



**STUDENTS' WRITING ABILITY IN USING GENERIC  
STUCTURE OF NARRATIVE TEXT  
AT GRADE VIII SMP N 1 BATANG ANGKOLA**

**A THESIS**

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

**Written By:**

**RISKONNUDIAH  
Reg. No. 14 203 00122**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**



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**Written By:**

**RISKONNUDIAH**  
Reg. No. 14 203 00122

**Advisor I**

**Ravendriani Fahmei Lubis, M.Ag**  
NIP. 19710510 200003 2 001

**Advisor II**

**Fitri Ravani Siregar, M.Hum**  
NIP. 19820731 2009 2 004

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**

## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. RISKONNUDIAH

Padangsidempuan, 20<sup>th</sup> juni 2019

To:  
Dean of Tarbiyah and Teacher  
Training Faculty  
In-  
Padangsidempuan

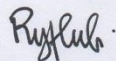
Assalamu'alaikumWr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **RISKONNUDIAH**, entitled. "**STUDENTS' WRITING ABILITY IN USING GENERIC STUCTURE OF NARRATIVE TEXT AT VIII GRADE SMP N 1 BATANG ANGKOLA**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd.) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

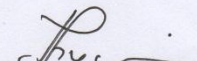
Wassalamu'alaikumWr.Wb.

Advisor I



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

Advisor II



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



**DECLARATION LETTER OF SELF THESIS COMPLETION**

The name who signed here:

Name : RISKONNUDIAH  
Registration Number : 14 203 00122  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3  
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**Reg. 14 203 00122**

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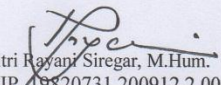



**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : RISKONNUDIAH  
Reg. No : 14 203 00122  
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education  
Department  
Thesis : **STUDENTS' WRITING ABILITY IN USING GENERIC  
STRUCTURE OF NARRATIVE TEXT AT GRADE VIII  
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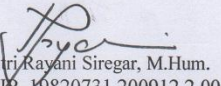
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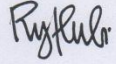
  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

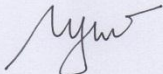
  
Eka Sustris Harida, M.Pd  
NIP. 19750917 200312 2 002

Members,

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

  
Eka Sustris Harida, M.Pd  
NIP. 19750917 200312 2 002

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

  
Yusni Sinaga, S.Pd.,M.Hum  
NIP. 19700715 200501 2 003

Proposed :

Place : Padangsidempuan  
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Time : 14.00 WIB until finish  
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Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733  
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#### LEGALIZATION

**Thesis** : STUDENTS' WRITING ABILITY IN USING GENERIC  
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SMP N 1 BATANG ANGKOLA  
**Written By** : RISKONNUDIAH  
**Reg. Num** : 14 203 00122  
**Faculty/Department** : TARBIYAH AND TEACHER TRAINING FACULTY/  
TBI-3

The thesis had been accepted as a partial fulfillment of the requirement for the degree of  
graduate of Islamic education (S. Pd)

Padangsidempuan, 2019  
Dean of Tarbiyah and Teacher  
Training Faculty

Dr. Lelya Hilda, M.Si  
NIP: 19720920 200003 2 002

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Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “Students writing Ability in using Generic Structure of Narrative Text at VIII Grade SMP N 1 Batang Angkola” Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought the human from the darkness era into the lightness era.

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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the reader to make better the thesis.

Padangsidimpuan, April, 2019  
Researcher

**RISKONNUDIAH**  
**Reg. No. 14 203 00122**

**Name : RISKONNUDIAH**

**Reg. Number : 14 203 00 122**

**Faculty : Tarbiyah Education (TBI-3)**

**Title of the research : Students' Writing Ability in using Generic Structure of Narrative Text at Grade VIII SMP N 1 Batang Angkola.**

### **ABSTRACT**

This research focus is about students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola. The students still have problems in using generic structure in writing narrative text. They are: 1) students' do not comprehend about the text, 2) students' are lack in vocabularies, 3) the students' writing in using generic structure still low. The objectives in this research is to describe the students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola.

The methodology of this research is quantitative descriptive research. The subject of this research is grade VIII SMP N 1 Batang Angkola which consist 32 students as sample. Purposive sampling technique use to choose with take one class between ten class. The researcher choose VIII-B class as the sample of the researcher. The instrument in collecting data is a test. The test is essay test with writing one text about narrative text "Malin Kundang" with using generic structure. Then, the research analyzed the data, use mean score to find out students' writing ability and researcher use Z formula to find the hypothesis testing and to know whether the hypothesis is accepted or rejected.

After calculating the data the researcher find the students writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola 52,65 mean score and the category was low category. Then, from the hypothesis testing the researcher found that hypothesis is rejected. It can be proved from  $Z_{count} = -5.61 < Z_{table} = 0.326$  by level of significant 0.5%, therefore, students writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola are low category.

**Key Word: Students Ability, Writing, Generic Structure, Narrative Text.**



Nama : RISKONNUDIAH

Nim : 14 203 00122

Fax/ jurusan : Tarbiyah dan ilmu keguruan/ TBI-3

Judul Skripsi : Students' writing Ability in using Generic Structure of Narrative Text at grade VIII SMP N 1 Batang Angkola

### **ABSTRAK**

Penelitian ini fokus kepada kemampuan menulis siswa dalam menulis generic structure dari narrative text pada siswa kelas VIII SMP N 1 Batang Angkola. Siswa mempunyai masalah dalam penulisan generic Structure dari narrative text, antara lain:1) siswa tidak memahami tentang text,2) siswa lemah dalam penguasaan kata-kata,3) siswa dalam menulis generic strukture sangat lemah. Formulasi masalah yang spesifik adalah “bagaimana kemampuan menulis siswa dalam menggunakan generic structure dari naratif text di kelas VIII SMP N 1 Batang Angkola” dan tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan menulis siswa dalam menggunakan generic structure dari text narrative di kelas VIII SMP N 1 Batang Angkola.

Metode peneltian ini adalah kuantitatif description. Subjek dari penelitian ini adalah kelas VIII SMP N 1 Batang Angkola dimana terdiri dari 32 siswa sebagai sampel, jumlah semua dari populasi adalah 200 siswa. Tehnik purposisve sampling adalah sebuah tehnik yang di gunakan untuk mengambil satu kelas dari sepuluh kelas. Peneliti mengambil kelas VIII-B sebagai sampel penelitian. Instrumen untuk mengumpulkan data adalah teks. Jenis teks adalah essay teks dengan menulisksn satu text naratif “Malin Kundang” dengan menggunakan generic structure dari naratif teks. peneliti menganalis data dengan menggunakan nilai rata-rata untuk menemukan bagaimana kemampuan menulis siswa dan peneliti menggunakan rumus Z untuk menemukan bagaimana hipotesisnya, apakah di terima atau di tolak.

Setelah penghitugan data, peneliti menemukan kemampuan menulis siswa dalam menulis naratif teks dalam menggunakan generic structure di kelas VIII SMP N 1 Batang Angkola nilai rata-rata adalah 52, 65, dapat di kategorikan sangat rendah. Hipotesis adalah di tolak karena dari rumus  $Z_{count} = -5.61 < Z_{table} = 0.326$  by level 0.5%, sedangkan kemampuan siswa dalam menulis generic structure dari naratif teks adalah lemah.

**Kata kunci : Kemampuan Siswa, Menulis, Generic Structure, Naratif Teks**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problems**

English is one of the most important language which is used as the world language. This language used as international language to correlate between one county to other, and remember that good communicative well by using English. English is important in Indonesia because it's the way communicating with other nation, for business, information, technology, especially in education. In Indonesia government consider English is very important to be taught as first foreign language starting from junior high school, senior high school, and up to university level.

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 excepted to be master those four skills to use English communication.

Writing is one of the fourth basic skills that should be learned by the students in junior high school beside speaking, listening, and reading. By writing, the students know how to write a good content into a text about object that they want to know how to organize that ideas which is supported with

relevant supporting sentences. In this skills the students can know their grammar such as how to use correct tenses, adjective, articles, and noun phrases. They also can arranges a text into good mechanics such as spelling, punctuation and capitalization, thus, this skills for students especially for junior high school students at eight grade.

Writing process is a challenge for students in teaching learning process because the students should know the part of writing process itself. The part of writing process are sharing ideas, organizing ideas, and constructing the ideas into written text, that there are seven writing proses are considering the goal of the writer, having a model of the reader, organizing the ideas, turning the ideas into written text, reviewing what has been written text, and editing<sup>1</sup>. If the students do not understand about part of writing process thus, their text will be not structured. In this case, the students have to understand about the part of writing process and how to organize their ideas to make their writing to be unity and coherence.

Based on syllabus of curriculum ( kurikulum 2013) SMP N 1 Batang Angkola in teaching English, they are except to be master the language skills. One of the language skills is writing, the students' know the kinds of genres. The genre learnt by seconds grade in first semester they are: narrative, report,

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<sup>1</sup> David , Nunan , *Practical English Languge Teaching*, ( New York: The McGraw-hill companies, Inc, 2003), p. 205



and analytical exposition text.<sup>2</sup> So, in second grade in first semester they learn about narrative, report and analytical exposition.

Narrative text is written to tell story and describe an experience. In arrange ideas in paragraph it should be based on the time, the important characteristic of it should achieved by written coherence, completeness, unity and cohesion. Narrative is a text contain four generic structure to comprehend about narrative text. So they are able to use narrative text well.

Based on the interview with English teacher, Ummi Kalsum said that students' problems in learning English, especially in narrative text. 1) they do not comprehend about the text, 2) they have lack vocabularies, 3), they do not know meaning of the text, The last, the students writing in using generic structure still low.<sup>3</sup> So, the students' difficulties to writing the text.

