammar	20
Vocabulary	20
Mechanic	20
Fluency	20
Form	20

a. Grammar

The scoring criteria were determined by the following ranges of scores:³⁰

No	Score	Indicator
1.	20	There are just a few apparent grammatical or word order problems..
2.	15	Some grammatical or word-order errors that do not impair understanding.
3.	10	Grammar and word order errors are common, and readers' interpretation efforts are occasionally necessary.
4.	5	Grammatical and word-order errors that are so severe that understanding is nearly impossible.

³⁰ Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990),p. 91-93.

b. Vocabulary

The following are the scoring criteria, which are decided by score ranges:

No	Score	Indicator
1	20	The use of language and idiom is rarely (if ever) different from that of a native English speaker.
2	15	Because of a sufficient vocabulary, utilize writing in acceptable words on a regular basis. Expression of thoughts may be constrained.
3	10	Due to a limited vocabulary and frequent blunders, it is apparent that the communication of ideas is hampered.
4	5	The lack of vocabulary is so severe that understanding is nearly impossible.

c. Mechanic

No	Score	Indicator
1.	20	There aren't many mistakes in punctuation or spelling.
2.	15	Occasional grammatical or spelling errors that do not impede with understanding.
3.	10	Frequently misspelled or punctuated words might lead to obscurity.
4.	5	A significant spelling or punctuation error that makes understanding nearly difficult.

d. Fluency

No	Score	Indicator
1.	20	Appropriate structure and vocabulary selection: e.g., Patchy, a native speaker, with certain vocabulary item forms that are notably in line with the overall style.

2.	15	Structure and vocabulary items are frequently not only inappropriate, but also misused, resulting in a lack of communication ease.
3.	10	Completely inappropriate or misunderstood structures or language items frequently obstruct communication.
4.	5	Appropriate structure and vocabulary selection: e.g., Patchy, a native speaker, with certain vocabulary item forms that are notably in line with the overall style.

e. From Organization

No	Score	Indicator
1.	20	Highly ordered, with a logical succession of concepts that are nicely linked: as if spoken by a native speaker.
2.	15	Some re-reading was necessary due to a lack of structure.
3.	10	Individual thoughts may be distinct, but establishing a link between them is quite tough.
4.	5	There is such a terrible lack of order that communication is severely hampered.. ³¹

E. Validity of the Test

Suharsimi Arikunto said that, validity chance shown the level of instrument something.³² The instrument has validity. Logical validity is a tool that ensures content construct validity via logical examination.

³¹ Arthur Hughes, *Testing For Language Teachers...* p. 91-93

³² Suharsimi Arikunto, *Manajemen Pendidikan, ...*p. 508.

The researcher in this study used content validity to determine the instrument's validity. The logical validity is achieved by dividing the variable into sub variables and indicators. Actually, content validity refers to how closely a test measures the desired content. As a result, the researcher establishes the test's validity.

F. The Technique of Data Analysis

After collecting data on their answer, the researcher analyzed a mean score for the test, and the average score of the students interpreted as descriptive data. When the researcher has been gotten the data, the researcher entered it into a frequency table using the formula:

Z-Test

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

Explanation:

X: data that includes hypothesis categories

n: all of data

p: hypothesis proportion³³

³³ Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014),p. 80.

Table III
Criteria Score Interpretation

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

After the researcher found the mean score of all students, it is consulted to the criteria as follow:³⁴

- a. If the value of the means score is 0-20, it is classified as having extremely low ability.
- b. If the value of the means is 21-40, it is considered low ability.
- c. If the value of the means is 41-60, it may be classified as having sufficient ability.
- d. If the value of the means score is between 61 and 80, it can be classified as high ability.
- e. If the mean score is between 80 and 100, it might be classified as extremely high ability.

