



**THE ABILITY OF THE GRADE STUDENTS OF
MAS ABU BAKAR SIDDIK IN WRITING
NARRATIVE TEXT**

A THESIS

Submitted to the English Department of Islamic University Syekh Ali
Hasan Ahmad Addary Padangsidempuan as a Particular Fulfillment of
the Requirement for the Graduate Degree of Education (S.Pd) in
English.

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANG SIDIMPUAN**

2023



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Term : Munaqosyah
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Febri Sakinah FadjrIn, entitled "The Ability Of The Elevnth Grade Students Of MAS Abu Bakar Siddik in Writing Narrative Text". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan AhmadAddhary Padangsidimpuan.

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

Wassalamu 'alaikumwarohmatullah wabarakatuh

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of Universitas Islam Negeri Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsections 2.

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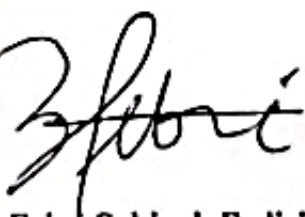
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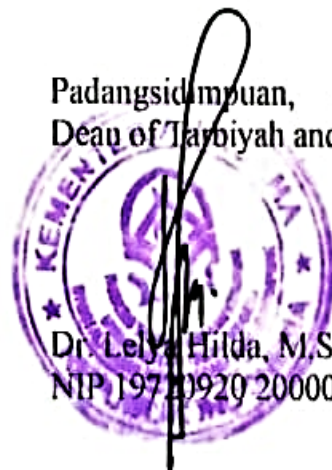
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ABSTRACT

This research talked about students' ability of the eleventh grade students of MAS Abu Bakar Siddiq in writing narrative text. The problems of this research focused on the students need to know the rules of narrative text in written text form. Students got difficulties in writing the part of narrative text, struggled in criteria of narrative text, such like to make the content, what language features are used and also confused about the generic structure and social function.

The purpose of this research was to know the ability of the eleventh grade students of MAS Abu Bakar Siddiq in writing narrative text . To find how far they understand about the narrative text, also to see their difficulties and find out the solutions from their difficulties in writing narrative text.

This research used descriptive quantitative followed by descriptive qualitative. Descriptive quantitative was used to explain the students' ability and descriptive qualitative was used to explain the students' difficulties and lecturers' efforts. The population of this research were 112 students of MAS Abu Bakar Siddiq. This research used simple random sampling to take the sample, the samples were randomized, so based on the calculations that have been done there were 20 samples obtained.

Based on the result of the research, this study got the description of the data and found that the mean score was 68,05. It means that the ability of the students of MAS Abu Bakar Siddiq in writing narrative text was categorized enough. Then, the students got difficulties in writing narrative text, such like in content, language features, social function and generic structure. Where the students faced difficulties in using of language features, they difficult when to use the right tenses in writing narrative text, also confused to arrange the position of every paragraph content. Finally, the efforts of English teacher to solve the students' difficulties were the English teacher gave the strong basic of the explanation of criteria and elements to write narrative text, made poster about the tenses on the wall of the class also imagined with everyday problems if the students want to start writing in complication section.

Key Words: Writing, Narrative Text

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ABSTRAK

Penelitian ini membahas tentang kemampuan siswa kelas sebelas MAS Abu Bakar Siddiq dalam menulis teks naratif. Dalam penelitian ini adalah siswa dihadapkan dengan pengetahuan tentang aturan menulis teks naratif. Siswa menghadapi masalah dalam menuliskan bagian-bagian dari teks naratif. Kesulitan dalam menentukan kriteria penulisan dari teks naratif. Seperti, membuat konten, ciri bahasa yang digunakan.

Jadi, tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks naratif. Seberapa jauh mereka mengerti tentang teks naratif, juga melihat kesulitan mereka dan mencari solusi dari kesulitan mereka dalam menulis teks naratif.

Penelitian ini menggunakan deskriptif kuantitatif yang dilanjutkan dengan deskriptif kualitatif. Deskriptif kuantitatif digunakan untuk menjelaskan kemampuan siswa dalam menulis teks naratif dan deskriptif kualitatif digunakan untuk menjelaskan kesulitan yang dihadapi siswa dan upaya guru bahasa Inggris dalam menghadapi masalah yang dihadapi siswa. Populasi penelitian ini berjumlah 112 siswa, dimana pengambilan sampel dalam penelitian ini menggunakan simple random sampling secara acak, jadi ada 20 sampel siswa yang didapatkan.