Based on the private interview with Sri Wahyuni in English teacher of SMP Negeri 1 Batang Angkola, she said that the students have some problems writing narrative text. They did not used in writing narrative text. First, the students got difficulties to organize the generic structure of narrative text. They were still confused what the generic structure and how to start to write narrative text. Second, they still confused how to write orientation, sometimes did not write set the scene introduce the character. Third, in complication they do not

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<sup>2</sup> *Syllabus, kurikulum 2013*, ( Sigalangan, SMP N 1 Batang Angkola 2017)

<sup>3</sup> Ummi Kalsum S.Pd, *Interview to Teacher*, (Sigalangan: SMP N 1 Batang Angkola May 2<sup>th</sup> 2017) at Monday 10 am

begin of the problems which leads to crisis of the main character. Fourth, students did not use write in resolution is solved, either in happy or sad ending. Fifth, the students also have difficulties to use correct grammar in their sentences. They still used grammar inappropriate in their sentence. Finally, in writing narrative text, they also forget to used conjunctions to combine two or more ideas in one sentences and using past tense<sup>4</sup>. So the students' confused to start the writing the text.

Based on information from English Teacher in SMP N 1 Batang Angkola, some of students often find difficulties especially in learning narrative text. The students feel difficult to analyze the text because the students are lazy to study English because they do not understand what they read or write. It maked the students lazy to analyze the text. They do not comprehend about narrative text. As result, most of students lazy to learn what teacher's explanation, make students passive in their learning narrative text. Beside they also difficult to use generic structure of narrative text.

Based on the problems above, the researcher wanted to make a research about **“Students Writing Ability in Using Generic Structure of Narrative Text at Grade VIII SMP N 1 Batang Angkola”**.

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<sup>4</sup> *Private Interview*, Sri Wahyuni S.Pd, on may 5<sup>th</sup>, 2017 in SMP Negeri 1 Sigalagan

## **B. Identification of the Problems**

Based on the background of the problems above, they have same problems on students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola. They do not understand what the narrative text is, The students' got difficulties to organize the generic structure of narrative text. They were still confused what the generic structure and how to start to write narrative text. They still confused how to write orientation, sometimes do not write set the scene introduce the character. In complication, the students' do not know to tell beginning of the problems which leads to crisis of the main character. In resolution, students do not conclude that resolution the solve either in happy or sad ending. They also difficulties to use correct grammar in their sentences and using past tense and they do not understand to using generic structure in writing narrative text.

## **C. Limitation of the Problems**

Based on identification problems above, they researcher limited the problem and focus in using generic structure of narrative text. So that students writing ability in using generic structure in narrative text at grade VIII SMP N 1 Batang Angkola.

## **D. Formulation of the Problems**

The researcher formulates the problem based on identification above as follows: How is students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola?



### **E. Purposes of the Research**

The purpose of the research is to examine the formulation of the problem. Based on the formulation above the researcher determines the research purpose, were: To describe the students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola

### **F. Significances of the Research**

The significances of the research are:

1. Theoretically, this research can be preferable to the next researchers for studying the other subject in the field of language teaching.
2. Practically the result of the study is expected to be as follow:
  - a. For the teacher, the result of the research is expected to be useful for the teacher as information and as source of teaching in SMP N 1 Batang Angkola, especially in teaching and learning in using generic structure of narrative text.
  - b. For students, this study can be used to know their writing ability practically because they need great effort to build the writing ability and practice it either in the classroom or out of the classroom.
  - c. For headmaster to give suggestion to English teacher to improve learners' ability in English especially in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola

## **G. Definition of the Key Term**

### a. Students' ability

Students' Ability is a person studying at college or university with the power to do something about physical or mental, focus here "students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola.

### b. Writing Skill

Writing skill is the ability to express things in our mind, feelings, ideas, or thought.

### c. Generic structure

Generic structure is content of the text that consist orientations, events, incidents, general, and soon.

### d. Narrative text

Narrative text focus on imagination and language proficiency in using narrative text at grade VIII SMP N 1 Batang Angkola.

## **H. The Outline of the Thesis**

The Systematic of this Research into Five Chapter. Each Chapter Consist of Many Sub Chapters with Detail as follow:

Chapter I : It consist of the Background of the Problems, Identification of the Problems, Limitation of the Problems, Formulation of the Problems, Purpose of the Research, Definition of the Key Term and Significances of the Research.

Chapter II: It Consist of the Theoretical Description. Theoretical include Definition Students' Ability, Writing, and Narrative Text. In Writing Involve: the first about students' ability: Definition of Students' Ability, and Kinds of Writing. Seconds Writing Skills: Definition of Writing, Purpose of Writing, Process of Writing, Kinds of Writing, Kinds of Writing Text, The Characteristic of Writing Ability, Requirement of Good Writing and Evaluation of Writing. And the last theory is Narrative text, involve: Definition of Narrative text, Function of Narrative Text, Language Feature of Narrative, Kinds of Narrative Text, Generic Structure of Narrative Text, Function of Generic Structure of Narrative Text and example of Narrative Text, Related Findings and Hypothesis of the Research.

Chapter III:, Explain about Methodology of the Research, they are: Time and Place of the Research, Research Design, Population and Sample of the Research, Instrument of Collecting Data, Test of Hypothesis and Technique of Data Analysis.

Chapter IV: Result of the research. The Result of the Research consist of Description of Data, Hypothesis Testing, Discussion, and the Treats of Research.

Chapter V: This chapter describe about Conclusions and Suggestions of the Research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

Every research has theorist to explain meaning, concept or information about the research, below is theoretical description of the research.

##### 1. Students ability

###### a. Definition of Students Ability

Students' is a person who studies, or investigates or person who is enrolled for study at school or college.<sup>1</sup> It can be concluded that students' is a person that studying at school not only elementary school, junior high school, senior high school but also at collage.

Ability is physically mental or legal to perform (he has ability to accomplish whether he sets his mind to<sup>2</sup>). The ability means the quality or capacity of being able to do something well. Ability is capacity or power to do something physical or mental achievement. So, it can be determined as skills, expertness or talent.<sup>3</sup> Based on the explanation above, the conclude is ability in metal or legal to perform to do something well.

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<sup>1</sup> Victoria Neufelat and David B. ralmic, *Western New World Collage Dictionary*, (USA: MacMila,1995), p.2

<sup>2</sup> A. Marriam Webster, *Webster's Coalgate The Saur us*, (USA: Masa Chusetts, 1976), p.33

<sup>3</sup> Victoria Neufelat, , *Western New World ..*,p.2

Then, the ability means the quality or capacity of being able to do something well, as said by Hornby, the definition of ability such as:

- 1) Capacity or power to do something and mental
- 2) Cleverness, and intelligence
- 3) Special natural power to do something well that talent.<sup>4</sup>

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

- 1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- 2) Capacity is potential ability and can be measured by not straight the individual’s capacity.
- 3) Aptitude is quality and can be expressed by especially training.<sup>5</sup>

Based on the definition above, the researcher concludes that the students’ ability is power, level, skills, or intelligence of a person who studying in in university or collage in performing something. So students’ ability means the power of the students’ SMP N 1 Batang Angkola in writing narrative text by using generic structure.

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<sup>4</sup> Hornby, *Oxford Advanced Lerner’s Dictionary of Current English* (London: Oxford University Press, 1987), p.12

<sup>5</sup> H. Douglas Brown, *Teaching Principles and Approach to Language Pedagogy* (New York: Engle Wood Cliffs, 2001), p. 236 -238



## **b. Kinds of ability**

There are many kinds of ability, this is 10 mental ability, they are:

- 1) Flexibility and speed of closure  
The ability to hold in mind to particular visual configuration.
- 2) Fluency  
The ability to produce words, ideas, and verbal expression.
- 3) Inductive reasoning  
The ability to from and test hypothesis directed at finding relationship.
- 4) A associative Memory  
The ability to remember bits of unrelated material and to recall.
- 5) Span Memory  
The ability to recall perfectly for immediate reproduction a sets as of item after only one presentation of the series.
- 6) Number Facility  
The ability to rapidly manipulate number in arithmetic operations.
- 7) Perceptual Speed  
Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
- 8) Deductive Reasoning  
The ability to reason from stated premiers to their necessary conclusion.
- 9) Spatial Orientation and Visualization  
The ability to perceived spatial pattern and to manipulate or transform the image of spatial pattern.
- 10) Verbal Comprehension  
Knowledge of words and their meaning as well as the application of knowledge.<sup>6</sup>

Based on the explanation above, the researcher can be conclude the kinds of mental ability is flexibility and speed of closure, fluency, inductive reasoning, associative memory, span memory, number

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<sup>6</sup> Gilson, et.,all, *Organization Behavior Structure Processes* (Singapore: The McGraw Hill Companies,2004), p. 93

facility, perceptual speed, deductive reasoning, spatial orientation and visualization and verbal comprehension.

## 2. Writing

### a. Definition of Writing

Writing is one of the ways to express things in our mind, feelings, ideas, or thought. According to Marianne Celce and Murcia “writing is a production of the written word that result in a text but the text must be read and comprehend in order for communication to take place.

Writing is a complex social cognitive process involving the construction of ordered message on paper or some other material, and recently on a computer screen.<sup>7</sup> Writing is the way to express ideas in written form using letters, words, art or media and requires mental process in order to express the ideas. According to Mayers, “writing is an action. There are some steps in writing process of discovering and organizing the idea, writing or putting them on the paper, reshaping and revise the writing.

Writing is an activity used to a wide variety of process. It is produce in many different form. Writing process is the stage a writer goes through in order to produce something in its’ final Written

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<sup>7</sup> John M. Swales and Cristine B feak, *Academic writing graduate students’* ( USA: The University of Michigan, 1994), p. 34

forms. The processes affected by the content (subject matter) of the writing, the type of writing is a personal act in which writer take ideas or prompts and transform them into self-initiated topic.<sup>8</sup> So, it prosecutes students to formulate goals and plan for creating an organized structure in their composition.