³⁴ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the findings of the study, which sought to determine the capacity of students in the XI grade at SMA Negeri 1 Ulu Barumun Padang Lawas to write narrative texts. The researcher used narrative text to compute the data and then moved on to evaluate the hypothesis. This is how it was described:

A. Description of Data

The data were taken from the students' exam results. The students were required to compose a paragraph regarding the narrative text. The researcher provided the students a test with the titles "Cinderella and Snow White" to determine their ability to write narrative material. The students were allowed to select one of the titles to complete the exam. After collecting the exam results from students in the XI grade of SMA Negeri 1 Ulu Barumun Padang Lawas, the researcher came to the conclusion that the students' scores ranged from 50 to 85. To make things clearer, the researcher summarized the findings of the exam that students from SMA Negeri 1 Ulu Barumun Padang Lawas completed as follows:

The students who received a score of 50 were DA, RN, LN, ASN, SYD, ASH, and LH. The students that received a score of 55 were WN, HNM, HR, MZF, and AM. AR, IN, RHS, MA, MH, AY, SY, and IN were among the eight students that received a score of 60. ES, RAT, LHN, EH,

and KY were among the who that received a score of 65. The students that received a score of 70 were YL, FAY, ADP, HL, and FS. The students that received a score of 75 were MHN, DN, FFP, and AAS. SY and MRH were the two students who received an 80 on the test. Last but not least, three students, HN, AW, and NHP, received a score of 85 or above.

The researcher described the results of all students of SMA Negeri 1 Ulu Barumun Padang Lawas who took the exam when the researcher completed the research using the data above. Appendix II contains the results of the tests that students completed.

The data from the exam were utilized by the researcher to determine the students' capacity to write narrative prose at the XI grade level at SMA Negeri 1 Ulu Barumun Padang Lawas, using ZTest to determine the score. After utilizing Ztest, the score according to the criterion score interpretation may be shown in table II on page 30 of chapter III.

After obtaining the score, the data were computed using statistical count. The researcher stated the outcome from the test, which can be viewed in Appendix II, as having been done and obtained after doing computed data utilizing statistic count. The following is a summary of the computation results. The mean score was 62,5, median score was 5, BK was 7,082, and modus was 73,53. The highest score was 85, lowest score was 50, range was 35, mean score was 62,5, median score was 5, BK was

7,082, and modus was 73,53. Appendix III contains the computed data in order to make it clearer.

Following the completion of the data calculations utilizing statistic count, the researcher summarized the findings as follows. The high score for variable students' capacity to write narrative text at XI grade at SMA Negeri 1 Ulu Barumun Padang Lawas was 85, and the low score was 50, mean score was 62,50, median score was 5, BK score was 7,082, and modus score was 73,53, based on 40 students. Appendix IV shows the computation based on the above data.

According to the variable score calculation, students' capacity to write narrative prose at SMA Negeri 1 Ulu Barumun Padang Lawas is 62,5. According to the criterion score interpretation in table II, the percentages and criteria were used to determine the students' abilities in writing narrative text at SMA Negeri 1 Ulu Barumun Padang Lawas in the XI grade. The mean score was 62,5 based on the description between criterion interpretation and the outcome obtained by applying statistic count. As a result, it can be inferred that students' capacity to write narrative text at SMA Negeri 1 Ulu Barumun Padang Lawas in XI grade was high. The researcher decided that application in writing was sufficient, as evidenced by the table interpretation mean score on page 37 of Chapter III and table V in Appendix IV.

Table IV

The Students' Difficulties in Writing Narrative Text Had been gotten as in the table below:

No	Statistic	Variable
1.	High Score	85
2.	Low Score	50
3.	Range	35
4.	Mean Score	62,5
5.	Median	5
6.	BK	7,082
7.	Modus	73,53

The researcher also learned how the interval class, frequency absolute, and frequency relative results were generated. The variable revealed that students' ability to write narrative text showed that the respondent at 50-55 was 12 students (30%), interval 56-61 was 8 students (20%), interval 62-67 was 6 students (15%), interval 68-73 was 5 students (12,5%), interval 74-79 was 4 students (10%), and interval 80-85 was 5 students (10%). (12,5%). So, in this study, the purpose of interval was to represent the number of people who received a percentage score. It was necessary to obtain the frequency, which was then utilized to depict the data using a histogram. Appendix III has the class interval calculations, as well as frequency absolute and relative frequencies, and appendix VI contains the histogram.