Berdasarkan hasil penelitian ini, hasil dari nilai rata-rata adalah 68,05. Hasil rata-rata tersebut menunjukkan bahwa kemampuan siswa dikategorikan cukup. Kesulitan mahasiswa dalam menulis teks naratif adalah berada pada elemen menulis dan kriteria menulis teks naratif. Dimana, siswa kesulitan dalam menulis isi teks, ciri bahasa yang digunakan, menentukan fungsi sosial dan struktur bahasa. Juga kesulitan dalam menentukan posisi dari setiap paragraf. Cara guru bahasa Inggris dalam mengatasi kesulitan tersebut adalah, guru bahasa Inggris memberikan dasar yang kuat dalam menjelaskan materi menulis teks naratif, membuat poster tentang pemakaian tense yang digunakan dalam menulis teks naratif kemudian ditempel di dinding kelas, kemudian membayangkan kejadian cerita dalam kehidupan nyata ketika menulis teks naratif.

Kata Kunci: Menulis, Teks Naratif

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First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing the thesis entitle “The Ability of The Eleventh Grade Students Of MAS Abu Bakar Siddiq In Writing Narrative Text”. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This thesis Submitted to the State UIN Syhadah Studies Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd) In English

In finishing this thesis, I got a lot of advices, suggestion and support from the following:

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Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis.

Padangsidempuan, December 2022

The Writer

Febri Sakinah Fadjarin
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language comes for the world, sky and all things between them, especially for human as human are separated in all countries so the language itself is found in all countries. Language is the ability of human belongs to communicate with others uses signs, for example, words and movement. There are some languages as named the international languages as one of them is English. English is a language that is used by almost everyone in the world. In Indonesia, English is the first foreign language and it's as a compulsory subject that is learned in schools English is one of the international languages that must be learnt in Indonesia.

In Indonesia, English is the first foreign language which must be subject that is learned in schools. In learning English as a foreign language, there are four basic skills that must be learned. They are listening, speaking, reading, and writing. First is Listening is one of essential skills for student, includes comprehending speakers pronunciation, grammar or even meaning. The second is speaking is an activity where people communicate and tell the ideas to other people directly or indirectly, the third is reading, reading is an activity to get the meaning or the point one from the written form. The last is writing, writing is one of four in language skill, which is taught in the school. In writing the students can express their feelings, idea, thoughts and their opinion.

Narrative text is the text that contains about the story of imaginary, fairy, tales, or real story that has been overstated. Usually there is a moral value that can be picked at the end of the story. A narrative will consist of a set of event recounted in a process of narration, in which the events selected and arranged in particular order. The narrative must be heavy on the historical and light on the fictional; otherwise, the purpose of the assignment would be compromised. Narrative is a story talk the past activities or events the fictional narrative or imaginary. The narrative text must use the simple past tense form, because the signal time is already finished.

Past tense is a verb tense that is used to talk about things that happened or existed before now. The simple past tense shows that someone is talking about something that has already happened. The simple past tense emphasizes that the action is finished.

The importance of learning past tense is to direct students in writing texts whose basic use in past time. By understanding simple past tense the students will not confused to write a correct sentence or wish to say anything to anyone. The students need to express the idea in the right form.

There are many efforts that have been done to increase the ability of the students in identifying narrative text. such as the government has included the sructure grammar in major curriculum that there is narrative text material inside. The institution also has facilitated students by providing reference books in the library. Also teacher who are experienced in the field of text.

While the teacher has given lesson well, using appropriate and creative methods in teaching also giving lots of practice questions.

In fact the condition of students' ability in identifying narrative text still low. This is proved based on an interview that has conducted with one of the English teacher said:

Actually, the students understand about narrative text, but not completely. If asked about definition and form of how to write narrative text the students can do it, but after it is applied in a text they are confused. The students write the wrong verb and forgetting the rules of narrative text. So, the result I see, the students' difficulties in form narrative text, the students confused when to use the rules of it. The students have difficulty in applying it in a written text, also difficulties in determining the form of verb.¹

It can be conclude that students have difficult to identify the rules of narrative text in written text form. They forget and confused about the using of verb, the generic structure. The students also forget about the verbal and nominal sentences in past form.

This situation can not be tolerated continuously because it can reduce student's interest and ability. So, the solution must be found to overcome the problem above. Therefore, this research is conducted to find out anything that can overcome the difficulties of students in identify narrative text.

Based on the explanation above the researcher is interested to do a research entitled "The Ability Of The Eleventh Grade Students Of MAS Abu Bakar Siddiq In Writing Narrative Text"

¹Interview with English Teacher at at MAS Abu Bakar Asiddiq, on 23 February 2022 at 14.29.

B. Definition of Key Terms

A. Ability

Ability is the mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone's skill

B. Narrative Text

A narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors.