According to David Nunan, writing can be defined by series of contrasts:

- 1) It is above a physical and mental act. At the most basic level. Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchments or an e-mail message typed into a computer. On the other hand, writing is the mental work of investigating ideas, thinking above how to express them, and organizing them into statement, paragraph, and discourse that will be clear to a reader.
- 2) Its purpose is both express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writer must then choose the best form for their writing- a shopping list, a message, a letter, notes from meeting, a scholarly article, a novel, or poetry are only a few of the choices. Each of these types of writing has level complexity, depending on its purpose.
- 3) It both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rewrites. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, it a product-an essay, letter, story, or research report.<sup>9</sup> Moreover, Jhon Langan stated the importance of writing, that in writing process, any ideas that the writer advance must be supported with specific reasons or details. The writer has think of the readers as reasonable person, that they will not take the views on

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<sup>8</sup> O' Malley, J. Michael and Lorraine Valdes Pierce, *Authentic Assessment For English Language Learner, Practical Approaches For Teachers*, (Great Britain: Longman, 1996), p 136

<sup>9</sup> David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), p.88

faith of the writer support specific evidence any stamen which has made.<sup>10</sup>

Based on the explanation have mentioned by experts above the researcher conclude that writing is not just write the sentence on the paper exactly but more that than. Writing is a complex process where the human think about what the write, what ideas in their mind, then, write on the paper and they have to know the way also about how to make writing readable and can be understood by the readers.

#### **b. Purpose of writing**

There must be any purpose of writing. It is impossible if people write with no purpose, although people just write a simple writing.

There are some purpose of writing:

1) To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

2) To Persuade

People sometimes write to make someone do or believe something by giving some reason.

3) To Express

People writes almost everything includes their self-expression. Writing also provides opportunity to show their personality.

4) To Entertain

Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.<sup>11</sup>

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<sup>10</sup> Jhon Lagan, *College Writing Skill With Reading*, (Mc. Grew Hill: San Francisco & New York , 2012), p. 32

<sup>11</sup> James A Reinking, and Andrew W. Hart, *Strategies for Succesful Writing*, (New Jersey: Prentice-Hall, 1986), p. 4.

According to Hugo Hartig in Henry Guntur Tarigan's book said that purposes of writing are seven they are:

- 1) Assignment purpose  
This purpose is there is no aim at all the researcher something because as just a duty, it is not self-well.
- 2) Altruistic purpose  
This purpose is to place to the reader to bring the readers sadness
- 3) Persuasive purpose  
This purpose used to make sure the readers of truth of ideals is shared
- 4) Information purpose  
This purpose is to give information or explanation to the readers
- 5) Self-expression purpose  
This purpose is to introduction or defined author to the readers
- 6) Creative purpose  
It has deep relation with self- expressive purpose but it has “ creative will”. It is more that self- expression and involving har self with will to reach artistic norm or idea art. So, it is purpose is to reach artistic value and art value
- 7) Problems solving purpose  
The researcher wants to solve the problems is faced. The researcher wants to explain, to clear, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.<sup>12</sup>

From explanation above, the researcher define that writing is has some purposes. It is the reason why writing is one of skill that must be learned and the reason why students must be mastery in writing skill.

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<sup>12</sup> Hendry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung :Angkala, 1986),p.24-25



### c. Process of writing

The process of writing is a process to writing, there are 3 the process of writing. They are:

- 1) Expository or information writing is to share knowledge and give information, directions or ideas.
- 2) Expressive/descriptive writing is personal or describe something which the writer describes things, person or place. This type writing is often based on observation of people, object or place and may include creative speculation and interpretation.
- 3) Persuasive writing writer attempts to influence other and initiate action to change. This type of writings is often based on background information and facts.<sup>13</sup>

In order students to be easier to understand the writing ability. It is important to know process of writing. Process writing as classroom activity incorporates the four basic writing strategies, pre-writing, drafting (writing), revising (re-drafting), editing and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

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<sup>13</sup> J. Michael O. Malley, *Authentic Assessment for English Language Learners* (USA: Addison Wesley Publishing, 1996), p. 173

According to Anthony Seow cited by Jack C. Richard “writing proses is a private activity broadly seen as comprising, four main stages: planning, drifting, revising, and editing.”<sup>14</sup>

1) Planning (pre-writing)

Pre-writing is any activity in the classroom that encourage students to write. It moves away from having to face a blank page toward generating tentative ideas and gathering information for writing.

2) Drafting

In drafting stages, the writer are focus on the fluency of writing and are not preoccupy with grammatical accuracy or the neatness of the draft. So, drifting in here focus for students’ writing ability in using generic structure of narrative text.

3) Revising

In revising, process students re-examine what are written to see how effectively there are communicate their meanings to the readers. Revising is done to know global content and organizing of the ideas so that the writer intent is

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<sup>14</sup> Jack C. Richard, *Methodology in language Teaching* (USA: Combridge university press), p. 315-318

made clear to the readers, to ensure that re-writing does not mean recopy. Students should collect and keep the draft and re-write, another activity for revising, students work in pairs to read aloud each other's draft before they revise.

#### 4) Editing

In this stages, students are engage in tidying up their texts. They prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, punctuations, diction, sentences structure and accuracy of supportive textual material such as quotations, example and the like. Formal editing is deferring till this phase in order that it's applications not disrupts the free flow of ideas during the drifting and revising stage.

So editing in here is how to edit students' writing ability in using generic structure at grade VIII SMP N 1 Batang Angkola.

#### **d. Kinds of writing**

There are many kinds of writing. The various kinds can be grouped into two modes, a words refers to the central purpose of a piece of writing. Writing can also divided two broader categories, both

are based on the source of inspiration and audience for a piece of writing.

Michael O'Malley and Lorraine Valdes Pierce said that, there are 3 kinds of writing, they are:

1) Expository

Kinds of writing is to share knowledge and give information, direction, or ideas to the readers. Example of informative writing include describing events or experience, analyzing concepts, speculating on causes and effects, developing new ideas or relationship. This kind of writing can include a biography about a well known person or someone from the writer's life. The writer can rely on existing cover a range of thinking skills from helps writers integrate new ideas and examine existing knowledge.

2) Expressive/narrative

Writing is personal or imaginative expression in which the writer produce stories, novel, or essay. This kind of writing is often based on observation and interpretations. It may include an autobiographical incidents or reflection in which a writer describes an occurrence in her or his own life. This kind of writing is often used for entertainment, pleasure, and discovery or simply, as "fun" writing and can include and short plays.

3) Persuasive in writing

Writers attempts to influence other and initiate action to change. This kind of writing is often based on background information, fact and examples the writer uses to support the view in a convincing way. This kind of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use experience or emotional appeals to argue of their view.<sup>15</sup>

Based on the explanation above the researcher can concluded that the kinds of writing is Expository, Expressive/narrative, and Persuasive in writing.

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<sup>15</sup> J. Michael O. Malley, *Authentic Assessment for English ...*,p. 173

**e. Kinds of writing text**

There are many kinds of writing text, they are:

**1) Description**

Description is a written English text which the writer describe an object. In this text, the object can be concrete or abstract object. It can be person, animal, tree house, or camping. It can be any topic. It's function to describe a particular person, place and things.

**2) Persuasion**

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

**3) Argumentation**

Argumentation is English text in which to writer present some points of view about issue. It's function is to present at least two point of view about issue

**4) Process**

Process is any written in English text in which the writer describes how something is accomplished of action or steps.

Its' functions is to describe how something it's accomplished through a sequence of action or steps.

#### 5) Report

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

#### 6) Narration

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

### **f. The characteristic of Writing**

There are some characteristic of written language, from the perspective of the reader. Let us visit those from writer's review point:

#### 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 and 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 by time, a writer can indeed become a "good" writer by developing efficient processes 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 limitation.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writer can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, culture, literary schemata, and specific subject-matter knowledge will be interpreted.

4) Orthography

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

5) Complexity

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

6) Vocabulary

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

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 ELS students, the most difficult and complex conventions are in academic writing where students have to learn how to describe, explain, compare, contract, illustrate, defend, criticize, and argue.<sup>16</sup>

Based on the previous explanation, it can be concluded that the characteristic of writing ability there are seven parts as follows: permanence, production time, distance, orthography, complexity, vocabulary, and formality.

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<sup>16</sup> H. Douglas Brown *Teaching Principles and Approach...*, p.305

### **g. The requirement of good writing**

There are five general components or main areas that are necessary for good writing.

- 1) Language use, this components means that the ability to write correctly and appropriate sentences.
- 2) Mechanical skills, this component means that the ability to use correctly those convention, peculiar, to written language, e.g punctuation, and spellings.
- 3) Treatment of the content, the means that the ability to think creatively and thought knowledge, excluding all irrelevant information.
- 4) Stylistic skills, it's mean that the ability to manipulate sentences and paragraph, use language effectively.
- 5) Judgment skills, this component explain that the ability to write in appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.<sup>17</sup>

Based on the above, the researcher can be concluded that the requirement of good writing there are five, they are language use, mechanical skills, treatment of the content, stylistic skills, and judgment skills.

### **h. Evaluation of writing**

In evaluation the writing ability is need to recognize the criteria for writing assessment in the researcher students. According to Arthur Hughes there are some criteria of writing assessment.

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<sup>17</sup> J. B. Heaton, *writing English language test* (English: Longman group Uk limited 1988), p. 135

### 1) Grammar

Grammar is the part of the study of language which deals with forms structure of words, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

### 2) Vocabulary

Based on Michael and O'Dell, "English vocabulary has a remarkable range, flexibility, and adaptability". There are many sets of word which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Victoria Neufeld defined as "an interrelated group of non- verbal systems, symbols, signs, gesture, etc. it is simply understood as all the words that writes uses in writing.

### 3) Mechanics

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling. So, in mechanic evaluation, teacher evaluate about punctuation and spelling of the writing.

### 4) Fluency

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

#### 5) Form (Organization)

In writing activity organization is one of the main assessments in writing ability. This criteria is identify introduction, body, and conclusion of writing task.<sup>18</sup> So the conclude about the evaluation of writing is grammar, vocabulary, mechanic, fluency, and form (organization).