A. Hypothesis Testing

The study hypothesis "students' abilities in composing narrative text at XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas" would be based on the data gathered and evaluated to prove the hypothesis using the Z-Test method. The calculation is elaborated below:

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

$$Z = \frac{\frac{20}{40} - 0.41}{\sqrt{0.41 \frac{(1-0.41)}{40}}}$$

$$= \frac{0.5 - 0.41}{\sqrt{0.41 \frac{(0.59)}{40}}}$$

$$= \frac{0.09}{\sqrt{\frac{0.024}{40}}}$$

$$= \frac{0.09}{0.006} = 15$$

Calculation Ztable:

$$Z(1/2 \alpha) = z_{table}$$

$$\alpha = 0.05$$

$$z = \frac{1}{2} (\alpha)$$

$$z = \frac{1}{2} (0.05)$$

$$Z = 0.025$$

$$Z = Z_{table}$$

$$10 = 1.96$$

$$Z_{count} = 15 > Z_{table} = 3.26$$

With a threshold of significance of 0.05, it was determined that $Z_{count} = 15$ was more than $Z_{table} = 1.96$ ($Z_{count} = 15$ $Z_{table} = 3.26$) and so the hypothesis was accepted. In terms of importance, 15% is considerable. Therefore SMA Negeri 1 Ulu Barumun Padang Lawas students' ability to write narratives in XI grade was sufficient. According to table III, the categorization quality of the students' score, students' ability to write narrative at the XI grade level in SMA Negeri 1 Ulu Barumun Padang Lawas was in high category.

B. Discussion

Following the analysis and collection of data, it was determined that the students' capacity to write narrative prose was high category in this study. The students' capacity to write narrative prose at the XI grade level at SMA Negeri 1 Ulu Barumun Padang Lawas was 56 percent, according to the computed means score. The researcher inferred that the students

skill was in high category based on the categorization quality of their score.

The first according to Yatma³⁵ in her research, students' capacity to analyze text structure of narrative texts in grade XI at SMA Muhammadiyah 11 Padangsidempuan were enough (59.03%). The English teacher's remedies to the students' difficulty in evaluating narrative text structure in eleventh grade at SMA Muhammadiyah 11 Padangsidempuan: The teacher always make drill and practice more and more. The similarity with this research was the students had the same problems, and the difference was in SMA Negeri 1 Ulu Barumun Padang Lawas the students passed the test with the result in high category score.

The second a script of Harahap³⁶ tells that the students' grammatical errors in narrative text were sufficient, based on the mean score (41,16 %). The following are examples of grammatical errors made by students when writing narrative text: They didn't comprehend the shift of to be in sentence patterns, the transition from V1 to V2 in tenses, the reflexive pronoun in singular and plural, and the rule of preposition in proposition, to name a few. The difference with this research was the

³⁵ Andi Adi Yatma “ The Students’ Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah II Padangsidempuan” <http://etd.iain-padangsidempuan.ac.id/4317/1/073400037.pdf> Accessed on october, 25th 2021 at 11.27. p.m.

³⁶ Sopiati Harahap, An Analysis Of Students’ Grammatical Error In Writing narrative text At The tenth Grade Of SMA N 3 Padangsidempuan (Unpublished Thesis), Padangsidempuan: IAIN, 2016.

researcher focused on students', while this research talked about how was the students' ability.

The third a script of Dalimunte.³⁷ The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA Negeri 1 Kota Pinang. The researcher concluded that students' ability in using simple past tense at grade XI SMA N 1 Kota Pinang was low by getting mean score were 54,5 and by using simple past tense. So, the writing Narrative text at SMA N 1 Kota Pinang was enough by getting mean score was 61. The similarity with this research was talked about students' ability and difference was on the result.