### 3. Narrative text

#### a. Definition of Narrative Text

A.S Hornby on Oxford Advanced Learner's Dictionary defined. Narrative is a description of events, especially in a novel or story, the act process of felling a story<sup>19</sup>. It similarly with Jhon Langan said<sup>20</sup> "narration is a writer tells the story of something that happened" through narrative, we make statement clear by relating in detail something that has happened to us.

Types of narrative is concluding short story, novel, and news story, as well as large part of our everyday social in the letters and

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<sup>18</sup> Arthur Hughes, *Testing For Language Teacher*, ( New York: ambrige University Press, 1990), p. 91-93

<sup>19</sup> As. Hornby, *Oxford Advance Learners' Dictionary*....., p. 1013

<sup>20</sup> Jhon Langan, *Collage Writing Skills with Reading* (New york : Hell, Richard and Wilson 1997, p. 94-96.

conversation. Narrative is entertain to gain and hold the readers' interest in a story. Narrative is may also seek to teach or inform, to embody the writer's reflection on experience, and perhaps most important to nourish and extend the readers' imagination.

According to Celce and Murcia, narrative text is structured round the chronological development of events and is countered on the person or hero. Consequently, narrative is usually personalized tells about the events related to the persons involved.<sup>21</sup> Mark Anderson and Kathy Anderson stated that narrative are usually told by a story teller.<sup>22</sup> To make it interesting, a good story must interesting content. Therefore, it should be detailed and clear with event arranged in the some others effective way. On the other hand Mieka ball states that "A narrative text is a text in which a narrative agent tells a story".<sup>23</sup> Narration is any written English text which the writer wants to amuse, entertain people, and to deal whit actual or various experience in different ways.<sup>24</sup>

From the definition above, the researcher conclude that narrative text is a story tells us about something interesting that does purpose to amuse and entertain the readers or viewers. The main

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<sup>21</sup> M. Celce Murcia Elite Olstain, *Discourse and Content in language in teaching*, (New York: Combridge University Press, 2000), p.151

<sup>22</sup> Mark Anderson and Kathy Anderson, *Text type in English*, (New York: Macilan, 1997), p. 2

<sup>23</sup> MickeBal, *Narratology Introduction to the Theory of Narrative* (London, University Torontoro press, 1997), p.16

<sup>24</sup> George. E. Wishon and Julia M. Burks, *let's write English, revised edition* (New York : limitation education publishing international, 1980), p. 378

characteristic of narrative text include a problem and coda. The problems can be solved in the last story. The content of narrative text is consist of imaginative or factual idea but entered on imagination or engineering.<sup>25</sup> Narrative also a story tells us about something interesting that does purpose to amuse and entertain the readers or viewers.

### **b. Function of Narrative Text**

The function of narrative text are to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or writing point of some kinds, which in turn finds a resolution.

The basic purposes of narrative to the entertain, i.e, to again and hold the readers' interest the story but narrative may also in teach or inform to embody writers' reflections on experience and perhaps most important to nourish and extend the readers' imagination. On other hand, Knapp and Watkins stated that narrative is social role as a medium for entertainment and changing social opinion and attitudes.<sup>26</sup> When reading narrative text from novel or short story, people tend to get the jollity. It means the aim of reading narrative text is to entertain their mind.

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<sup>25</sup> Otong Setiawan Djuharie, *Essay writing* , (Bandung: Yrama Widya, 2009), p 168

<sup>26</sup> Peter Knapp and Megan Watkins , *Genre, Text, Grammar, Technologies for Teaching and Assessment Writing* (University New South Weles press Ltd, 2005), p 220-221.

Based on the explanation above, the researcher can concluded that function of narrative text is to amuse entertain and to deal with actual or vicarious experience in different ways, and to again and hold the readers' interest the story, changing social opinion and attitudes means the aim of the reading narrative text is to entertain their mind.

### c. Language Feature of Narrative Text

Basically, there some characteristics of narrative text. this feature make narrative different from other text. According to Knapp and Watkins the feature are : use action verbs, use temporal connectives, written in past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentences structure.<sup>27</sup> While Gerot and Wignell stated six language feature of narrative text, such as:

- 1) Focus on specific and usually individualize participant (e.g.: Po, Aladin, Shifu.)
- 2) Using relation processed and mental processed (e.g.: Tigress was Unhappy, everything was so weird)
- 3) Using temporal conjunctions and temporal circumstance e.g: few years ago, sometimes, and once open a time)
- 4) Using past tense ( e.g: lived, stayed, and was)
- 5) Using material processes (e.g.: the bomb exploded).<sup>28</sup>

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<sup>27</sup> *Ibid*.....,p. 220-221

<sup>28</sup> Linda Gerot and Peter Wignell, *making sence of functional* (Australia : Gred Stabler, 1994), 204



According to Otong Setiawan Djuharie, the language feature used in writing text are, nouns, individual participants, past tense , conjunctions, action verb, and saying verb.<sup>29</sup>

- 1) Nouns, is a word used as the name of a person, place of things.<sup>30</sup>
- 2) Individual participant, means that the subject who takes part in situations or the story of specific subject.<sup>31</sup>
- 3) Past tense, According to Betty Schamper Azar, simple past tense is used to talk about activity or situation that began and ended at a particular time in past.<sup>32</sup>
- 4) Conjunctions, is a word which is used to join one word to another word, or one sentence to another sentence. There are two types of conjunction. Conjunction coordinating and subordinating conjunction.<sup>33</sup>
- 5) Action verb, the action verb divided into two forms:

- a) Regular verbs, is a verb which has a normal inflection o normally added by “ed”, or “d” to infinitive from

Example: Add                      Added                      Added

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<sup>29</sup> Otong Setiawan Djuharie, *Genre dilengkapi 700 soal uji pemahaman* .....p 41

<sup>30</sup> *Ibid*,,p.25

<sup>31</sup> Cliffs, *TOEFL*(India: dream land, 2005), p 5

<sup>32</sup> Betty Scharamper Azar, *Fundamental of English Grammar* (Jakarta : Binarupa Aksara 1993), p 32

<sup>33</sup> Cliffs, *TOEFL*.....p 59

Smoke	Smoked	Smoked
Advice	advised	Advised

b) Irregular verb, is a verb which does not a normal inflection

Example:	Eat	Ate	Eaten
	Bring	Brought	Brought
	Do	Did	Done

6) Saying verb, it is about the verb which to show the report or say such as *said, told, promised, thought, understand*.

Based on the explanation, the researcher can conclude the language feature of narrative is nouns, use action verbs, use temporal connectives, past tense, use mental verbs, individual participant, conjunctions, using material processes.

#### **d. Kinds of Narrative Text**

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

Common forms of narrative texts which are studied in high school are:

### 1) Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some defines legend as folklore.

The example of legend in narrative text are:

- a) Sangkuriang
- b) Malin Kundang
- c) The story of Toba Lake
- d) The story of Sampuraga

### 2) Fable

A fable is a short story allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

- a) Mouse deer and crocodile
- b) The smartest parrot
- c) The story of monkey and crocodile
- d) The experienced mouse deer

### 3) Fairy Tale

Fairy tale is an English language term for type of short narrative. A fairy tale typically feature such folkloric characters as fairies, elves, trolls, dwarves, giants, or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

- a) Cinderella
  - b) Snow white
  - c) Beauty and the beast
  - d) Pinocchio
- 4) Science fiction

Science fiction based upon some imagined developments of science, or upon the extrapolation of a tendency in society. Science fiction is that class of proses narrative treating of situations that would not aries the world. Some examples of scientific fiction are:

- a) To the moon from the earth by Jules verne
- b) Starship trooper by Roberth Heinlein
- c) A scape odyssey by Arthur C. Clarke.

#### **e. Generic Structure Narrative Text**

Generic structure is the test construction based on the purpose to inform the readers, it is element should the mastered before going to

write a test. In order word it is a first steps to understands before someone who wants to write a test, of course the text that consist of genre.

Generic structure is the content of a content of a text that consists of orientation, events, incidents, general, and so on. This term always finds in the text based on its purpose. Orientations is a part of the text that gives a setting or introduction. The orientation is the beginning of the text. its functions is to set the scane and introduces the participants.<sup>34</sup>

According to mark and Kathy Anderson, narrative text provides the elements of writing text they are consist of orientation, complication, sequence events, resolution, and coda.<sup>35</sup> To make it clears, the researcher explain as below:

#### 1) Orientation

This part the writer explain to the audience about the chronological the story and introduction the story.

#### 2) Complication

This part the writer explain to audience about the chain of the event.

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<sup>34</sup> Sanggam Siahaan, *Teaching Genre-based Writing* (Yogyakarta :Andi Offset, 2007), p 73

<sup>35</sup> Mark Anderson and Kathy Anderson, *text type in English*, ( New York: Macilan, 1997), p

### 3) Sequence events

This part the writer tells some events in the story

### 4) Resolution

This part the writer tell about the solution from events in the story

### 5) Coda

This part the writer tells moment or moral from the story

Meanwhile, Sanggam Siahaan stated narrative text contained five components, they are:

- 1) Orientation is the beginning of the text. its function is to set scene and introduction the participants
- 2) Evaluation is a stepping back to evaluate the flight
- 3) Complication is the place in which a crisis arise
- 4) Resolution it can be optimal<sup>36</sup>

Based on the explanation above, the researcher conclude that the generic structure. There are four element of generic structure, orientation, complication, resolution, and coda. The orientation tells about the opening/ introduction the story. The complication tells the conflict or problems in the story. The resolution tells the solution from

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<sup>36</sup> Sanggam Siahaan, *teaching genre-based writing* ....., p 73

the problems and the last coda or evaluation tell about moral and message from the story.