In addition, there are certain writing assessment criteria. For starters, students must have a basic understanding of grammar. Following that, kids must have a considerably larger vocabulary. After that, pupils must comprehend mechanics. Last but not least, students must comprehend the concepts of fluency and form. Although, based on the results of a test given to students in the XI grade at SMA Negeri 1 Ulu Barumun Padang Lawas, there was a lack of understanding and knowledge of the above-mentioned in writing evaluation criteria. As a result, students in XI grade SMA Negeri 1 Ulu Barumun Padang Lawas have difficulty in writing, particularly narrative material.

³⁷ NurAlamia, The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA N 1 Kota Pinang, (Padangsidempuan STAIN, 2011)

Based on the foregoing, the researcher determined that the students' capacity to write narrative text at SMA Negeri 1 Ulu Barumun Padang Lawas in XI grade was enough. Because the result of the calculation of the students' skill in writing narrative text was 62 percent, the researcher concluded that students had sufficient ability in writing narrative text. The end outcome was in the "good" category.

C. The Threats of the Research

The researcher considered that there were several threats to the researcher in this study. It began with the title and ended with the method of data analysis, so the researcher realized that the thesis was far from ideal and that the investigation was still far from complete.

The results obtained may be less reliable as a result of the test. There was mutual cheating, prejudice, psychological support in activities such as testing, and the limited time available due to the state of pupils who may not be too serious in responding any questions from the test. And one of the weakness of this study was in data validity, the writer did not do a test check with people who are expert with it.

This study is currently in its early stages. There were several errors and flaws. The researcher's time constraints, as well as the students' initial responses, contributed to errors and weaknesses. There were many weaknesses of the researcher, and the researcher expected the generation to be able to do the best. When the students answered the test, they were

less concentrated on the test because they had activities. As a result, when they answered the test, they were less concentrated on the test. There were also many weaknesses of the researcher, and the researcher expected the generation to be able to do the best.

The researcher was aware that everything would want to be searched, but the researcher's threats were to obtain excellent study results. Only this research has been looked into by the researcher. Finally, it was completed thanks to the assistance of all advisers, the Headmaster, the English instructor, and the students.

The writer was aware of the dangers that this paper poses, but he believes that with hard work, the paper may be entirely resolved. As a result, the writer anticipates help from professors, friends, and readers in order to complete this work.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After compiling and evaluating the data from the students' scores, it was discovered that the students' average score was 2860. The cumulative score was 62 percent based on the preceding criteria. The skill of the XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas in composing narrative text in the 2020-2021 academic years could be rated as sufficient based on the estimated mean score of 62.5.

B. The Suggestion

Based on the researcher we can get several suggestion that useful for improving the students' achievement later, they are:

1. The English teacher at SMA Negeri 1 Ulu Barumun Padang Lawas was constantly encouraged by the principal to improve his abilities to teach English.
2. The English instructor encourages students to enhance their skills, particularly in narrative writing, and instruction must be guided by intuition. As a result, the teacher makes every effort to ensure that the students comprehend what we say and to improvise in order to pique the students' interest and enthusiasm in the teaching-learning process. Finally, the

teacher should provide extra narrative text practice and explanation to the students, particularly those who had poor grades.

3. Students must comprehend how to produce narrative text and will be able to figure out how to write narrative text effectively.
4. Readers, particularly English learners, should work on honing their skills in composing narrative texts.