#### **f. The Function of Generic Structure of Narrative Text**

According to Pardiyono, stated that there are four function of generic structure, they are:

##### 1) Orientation

- a) Content of topic an activity or event which wonderfully will talked
- b) Should be interest and can provoke the readers to know especially
- 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. Markers: first. Second, third, or first, next, after that, then, finally.

### 3) Resolution

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

### 4) Coda

Content about moral lesson which is possible can be take at the events, such as my aunt was delivered to see the snake leaving the room without making my harm to anybody.<sup>37</sup>

## g. Example of Narrative Text

**Table I**

**Example of narrative text about “Pinocchio”**

Orientation	Once upon a time, there lived a men named Gepotto he a carpenter. He made puppets from pieneses of wood. He called his favorite puppet “Pinocchio”. He wished to be a father to real boy. One night, a fairy who knew that Gepetto was a good man, cast a magic spell over Pinocchio. The next day, Gepotto awoke and he was very happy to find that Pinocchio could walk, sit, sing, and run
Complication	Poor Gepetto wanted to send Pinocchio to school. He sold his only coat for spelling book. “Now you can go to school like a real boy !” said Gepetto. On the way the school Pinocchio stopped to watch a puppet show in the town. “Would you like to join my puppet show”?

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<sup>37</sup> Pardiyono, *Teaching Genre-based writing* (Yogyakarta: Andi Offset, 2007), p. 98



	<p>asked the evil puppet master. Pinocchio happily agreed. He was looked inside the master's caravan. He was shocked why he was tired. He raised his protest to the master but he didn't hear him. The good fairy appeared and set him free. He promised not to repeat his mistake.</p> <p>He continued his journey to the school. However, he met a fox who told him about fun island. Pinocchio sold his spelling book to buy a ticket to fun islands. He didn't know that in islands the little boy would be turned into donkey and asked to work hard. Pinocchio went with his school friends by ship. Pinocchio was very sad. He wished he hadn't looked like a silly helped him and turned him into Pinocchio again.</p> <p>Pinocchio wished Gepetto had been there with him. Suddenly, he was Gepotto was in the middle of the sea to save him. Unfortunately, a big whale swallowed in got into his boat. Pinocchio wanted to save Gepetto. He got closer to the whale in got into the whale's mouth. In the whale's stomach Pinocchio and Gepetto made a fire. It made the whale sneezing and threw them out. They both swam safely to the shore.</p>
Resolution	They were both tired. They were laid down on the sand and felt asleep. When Gepetto awoke. Pinocchio Had become a real boy.
Coda	At the last his dream come true. They lived happily ever after. <sup>38</sup>

## B. Review Related Findings

There are some related findings to this research about writing narrative text. The first is Thesis by Afrida Anwar<sup>39</sup>. She concluded that There 31

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<sup>38</sup> (Adapted from Microsoft, Reference Library 2003. Contributed by Hasan M.El-Shamy )

students from the whole sample get average 15.12%. The reliability index of the was 0.98. It categorized very high. It means that reliable. The research showed the ability of grade IX students of SMP N 2 Gunung Tulung in writing narrative text was moderate (18 students), 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 vocabulary and 19 students ability in applying mechanics.

The second thesis by Irwan Sulisty<sup>40</sup>. He concluded the result of the research show the mastery on writing based on generic structure of narrative text class IX Senior High School Yasiha Gubug academic year 2012 is categorized good score with average 75. The result of show in observation sheet that were 27 students in level excellent, 10 students in good, and 3 students in level fair.

The last thesis by Sakinah<sup>41</sup>. She concluded that there 31 students from the whole sample get average score 70% or more. It means that 67.39 %

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<sup>39</sup> Afrida Anwar, An analysis on the students' ability of writing narrative text at grade IX SMP N 2 Gunung Talang, (English and Education,) (Ippknb jurusan pendidikan bahasa inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas bung Hatta) <http://ejurnal.unp.ac.id>, accessed on Tuesday 27<sup>th</sup> of November 2018

<sup>40</sup> Irwan Sulisty, An analysis of generic structure of narrative text written by the tenth year students of SMA Yasiha Gubug, ( Journal of English and Education, vol.4, no 2, Agustus, 2013) <http://Journal.um.ac.id/index.php/jhppiSSN:2442-3890>

<sup>41</sup> Sakinah, An Analysis on Students Ability Writing Narrative Based on Picture the Grade VIII at MTs S Mardiyah Islamiyah, (unpublish Thesis), ( Padangsidempuan: STKIP,2010), P. 18

of sample are unable to write narrative stories based on picture but she still faced in the language use skill.

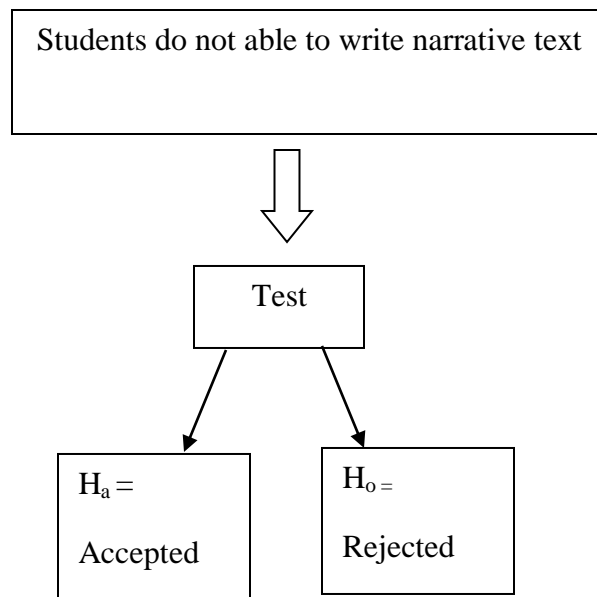
From description above, the conclusion, this research written to wants solving problems in using generic structure of narrative text can be order students writing ability at grade VIII SMP N 1 Batang Angkola.

### **C. Conceptual Framework**

The successfulness of writing depends on many factors one of them is how the technique of the teaches students English. The suitable technique is very important for teacher especially to teach using in writing narrative text.

Expressing idea, thought, opinion, feeling, and experience what in their mind directly to their friend or the other people. English teacher should be able to writing and use suitable strategy as well as present the teaching material. A clear teacher is one who presents material in ways that make it easy to understand.

As well producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such as answering question and problem solving. Writing as a productive competence actually requires a skill to plan what is to write, organize the ideas, persuades the reader to accept, the idea and add something to be processed in communication it self.



#### **D. Hypothesis**

The hypothesis was need to show the researcher's thinking and expectation outcome of the research related to this research. The hypothesis is "Students' writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola is enough score category.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **1. Place and schedule of the Research**

The research has been done conducted at junior high school (SMP) Negeri 1 Batang Angkola. It is located at Sigalangan, Batang Angkola, North Sumatera, Indonesia. The subject of the research is VIII grade of students in SMP N 1 Batang Angkola. Then the process of the research is conducted from July up the until finish 2017/2018 Year.

#### **2. Research Design**

The researcher used a method of quantitative description researcher. It means that this research was describe and interpreted of the ability of the VIII grade SMP N 1 Batang Angkola in using generic structure in writing narrative text by measuring the students' score in numeral data at VIII grade SMP N 1 Batang Angkola.

#### **3. Population and sample of the Research**

##### **a. Population**

The Population of the research is group take by research with the researcher is interested in gaining information to the research. So the population of the research generalize is whole students at VIII grade SMP N 1 Batang Angkola. The population of the research consist of 9 classes. Each classes contain around 20 until 24 students. So the Total of population is 200 students. They are separate in nine class of grade VIII in SMP N 1 Batang Angkola. They are : VIII-A consists 20 students, VIII-B consist 22 students , VIII-C Consist 20 students, VIII-D consist 24 students, VIII-E consist 20 students, VIII-F consist 20 students, VIII-G consist 20

students, VIII-H consist 22 students and VIII-I consist 22 students . Calculation can be seen in the following table:

**Table II**  
**Population of the Research grade VIII SMP N 1 Batang Angkola**  
**2017/2018 Year**

No	Class	Sum of population
1	VIII-A	20
2	VIII-B	32
3	VIII-C	20
4	VIII-D	24
5	VIII-E	20
6	VIII-F	20
7	VIII-G	20
8	VIII-H	22
9	VIII-I	22
<b>Total of the research</b>		<b>200</b>

#### **b. Sample of the Research**

From the population 200 students at grade VIII SMP N 1 Batang Angkola, the researcher take 32 students they are VIII- B. This research will do it by using purposive sampling.

The purposive sampling is one of the non-random sampling technique where determines the sampling by specific characteristic that suitable with the objectives of the study it is accepted to answer the research problems. For information more it can be seen in table.

**Table III**  
**Sample of the research students of SMP N 1 Batang Angkola**

Class	Sample
VIII- B	32 Students

#### **4. Instrument of Collecting Data**

To get accurate data, researcher collecting The data by using a Test. Test is sequence of question or practices that would be used for surveying the skills, intelligence, knowledge, ability to trail that is owed be used for surveying by individual or group.

So it some questions about narrative test in orders to get information about the students ability in writing narrative test in using generic structure. The instrument is test., the form of the test is essay test. The researcher would be used students as participant in doing test. The researcher will used written techniques. The researcher would be control all the students when doing the test and students involves this research.

In order to gather the data accurately on students difficulties in writing narrative test in using generic structure, the researcher gave a writing test. Test is some title to get information that pointed understanding the text. Appropriate with the instrument of the research, the researcher wants to analyze the students' difficulties in using generic structure in writing narrative text.

The students write the narrative text with title "Malin Kundang". In giving score for the students writing test. The researcher gives 100 score for very good text in

writing text, the researcher gives five value namely: grammar, vocabulary, fluency, and form (organization). Researcher gives 20 every very good value. So the high score is 100. As a method of measuring a persons written essay test to tets students writing ability.