REFERENCES

- Rodearta Purba,” Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique “ Medan” *English Journal Teaching*.
- Siahaan Saggam. *Generic Text Structure*. Graha Ilmu. Yogyakarta. 2007.
- Emilia Emi. *Pendekatan Genre dalam pengajaran Bahasa Inggris Petunjuk untuk Guru*. Risqi Press. Bandung. 2011.
- Kholila O. Aulia. “ *Grammatical Cohesion in Students’ Narrative Text ar the Third Semester of English Education Study Program of STKIP PGRI BANDAR LAMPUNG*. “ 2019.
- Hornby As. *Oxford Advanced Learners’ Dictionary of Current English*. Oxford University Press. New York. 1995.
- Brown H. Doughlas. *Teaching by Principles and Approach to Language Pedagogy*. Engle Wood Clifis. New Jersey. 2001.
- Martin Wren. *High School English Grammar and Composition*. New Delhi. Ramesh Nagar. 1998.
- Nunan David. *Practical English Language Teaching*. America. The MC. Grow Hill Companies. 2003.
- Mei Annisah. “Students’ Ability in Writing Report Text At Grade XI SMA Muhammadiyah 13 Panyabungan.” 2016
- J.B. Heaton, *Writing English Language Test*. England. Logman. 1987.
- Pardiyono, *Teaching Genre Based Writing*. Yogyakarta. Graha Ilmu. 2007.
- Siahaan Sanggam. *The English Paragraph*. Yogyakarta. Graha Ilmu. 2008.
- Felicity O’Dell and M McCarthy. *English Vocabulary in Use. Upper-intermediate & Advanced*. Cambridge. University Pree. 1994.
- Douglas H. Brown. *Language assessment. Principles and Classroom Practice*. New York. Pearson Education. 2004.
- Arthur Hughes. *Testing For Language Teacher*. New York. Cambridge University Press. 1990.
- Sanggam Siahan and Kisno Shinoda. *Generic Text Structure* .Yogyakarta. Graha 2008.
- A Anderson. *Text Type in English Second*. South Yarra. Macmillan. 2003.
- H. porter Abbot. *The Cambridge Introduction to Narrative The Endinburgh Building*. Cambridge University Press.,2002 <http://libgen.rs/>.

- Peter & Watkins Knapp. *Genre Text Grammar*. Australia. UNSW Press. 2005.
- Ditya, "the Effectiveness of Estafet Writing in Teaching Writing Narrative Text ." Bandung. 2014.
- Wiradana. " *Students' Ability in Writing Narrative Text in SMP Negeri 1 Kuripan at 5th semester in academic years 2011/2012*".
- Masvani Marulafau and Muhd. Al Hafizh. " *Teaching Writing A Narrative Text to Junior High School Students by Using Probable Passage Strategy.*"
- Nurlena Siregar, " The Students' Problem in Writing Narrative Text at Grade VIII Mts Negeri Batang Angkola"
- Ranjit Kumar. *Research Methodology*. London. Sage. 2011.
- Gay & Airiasian, *Educational Research Competencies for Analysis and Application*. USA. New Jersey. 2000.
- NurAlamia, The Influences of Grade XI Students Ability in Using Simple Past Tense on Narrative Text at SMA N 1 Kota Pinang, (Padangsidempuan STAIN, 2011)
- Sugiyono, *Metode Penelitian Pendidikan*. Bandung. Alfabeta. 2015.
- Suharsimi Arikunto. *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta. Rineka Cipta.. 2006.
- Ibnu Hajar. *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*. Jakarta. Grafindo Persada. 1999.
- Arikunto Suharsimi. *Manajemen Penelitian*. Jakarta. Rineka Cipta. 2005.
- George. *definition Essay*. <http://M.wikipedia.org/wiki/essay.com> accessed on 26th May 2021.
- Ahmad Dodi. *Developing English Competencies for Grade XI of Language Programme Senior High School SMA/MA*. Jakarta. Pusat Perbukuan, Departemen Pendidikan Nasional. 2016.
- Arthur Hughes. *Testing For Language Teachers*. New York. Cambridge University Press. 1990.
- Rangkuti Ahmad Nizar. *Statistik Penelitian Pendidikan*. Medan. Perdana Mulya Sarana. 2014.
- Adi Yatma Andi The Students' Ability in Analyzing Text Structure of Narrative Text at Grade XI Students of SMA Muhammadiyah II Padangsidempuan2013.<http://etd.iain-padangsidempuan.ac.id/4317/1/073400037.pdf>
- Harahap Sopiati, An Analysis Of Students' Grammatical Error In Writing narrative text At The tenth Grade Of SMA N 3 Padangsidempuan 2016.

APPENDIX I

LIST OF TEST

A. Introduction

1. The instrument is use to find out the students' ability in writing narrative text.
2. Your answer will not influence your position in this school.
3. Your answer will be kept for its confident.

B. Guideline

1. Read the question carefully!
2. If you have a question, ask to the researcher!
3. Do the test by your self!

C. Answer the following question

1. Write a narration of the following story, the outline of the story may help you develop the narration. Choose only one tittle!
 - a. Cinderella
 - Cinderellas' mother passed away.
 - She lived with stepmother and three stepsisters.
 - They treated her badly.
 - The prince looked for the owner of the glass shoes.
 - The prince found the owner, Cinderella.

b. Snow white

- Snow white's stepmother ordered someone to kill her.
- She was still alive and lived together with seven dwarfs.
- Her stepmother disguised herself as a beggar and met her.
- She fainted after eating an apple given by her stepmother.
- She is received after being helped by a prince.

APPENDIX II

Table IV

**The Total score of Students' Ability in Writing Narrative Text at XI grade in
SMA Negeri 1 Ulu Barumun Padang Lawas**

No	Name	Grammar	Vocabulary	Mechanic	Fluency	From/Organization	Score
1.	AR	10	10	15	15	10	60
2.	IN	15	10	15	10	10	60
3.	ES	10	10	15	15	15	65
4.	HN	10	15	20	20	15	85
5.	RHS	10	10	15	15	10	60
6.	DA	10	10	15	10	5	50
7.	RAT	10	10	15	15	15	65
8.	MA	10	10	15	15	10	60
9.	YL	10	15	20	15	10	70
10.	WN	10	10	10	5	10	55
11.	RN	10	10	15	10	5	50
12.	MH	10	10	15	15	10	60
13.	SY	15	15	20	15	15	80
14.	LN	10	10	15	10	5	50
15.	HNM	10	10	10	10	5	55

16.	AY	10	10	15	15	10	60
17.	FAY	10	10	20	15	10	70
18.	ASN	10	10	15	10	10	50
19.	AW	15	15	20	20	15	85
20.	SY	20	20	15	15	10	60
21.	MHN	15	10	15	20	15	75
22.	MRH	15	15	20	15	15	80
23.	ADP	10	15	20	15	10	70
24.	SYD	10	5	15	10	10	50
25.	LHN	10	10	15	15	15	65
26.	HR	10	10	10	10	5	55
27.	IM	10	10	15	15	10	60
28.	EH	10	10	15	15	15	65
29.	DN	15	10	15	20	15	75
30.	ASH	10	5	15	10	10	50
31.	FFP	15	10	15	20	15	75
32.	KY	10	10	15	15	15	65
33.	MZF	10	10	10	10	5	55
34.	HL	10	10	15	15	10	70
35.	MMP	10	10	15	15	15	65
36.	NHP	15	15	20	20	15	85
37.	AAS	15	10	15	20	15	75

38.	FS	10	15	20	15	10	70
39.	AM	5	10	10	15	15	55
40.	LH	5	10	15	10	10	50
Total							2860

Appendix III

1. Maximal and minimum score were gotten by setting variable score from the low score up to high score.

50	50	50	50	50	50	50
55	55	55	55	55	60	60
60	60	60	60	60	60	65
65	65	65	65	65	70	70
70	70	70	75	75	75	75
80	80	85	85	85		

2. High score: 85
3. Low score: 50
4. Range = High score – Low score

$$= 85-50$$

$$= 35$$

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

$$= 1 + 3,3 \log (40)$$

$$= 1 + 3,3 \log (1,54)$$

$$= 1 + 6,082$$

$$= 7,082$$

6. Interval (i) = $\frac{R}{BK} = \frac{35}{7} = 5$

7. Mean score $X = \sum \frac{fixi}{f}$

interval	Fi	Xi	FiXi
50-55	12	52,5	630
56-61	8	53,5	428
62-67	6	64,5	387
68-73	5	70,5	352,6
74-79	4	76,5	306
80-85	5	82,5	412,5
i= 7	40	400	2516