**Table IV**  
**Rubric score of Writing**

Indicator	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
From (organization)	20	15	10	5

The explanation of indicators :

a. Grammar

The criteria of scoring are as determined by range of the score as following :

No	Score	Indicator
1	20	Few (if any) noticeable errors of grammar or word order.
2	15	Some errors of grammar or word order which do not however, interfere with comprehension
3	10	Errors grammar of word order frequent: effort of interpretation sometimes required an reader's part.
4	5	Errors of grammar of word order so severe as to make comprehension virtually impossible



## b. Vocabulary

The criteria of scoring are as determined by range of the score as following :

No	Score	Indicator
1	20	Used vocabulary and idiom rarely (it at all) distinguishable from that educated native writer.
2	15	Use writing of inappropriate word fairly frequently expression of ideas maybe limited because of inadequate vocabulary.
3	10	Limited vocabulary so frequent errors clearly hinder expression of ideas.
4	5	Vocabulary limited so extreme as to make comprehension virtually impossible.

## c. Mechanic

The criteria of scoring are as determined by range of the score as following :

No	Score	Indicator
1	20	Few ( if any) noticed lapses in punctuation or spelling.
2	15	Occasional lapses in punctuation or spellings which do not, however interfere with comprehension.
3	10	Frequent errors in spelling and punctuation sometimes to obscurity.
4	5	Error in spelling and punctuation so severe as to make comprehension virtually impossible

d. Fluency (style and ease of communication)

The criteria of scoring are as determined by range of the score as following :

No	Score	Indicator
1	20	Choice of structure and vocabulary consistently appropriate: like that of educated native writer.
2	15	Patchy, with some structure or vocabulary items noticeable inappropriate to general style.
3	10	Structure and vocabulary items sometimes not only in appropriate but also misused little sense of ease of communication.
4	5	Communication often impaired by completely inappropriate or misused structures or vocabulary items.

e. From (organization)

The criteria of scoring are as determined by range of the score as following :

No	Score	Indicator
1	20	Highly organized clear progression of idea well linked: like educated native writer.
2	15	Some lack of organization re-reading required for clarification ideas.
3	10	Individual ideas maybe clear, but very difficult to deduce connection between them.

## 5. Test Validity

The test of Students Writing Using Generic Structure of narrative text was an instrument that needs to determine the validity of the text to be used in this research. To know the validity of the text will be refer to content validity to established the validity

of the instrument that is test. The researcher took content validity of the instrument because content validity refers to extent which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive process includes in the content universal under consideration.

In order words, the researcher use essay test to make sure that the test has been available for students', the researcher tested test to students' grade VIII one class without class sample in SMP N 1 Batang Angkola. Essay test is to know writing ability in using generic structure of narrative test, concludes that grammatical test will be valid, so that the instrument used by researcher will valid.

## **6. Technique for collecting data**

The data has been collecting by using test. This test used for analyzing the students writing ability in using generic structure of narrative text. Then, the test is essay test in doing the research.

## **7. The Technique of Data Analysis**

After collecting the data, the researcher analyzed the result of the test with mean score and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \sum \frac{x}{n}$$

Explanation :

M = Mean score (average)

$\Sigma x$  = Total of the result

n = Sum of respondent<sup>1</sup>

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<sup>1</sup> Anas Sudijiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81

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

Z- Test

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

Explanation :

$x$  : Data that includes hypothesis categories

$n$  : All of data

$P$  : Hypothesis proportion<sup>2</sup>

After calculating and scoring students' answer sheet, then their score was consulted into classification quality on the table below:

**Table V**

**The classification quality of the students' score**

No	Percentage	Predicate
1	81 and above	Very good
2	66 – 79	Good
3	56 -65	Enough
4	46 – 55	Less
5	45 and down	Failed <sup>3</sup>

<sup>2</sup> Ahmad Nizar Rangkuti , *Statistik Penelitian Pendidikan*, ( Medan : Perdana Mulya Sarana, 2014), p. 80

<sup>3</sup> Anas Sudijiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p.35

After finding the mean score of the all students', it is conduct to criteria as follow:

- 1) If the score of mean score is 81 and above it can be into very well
- 2) If the score of mean score is 66 – 79 it can be into good
- 3) If the score of mean score is 56 -65 it can be into enough
- 4) If the score of mean score is 46 – 55 it can be into low (less)
- 5) If the score of mean score is 45 and down it can be into very low (failed)

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

This Chapter presented the research result, in order to know the ability of VII SMP N 1 Batang Angkola in using generic structure narrative text. The researcher used the instrument to collect the data. It is the test consist of one text narrative with using generic structure. The researcher has calculated the students test result to this research's title by applying analysis. This quantitative description analysis was used mean score to get their whole result as general, then to tested the hypothesis, the researcher used formula of Z. Next, the detail description of data as follows:

#### **A. Description of the Data**

Absolutely, to know the extended of the students ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola, the researcher used test as instrument of the collecting data. The researcher asked the students to write narrative text in using generic structure. The test consist one text about narrative "Malin Kundang". In this material test, students' be able to understand about writing generic structure of narrative text.

Based on the result of the students writing ability in using generic structure of narrative text, which the researcher had given essay test about writing narrative text. The researcher used the instrument to collect the data is

test. The test consist of five indicator, they are: grammar, vocabulary, mechanic, fluency, and from (organization). From the result of the students it could know that the score of students between 30- 80 score. It means that the highest score got by students was 80, and the lowest score was 30. After getting the highest and lowest score, then, researcher analyzed the range. Formula of range was high score minus low score,  $80 - 30 = 50$ . It means that 50 was range. Means score was 52.56. So, application in writing using generic structure of narrative text was low, it can be known from table interpretation means score in **chapter III**. Next, researcher analyzed the means score, median, modus and interval of data. (See appendix VII)

The describe of the students' writing ability in using generic structure of narrative text as below:

**Table VI**  
**The Resume of Variable score in Writing Narrative text in Using**  
**Generic Structure**

No	Statistic	Variable
1	High score	80
2	Low score	30
3	Range	50
4	Interval	8
6	Mean Score	52,56
7	Median	68,5
8	Modus	70,5

To know relation of data was done calculating the variable score of writing narrative text by using generic structure which interval 8. The describe data by following the table:

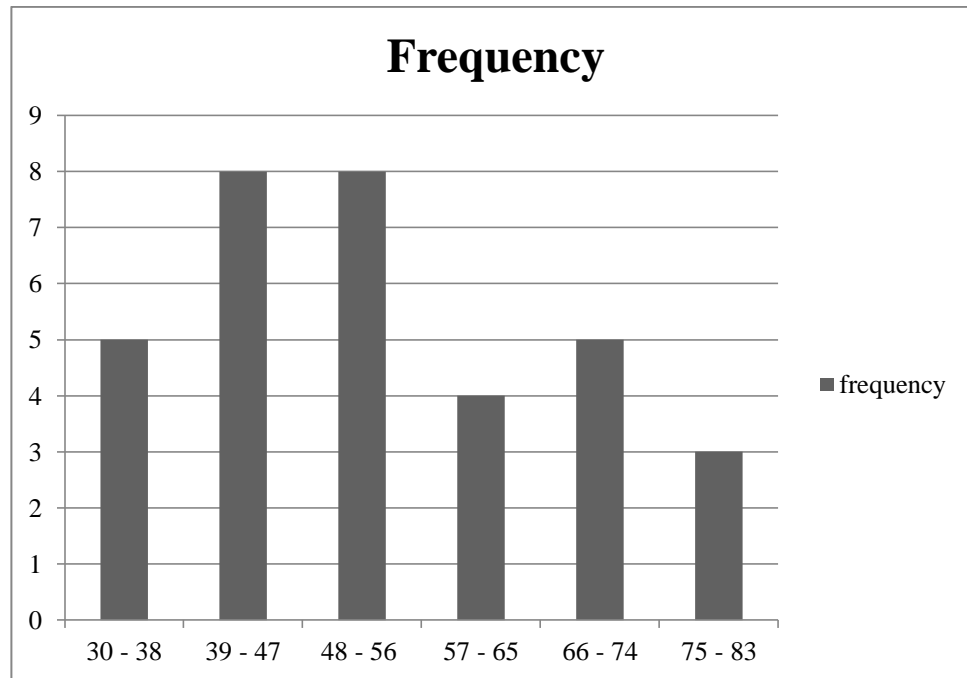
**Table VII**  
**The Frequency Distribution Writing Narrative Text in Using**  
**Generic Structure**

NO	Interval	Frequency	Percentage
1	30 – 38	5	15.62 %
2	39 – 47	8	25 %
3	48- 56	8	25%
4	57 – 65	4	12.5 %
5	66 - 74	5	15.5 %
6	75- 83	2	6.25 %
<b>Total</b>		<b>32</b>	<b>100%</b>

From the table above, it could be known the score of the students' were 32 have score 30 to 80. The researcher has calculated the data by using statistic count. From the test score above, the data ware tabulated. In continuation, the distribution data, the researcher describe the number into followed histogram.



### Data description of writing narrative text in using generic structure



**Figure 1 : The Histogram of writing Narrative Text in using Generic Structure at grade VII SMP N 1 Batang Angkola.**

Based on the text above table, it was known that the variable reevaluation students' writing ability in using generic structure of narrative Text at Grade VIII SMP N 1 Batang Angkola shown that respondents at 30-38 were 5 students (12.5%), interval 39-47 were 8 students (20%), interval 57- 65 were 4 students (10%), interval 66-74 were 5 students (12.5%), interval 75-83 were 3 students (8%). So, the meaning of interval in this research is showing the count of the sample who got the score in percentage.

Based on the histogram above, it was known that the variable revelation of writing ability that respondents as interval.

**The classification quality of the students' score**

NO	Percentage	Predicate
1	80 and above	Very good
2	66 – 79	Good
3	56 – 65	Enough
4	46 – 55	Less
5	45 down	Failed <sup>1</sup>

Based on the criteria above, the mean score was 53.56. So, it could be categorized that ability of the eight grade students in SMP N 1 Batang Angkola in writing narrative text by using generic structure was failed (low) ability. Based on the above the KKM in charge school for English is 70. Based on the KKM that the score of students' writing ability in using generic structure of narrative text was 52.56 not fulfill of KKM.