Mean score $X = \sum \frac{fixi}{f} = \frac{2516}{40} = 62,5$

8. Median

$$\begin{aligned}
 Me &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\
 &= 68 + 5 \left(\frac{\frac{1}{2}40 - 26}{5} \right) \\
 &= 68 + 5 \frac{(20 - 26)}{5} \\
 &= 68 + 5 \frac{(-6)}{5} \\
 &= 68 + 5 (-1, 2) \\
 &= 68 + -6 \\
 b &= 62 \\
 p &= 5
 \end{aligned}$$

$$F = 23$$

$$f = 5$$

9. Modus

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

$$b = 62$$

$$p = 5$$

$$b_1 = 6 + 8 + 12 = 26 \rightarrow 5 - 26 = -21$$

$$b_2 = 5$$

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

$$= 62 + 5 \left(\frac{-21}{-21 + 5} \right)$$

$$= 62 + 5 \left(\frac{-21}{-16} \right)$$

$$= 62 + 5 (1,3125)$$

$$= 67 + (6,5625)$$

$$= 67 + 6,56$$

$$= 73,53$$

Appendix III

1. Maximal and minimum score were gotten by setting variable score from the low score up to high score.

50	50	50	50	50	50	50
55	55	55	55	55	60	60
60	60	60	60	60	60	65
65	65	65	65	65	70	70
70	70	70	75	75	75	75
80	80	85	85	85		

2. High score: 85
3. Low score: 50
4. Range = High score – Low score

$$= 85-50$$

$$= 35$$

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

$$= 1 + 3,3 \log (40)$$

$$= 1 + 3,3 \log (1,54)$$

$$= 1 + 6,082$$

$$= 7,082$$

6. Interval (i) = $\frac{R}{BK} = \frac{35}{7} = 5$

APPENDIX IV

Table V

The Students' Difficulties in Writing Narrative Text Had been gotten as in the table below:

No	Statistic	Variable
1.	High Score	85
2.	Low Score	50
3.	Range	35
4.	Mean Score	62,5
5.	Median	5
6.	BK	7,082
7.	Modus	73,53

APPENDIX V

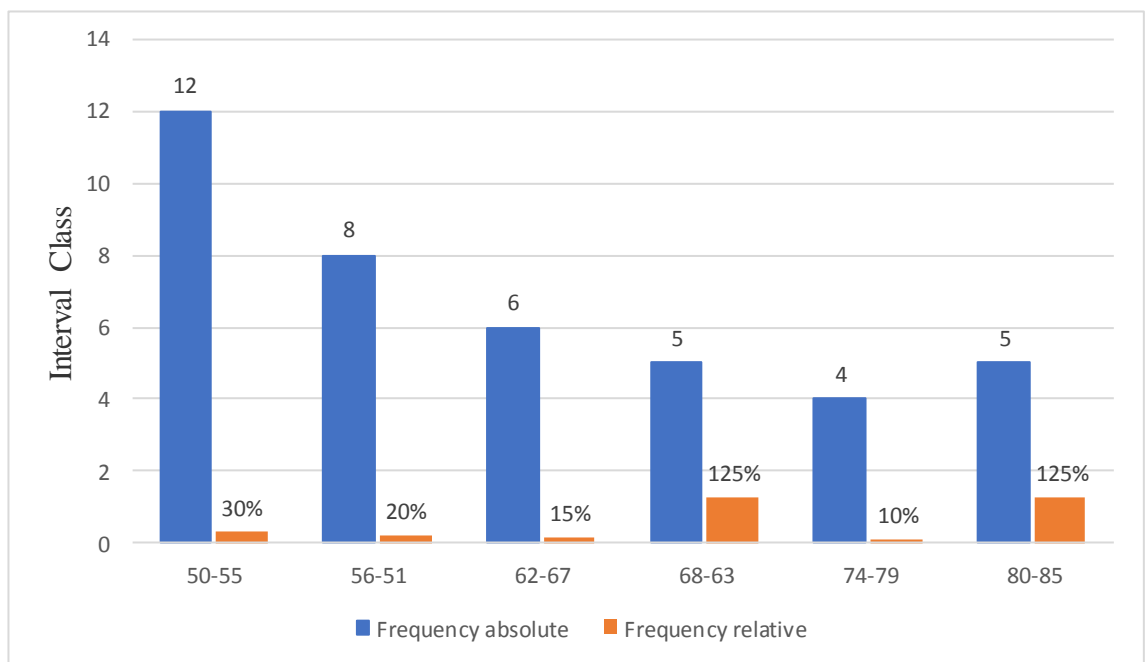
Table

Frequency Distribution Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas

Interval Class	Frequency Absolute	Frequency Relative
50-55	12	30%
56-61	8	20%
62-67	6	15%
68-73	5	12,5%
74-79	4	10%
80-85	5	12,5%
I = 7	40	100%

APPENDIX VI

Picture 1: “ The histogram students’ ability in writing narrative text at XI grade in SMA Negeri 1 Ulu Barumun Padang Lawas”.



Documentations











KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1640 /In.14/E.1/TL.00/10/2021
Tgl : IZIN PENELITIAN
Penyelesaian Skripsi.

4 Oktober 2021

Yth. Kepala SMA Negeri 1 Ulu Barumun Padang Lawas
Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Risdaton Hasanah Hasibuan
NIM : 1720300051
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Mizar Rangkuti, S.Si., M.Pd. †
NIP. 196004132006041002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ULU BARUMUN

NPSN : 10261250 NSS : 301072309001
Alamat : Jl. Sibuhuan-Sosopan Km.6 Desa Matondang No. _ Telp._
e-Mail : smansaulubarumun@yahoo.co.id



Kode Pos. 22763

Matondang, 08 Oktober 2021

: 071/005 /SMA N.1/UB/2021

:-

: Izin Penelitian

Kepada Yth.

Bapak Wakil Dekan Bidang Akademik

di-

Tempat

Dengan Hormat.

Sesuai dengan surat saudara Nomor : B-1640/In.14/E.1/TL.00/10/2021 Hal Izin Penelitian Penyelesaian Skripsi terhadap mahasiswa atas :

Nama : RISDATUN HASANAH HASIBUAN
NIM : 1720300051
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah kami setuju untuk memberikan izin penelitian pada sekolah yang saya pimpin sebagai syarat untuk menyelesaikan skripsi dengan judul "Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas"

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terima kasih.

Kepala Sekolah
SMA Negeri 1 Ulu Barumun

H. GAMEL NATSER, S.Pd
NIP. 19660110 199203 1 008

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

12 Oktober 2020

: 148 /In.14/E.6a/PP.00.9/10/2020

: -

: **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Rayendriani Fahmei Lubis, M.Ag.** (Pembimbing I)
2. **Yusni Sinaga, S.S., M.Hum.** (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Risdaton Hasanah Hasibuan
NIM	: 17 203 00051
Prodi	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: Students' Ability in Writing Narrative Text at XI Grade in SMA Negeri 1 Ulu Barumun Padang Lawas

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Fidi Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~TIDAK BERSEDIA~~
; I

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing II



Fahmei Lubis, M.Ag
NIP. 510 200003 2 091



Yusni Sinaga, S.S., M.Hum
NIP. 19700715 2005014 2 010

CURRICULUM VITAE

A. Identity

Name : RISDATUN HASANAH HASIBUAN
Reg. No : 17 203 00051
Place and Birthday : Mondang, 09th December 1997
Phone / e-mail : 0822 2072 1643 / hasanahrisdatun09@gmail.com
Sex : Female
Siblings : 6 siblings
Address : Mondang, Kec. Sosa

B. Parent

Father's Name : SYAHRUN HASIBUAN
Mother's Name : MASLIANA HARAHAHAP

C. Educational Background

Elementary School : SD N 101280 Sosa (2010)
Junior High School : MTS NU SIBUHUAN (2013)
Senior High School : MAS NU SIBUHUAN (2016)
Institute : IAIN PADANGSIDIMPUAN (2021)