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<sup>1</sup> Anas Sudijiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p.35

## B. Hypothesis Testing

The hypothesis of research “the students’ writing ability in using generic structure of generic structure at grade VIII SMP N 1 Batang Angkola”. To prove hypothesis by using formula of Z- Test, it conducted that  $Z_{count} = -5.61$  was smaller than  $Z_{table} = 0.3264$  ( $Z_{count} = -5.61 < Z_{table} = 0.3264$  by level 0.05). So from the result above the researcher concluded that hypothesis is rejected by using Z test. Because  $Z_{count} = -5.61 < Z_{table} = 0.3264$ . (See Appendix VI). The meaning in the level 5% students’ writing ability in using generic structure of narrative text “Malin Kundang” at grade VIII SMP N 1 Batang Angkola was low ability. According to KKM the classification quality of the students’ score

## C. Discussion

After analyzing the data, it was known that the students’ writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola was categorized into low categorized or 53.56 score, it was gotten from the result students’ means score in doing the test by writing narrative text “Malin Kundang”. This category same with the researcher before that had been done by Afrida Anwar, she was done research with the result of this research An analysis on the students’ ability of writing narrative text at grade IX SMP N 2 Gunung Talang is mean score is 80 with average 75. It categorized very high. In writing narrative text was moderate (18 students). 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 vocabulary and 19 students ability in applying mechanics.<sup>2</sup>

The second is done by Irwan Sulisty. The result of analysis is a the research show the mastery on writing based on generic structure of narrative text class IX Senior High School Yasiha Gubug academic year 2012 is categorized good score with average 75. With categorized good score with average 75. The result of show in observation sheet that were 27 students in level excellent, 10 students in good and 3 students in level fair.<sup>3</sup>

The last was done by Sakinah, the research is An analysis on students ability writing narrative based on picture the grade VIII at MTs S Mardiyah Islamiyah. The result of means score that 67.39 % because they are unable to write narrative stories based on picture but they still faced in the language use skill.<sup>4</sup> Therefore, the researcher reseracher found the means score of students' is 53.65 it be categorized low score.

Based on the explanation above, the researcher got the categories of mean score is very good with the score 80. Good and low categorized . the

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<sup>2</sup> Afrida Anwar, An analysis on the students' ability of writing narrative text at grade IX SMP N 2 Gunung Talang, (English and Education,) (Ippkhh jurusan pendidikan bahasa inggris, Fakultas Keguruan dan Ilmu Pendidikan , Universitas bung Hatta) [http:// ejurnal.unp.ac.id](http://ejurnal.unp.ac.id),\_accessed on Tuesday 27<sup>th</sup> of November 2018

<sup>3</sup> Irwan Sulisty, An analysis of generic structure of narrative text written by the tenth year students of SMA Yasiha Gubug, ( Journal of English and Eduction, vol.4, no 2, Agustus, 2013) <http://Journal.um.ac.id/index.php/jhppiSSN:2442-3890>

<sup>4</sup> Sakinah, An Analysis on Students Ability Writing Narrative Based on Picture the Grade VIII at MTs S Mardiyah Islamiyah, (Thesis), ( Padangsidempuan: STKIP,2010

mean score 67.39 from Sakinah skips it can be categorized to good, but the means score by researcher is 53.65 it can be categorize low.

#### **D. The treats of the research**

In this research, the research believed that there were many threats of the research, it started from the title until technique of analyzing data, so the researcher knew that it was so far from good thesis. In doing the thesis, there were threats of time, because the students' had activities when they answered the test, the students' did not write the test with seriously.

So the researcher look the answer directly with helped to see difficulties word and the students see the before and after the word.

The researcher was aware all thigs would want to searched but to get the good thesis result the researcher were more difficult become threats the re searcher, the researcher helping from entire adviser, headmaster and English teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research and calculations of the data, it can be seen from the scores of the percentage from mean score gotten by students, that is 52.65 mean score. Then, the hypothesis is “students’ writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola is low ( less) category “. Then from the result of the hypothesis testing, the researcher found the hypothesis is rejected. It can be proved from  $Z_{count} = -5.61 < Z_{table} = 0.3264$ , researcher got the conclusion that students’ writing ability in using generic structure of narrative text at grade VIII SMP N 1 Batang Angkola was categorized into low category.

#### B. Suggestion

After taking the conclusion, the researcher wants to give the suggestion above the result of the research, it can be seen as below:

1. It suggested to the headmaster to motivate her teacher, especially English teacher of SMP N 1 Batang Angkola Kab, Tapanuli Selatan, to keep motivating their students’ in studying English, making workshop and monitoring who the teacher in learning in room or class.

2. It suggested to the English teachers, especially to the grade VIII English before studying about vocabulary, ways or procedures writing which can improve or help students in understanding English especially in writing narrative text.
3. It is important to other researcher to make the deepest with the topic of this researcher, because is so far from perfect one topic to the limitation of the researcher material, experience, and knowledge.

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## CURRICULUM VITAE

### A. Identity

Name : RISKONNUDIAH  
Reg. No : 14 203 00122  
Place / Birthday : Padangsidempuan/Agustus, 26<sup>rd</sup>, 1996  
Sex : Female  
Religion : Islam  
Address : Sorik, Kab. Tapanuli Selatan

### B. Parents

Father's name : Rijaluddin Harahap  
Mother's name : Rukiah Gultom

### C. Educational Background

1. Elementary School : SD N 100210 Sorik (2008)
2. Junior High School : SMP Negeri 2 Batang Angkola (2011)
3. Senior High School : SMA Negeri 1 Batang Angkola (2014)
4. Institute : IAIN Padangsidempuan (2019)

## **APPENDIX I**

### **LIST OF TEST**

#### **A. Introduction**

1. The instrument is use to find out the students' writing ability in using generic structure of 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 the research!
3. Do the test by our self!

#### **C. Questions**

1. Write narrative text with be consist generic structure
2. Choose one of the tittle below: "Malin Kundang"

## APPENDIX II

### Students' Name and Initials at grade VIII SMP N 1 Batang Angkola

NO	Student's Names	Student's Initials
1	Imas Nur Fadiah	INF
2	Saiful Hamda	SH
3	Ahmad Kurniawan	AK
4	Mhd. Ihsan	MI
5	Roni Anna Nst	RAN
6	Sarah Azhari	SA
7	Romaito Dalimunthe	RD
8	Irwan Efendi	IE
9	Asfat Muda Hsb	AMH
10	Permata Putri	PP
11	Fery Amsyah	RA
12	Awal Ramdhan Dalimunthe	ARD
13	Dinda Karlina Srg	DKS
14	Umar Hamdan	UH
15	Eka Sulatry	ES
16	Sakilah Ulfa Daulay	SUD
17	Devi Handayani	DH
18	Dafit Ashari	DA
19	Rapiqa Daulay	RD
20	Nur Halimah	NH
21	Suhar Nila	SN
22	Fitriah Armadhani	FA
23	Ali Rafi Hasibuan	ARH
24	Riski Fadilah	RF

25	Dela Ulan Dari	DUD
26	Mhd. Risky Hidayat	MRH
27	Lastri Siregar	LS
28	Riskina Putri	RP
29	Lugas Sahil Sinaga	LSS
30	Adi Wadi Syaputra	AWS
31	Siti Aisyah Harahap	SAH
32	Sawal Lubis	SL

### APPENDIX III

#### Students' Score In Writing Narrative Text Using Generic Structure at Grade VIII SMP Negeri 1 Batang Angkola

NO	Student's Initials	Total score
1	INF	70
2	SH	40
3	AK	50
4	MI	55
5	RAN	45
6	SA	65
7	RD	50
8	IE	45
9	ARM	80
10	PP	40
11	RA	70
12	ARD	55
13	DKS	55
14	UH	30
15	ES	45
16	SUD	35
17	DH	50
18	DA	60
19	RD	70
20	NH	40
21	SN	35
22	FA	65
23	ARH	45

24	RF	30
25	DUD	75
26	MRH	70
27	LS	55
28	RP	60
29	LSS	55
30	AWS	80
31	SL	30
32	SAH	40
<b>Highest Score</b>		<b>80</b>
<b>Lowest Score</b>		<b>30</b>
<b>Sum</b>		<b>1695</b>
<b>Mean Score</b>		<b>52.65</b>
<b>Mode</b>		<b>70.5</b>
<b>Median</b>		<b>68.3</b>

## APPENDIX 1V

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

### a. Grammar

NO	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	20
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Errors grammar of word order frequent: efforts of interpretation sometimes required an reader's part	10
4	Errors of grammar of word order so severe as to make comprehension virtually impossible	5

### b. Vocabulary

NO	Indicator	Score
1	Use of vocabulary and idioms rarely (it at all) distinguishable from that of educated native writer	20
2	Use writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	15
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

### c. Mechanic

NO	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

d. Fluency (Style and ease of communication)

NO	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabulary items noticeably inappropriate to general style	15
3	Structures of vocabulary items sometimes not only in appropriate but also misused little sense of ease communication	10
4	Communication often impaired by completely inappropriate or misused structures or vocabulary	5

e. Form (Organization)

	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10



4	Lack of organization so severe that communication is seriously impaired <sup>1</sup>	5
---	--	---

**Taken from Nur Arnita Sari's Script**

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<sup>1</sup> Arthur Hughes, *Testing For Language Teacher*, (New York: Cambridge University Press, 1990), p. 91.

## APPENDIX 1V

Kriteria untuk panduan penilaian pengukuran rentang nilai adalah sebagai berikut:

### a. Tata Bahasa

NO	Indicator	Score
1	Sedikit (jika ada) kesalahan grammar atau susunan kata	20
2	Beberapa kesalahan grammar dan susunan kata tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada grammar dan susunan kata: terkadang pembaca harus menafsirkannya	10
4	Sering sekali terjadi kesalahan grammar dan susunan kata sehingga tidak dapat dipahami	5

### b. Kosa Kata

NO	Indicator	Score
1	Sudah bagus tetapi hanya pada sejumlah kasus bisa terbedakan dengan penutur asli yang berpendidikan	20
2	Terkadang terjadi kesalahan kosa kata dan ekspresi ide terbatas karena keterbatasan kosa kata	15
3	Keterbatasan kosa kata menyebabkan kesulitan dalam mengekspresikan ide	10
4	Keterbatasan kosa kata sangat parah sehingga sulit untuk memahaminya	5

c. Tanda baca

NO	Indicator	Score
1	Sedikit (jika ada) kesalahan tanda baca dan ejaan	20
2	Terkadang terdapat kesalahan pada penulisan tanda baca dan ejaan, tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada penulisan tanda baca dan ejaan terkadang menyebabkan ketidakjelasan	10
4	Sering sekali terjadi kesalahan tanda baca dan ejaan sehingga tidak dapat dipahami	5

d. Kelancaran (Gaya bahasa dari komunikasi)

NO	Indicator	Score
1	Pemilihan struktur dan kosa kata secara konsisten dan sesuai: seperti tulisan penutur asli berpendidikan	20
2	Tidak sempurna, dalam menggunakan struktur atau kosa kata dalam menulis dan terlihat jelas ketidakcocokan dengan gaya bahasa secara umum	15
3	Struktur kata dari bagian kosa kata terkadang tidak hanya tidak cocok tetapi juga salah menggunakan kosa kata yang menyebabkan kesalahan makna dalam berkomunikasi	10
4	Komunikasi sering terganggu yang disebabkan oleh ketidaksesuaian dalam penggunaan kosa kata dan struktur bahasa	5

e. Bentuk (Penyusunan)

NO	Indicator	Score
1	Sangat bagus dalam menyusun dan mengaitkan ide0ide; seperti tulisan penutur asli berpendidikan	20
2	Beberapa kekurangan dalam menyusun paragraph sehingga harus dibaca beberapa kali agar dapat dipahami	15
3	Ide-ide yang tersusun dalam satu kalimat sudah bagus, tetapi ide antara satu kalimat dengan kalimat yang lain masih sulit untuk dihubungkan	10
4	Susunan kalimat dan paragraph dalam teks sangat buruk sehingga ide yang disajikan tidak bisa dipahami	5

**Taken from Nur Arnita Sari's Script**

## APPEENDIX V

### The Detail Description of Students' Writing Ability in Using Generic Structure of Narrative Text At Grade VIII SMP N 1 Batang Angkola

Name	Grammar	Vocabulary	Mechanic	Fluency	From(organiz ation)	Score
INF	10	15	20	15	10	70
SH	10	10	10	5	5	40
AK	5	10	15	10	10	50
MI	10	10	10	15	10	55
RAN	10	15	5	5	10	45
SA	10	10	15	15	15	65
RD	10	10	15	10	5	50
IE	10	10	10	10	5	45
ARM	15	15	20	15	15	80
PP	10	10	5	10	5	40
RA	10	10	20	15	15	70
ARD	15	10	10	10	10	55
DKS	15	10	15	5	10	55
UH	5	10	5	5	5	30
ES	10	10	5	10	10	45
SUD	10	10	5	5	5	35
DH	15	15	10	5	5	50
DA	10	5	15	10	10	50
RD	10	10	20	15	15	70
NH	10	10	10	5	5	40
SN	5	10	10	5	5	35
FA	10	10	15	15	15	65

ARH	10	5	15	5	10	45
RF	10	10	5	5	10	30
DUD	15	10	15	20	15	75
MRH	15	10	20	15	10	70
LS	10	10	15	10	15	60
RP	15	15	10	10	10	60
LSS	5	10	10	15	15	55
AWS	15	15	20	15	15	80
SAH	10	10	5	10	5	40
SL	10	5	10	10	5	30
						<b>1695</b>

## APPENDIX VI

### Z - EXMINE

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

$$Z = \frac{\frac{5}{32} - 0,7}{\sqrt{\frac{0,7(1-0,7)}{32}}}$$

$$Z = \frac{0.15 - 0.7}{\sqrt{\frac{0.7(1-0.7)}{32}}}$$

$$Z = \frac{-0.55}{\sqrt{\frac{0.7(0.3)}{32}}}$$

$$Z = \frac{-0.55}{\sqrt{\frac{0.31}{32}}}$$

$$Z = \frac{-0.55}{\sqrt{0.00968}}$$

$$Z = \frac{-0.55}{0.098}$$

$$z = -5.612$$

Calculation Z table:

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

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}(0.05) = 0.025 = 3.26$$

## APPENDIX VII

### DESCRIPTION DATA BY USING MATHEMATIC FORMULA

1. The score of student's score from low score to high score

30	30	30	35	35
40	40	40	40	45
45	45	40	50	50
50	55	55	55	55
55	60	60	65	65
70	70	70	70	75
80	80			

2. High Score = 80

3. Low Score = 30

4. Range = High Score — Low Score

$$= 80 - 30$$

$$= 50$$

5. Total of Classes (BK) =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (32)$$

$$= 1 + 3,3 (1,50)$$

$$= 1 + 4,95$$

$$= 5,95 = 6$$



6. Interval

$$I = \frac{\text{Range}}{BK} = \frac{50}{6} = 8.33 = 8$$

NO	Interval	F	X	F. X
1	30- 38	5	34	170
2	39 – 47	8	43	344
3	48 – 56	8	52	416
4	57 – 65	4	61	244
5	66 – 74	5	70	350
6	75 – 83	2	79	158
	I = 8	32	339	1682

7. Mean score =  $\chi = \frac{\sum FX}{N}$

$$\chi = \frac{1682}{32} = 52.56$$

8. Modus

$$Mo = b + p \left( \frac{b1}{b1+b2} \right)$$

$$B1 = 8 - 8 = 0$$

$$B2 = 8 - 4 = 5$$

$$p = 0 + 5 = 5$$

$$b = 65.5$$

$$Mo = b + p \left( \frac{b1}{b1+b2} \right)$$

$$= 65.5 + 5 \left( \frac{0}{0+5} \right)$$

$$= 65.5 + 5 \left( \frac{0}{5} \right)$$

$$= 65.5 + 5$$

$$= 70.5$$

9. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 65.5$$

$$p = 8$$

$$F = 5 + 8 = 13$$

$$f = 8$$

$$n = 32$$

$$\frac{1}{2}n = 16$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 65.5 + 8 \left( \frac{\frac{1}{2}30 - 13}{8} \right)$$

$$= 65.5 + 8 \left( \frac{16 - 13}{8} \right)$$

$$= 65.5 + 3 = 68.5$$

## DOCUMENTATION OF THE RESEARCH





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephon 0634-22080 Faximile 0634-24022

Nomor : 70 /In.14/E.6a/PP.00.9/ 09 /2017 Padangsidimpuan, 25 September 2017  
Sifat : Biasa  
Lampiran : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi  
Kepada Yth Bapak/Ibu;

1. RayendrianiFahmeiLubis, M.Ag ( Pembimbing I)
2. Fitri Rayani Siregar, M.Hum ( Pembimbing II)

Di-  
Padangsidimpuan

*Assalamu'Alaikum Wr. Wb*

Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan 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 : RISKONNUDIAH

Nim : 14 203 00122

Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3

Judul Skripsi : **STUDENTS' WRITING ABILITY IN USING GENERIC STRUCTURE OF  
NARRATIVE TEXT AT GRADE VIII SMP N 1 BATANG ANGKOLA**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.


Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

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

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


Mengetahui  
a.n. Dekan  
Wakil Dekan Bidang Akademik

  
Dr. Lelva Hilda, M.Si  
NIP. 19720920 200003 2 002

**Pernyataan Kesediaan Sebagai Pembimbing**

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II

  
RavendrianiFahmeiLubis, M.Ag.  
NIP. 19710510 200003 2 001

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





**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-2297 /In.14/E/TL.00/12/2018  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

21 Desember 2018

Yth. Kepala SMP N 1 Batang Angkola  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Riskonnudiah  
NIM : 1420300122  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Sorik Kec. Batang Angkola

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Writing Ability in Using Generic Structure of Narrative Text at Grade VIII SMP N 1 Batang Angkola".

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.

Dekan



Dr. Lelya Hilda, M.Si.  
NIP. 19720920 200003 2 0024



PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
**SMP NEGERI 1 BATANG ANGKOLA**  
Jl. Mandailing Km.16,5 Kel. Sigalangan Kec.Batang Angkola Kode Pos 22773  
Telepon ( 0634) 7363078  
E-mail : smpn1batangankola@gmail.com

**SURAT KETERANGAN**

Nomor : 071 / 008 / SMP N.1 BA/2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Batang Angkola , berdasarkan surat Dekan Institut Agama Islam Negeri (IAIN) Padangsidempuan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2297/In.14/E/TL.00/12/2018 Tanggal 21 Desember 2018 Perihal Izin Penelitian Penyelesaian Skripsi, menerangkan bahwa :

N a m a : **RISKONNUDIAH**  
NIM : **14 030 0122**  
Fakultas /Jurusan : Tarbiyah dan Ilmu Keguruan / TBI  
Alamat : SORIK

Adalah benar telah melaksanakan penelitian / pengumpulan data di SMP Negeri 1 Batang Angkola untuk keperluan penyelesaian skripsinya dengan judul **"STUDENTS' WRITING ABILITY IN USING GENERIC STRUCTURE OF NARRATIVE TEXT AT GRADE VIII SMP N 1 BATANG ANGKOLA"**

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Sigalangan, 14 Januari 2019  
Kepala SMP Negeri 1 Batang Angkola

**LANINA SRI RANGKUTI S.Pd**  
NIP. : 19680825 199702 2 002