C. Formulation of The Problem

Based on the previous background, the researcher formulates the problem in this research are:

1. How is the ability of the eleventh grade students in identifying narrative text at MAS Abu Bakar Asiddiq?
2. What are the difficulties of the eleventh grade students in identifying narrative text at MAS Abu Bakar Asiddiq?
3. What are the teacher's efforts to overcome the problem of the eleventh grade students in identifying narrative text at MAS Abu Bakar Asiddiq?

D. Purpose of The Research

Based on the formulation of the problem the researcher formulates the purpose of this research are:

1. To know the ability of the eleventh grade students in identifying narrative text at MAS Abu Bakar Asiddiq

2. To know what the students' difficulties in identifying narrative text at the eleventh grade MAS Abu Bakar Asiddiq
3. To know what the efforts of the English teacher to overcome the students' difficulties in identifying narrative text at the eleventh grade MAS Abu Bakar Asiddiq

E. Significances of The Research

The research is hopefully significant for:

1. Headmaster

This study as the information to know the result describing of the ability of the eleventh grade students in identifying narrative text at Abu Bakar Asiddiq all at once giving the facilities in teaching writing especially the genre of text in the school.

2. English Teacher

This study as the information to know the result describing of the ability of the eleventh grade students in identifying narrative text at Abu Bakar Asiddiq. So, the teacher can know the students' difficulties in identifying narrative text and how to fix the students' problem.

3. Researcher

This was useful as a source of information for the future and can add new experiences for researcher in seeing the ability of the eleventh grade students in using identifying narrative text.

F. Thesis Outline

The outline of the research as follows: the first chapter is explain about background of the problem, definition of key terms, formulation of the problem, purposes of the research and significances of the research.

The second chapter is explaining about the theoretical description. Tell about all of the related with the variable of the research. The explanation consists of definition, purposes and matters related to narrative text.

The third chapter is study about the research methodology, which consist of time and place of the research, kind and method of the research, population and sample instrument of data collection, and technique of analyze the data.

The fourth chapter is consist of the result of the research that about the ability of the eleventh grade students students in identifying narrative text at Abu Bakar Asiddiq.

The last chapter is the fifth that consists of conclusion of the research and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Nature of Writing

a. Definition of Writing

Writing is the way to share someone thought, it can be formal like thesis, statement or it can be informal like diary. To produce a good result, someone should do the process well. According to Rayendriani Writting is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writting skill is the activity to transfer the ideas through word and sentences the idea will change to scientific. ²Caroline states that “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner is polished and comprehensible to readers”.³

According to Nunan, “writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer”.⁴ It can be said that writing is a way to express someone’s thinking into written form and it will be the result of process.

² Lubis, Rayendriani Fahmei. 2014. “ Writting Narrative Text.” *English Education* Vol.02: 76. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/155/104>.

³Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p98, en.bookfi.net.

⁴David Nunan, *Practical English Language* (New York: Mc-GrawHill Inc, 2003), p88.

In another word, writing is needed for students especially, because without writing they cannot depict what thing in their mind. Kroma describes that “writing is a kind of activity where the writer expresses the ideas in his mind in the paper from word to sentence, sentence to paragraph, and paragraph to essay”.⁵ On the other hand, Nunan states that “writing is the mental work of inventing ideas, thinking about how to express them, and organizing into statements and paragraphs that will be clear to a reader”.⁶ Writing is not as easy as people think, because, in writing the writer should make the good structure of sentences or ideas, using the understandable word to make reader easy to comprehend it.

b. Types of Writing

Brereton states that, there are four types of writing⁷:

1) Description

In writing, description can be regarded as a text. Writer attempts the picture out an image to the readers is descriptive text. Whatever the image is, it can be used. Not only it is a real image such as a person, animal, or plan but also an abstract image such as opinion, idea, love, hate and belief. In this case as a product of writing, the text functions to reflect what is being described to the readers.

“Description reproduced the way things look, smell, taste, feel, or

⁵Farisha Andi Baso, “Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa,” *Jurnal Perspektif* 1, no. 2 (2016): p110.

⁶Nunan, *Practical English Language*, p76.

⁷Jhon Bereton, *A Plan for Writing (2nded)* (New York: HOLT, Rinehart & Winston, 1982), p48.

sound such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time (days, times of day or seasons).”⁸ It may be used also to describe more than the outward appearance of people that can tell about their traits of characters or personality.

2) Narration

Narration in composition has been widely known as a text. This paragraph is to recount an event to the readers. Form of narrative it can be conserving biographies, autobiographies, historical event, instructions and process. It functions to recount what is being narrated to the readers as a product of writing.⁹

3) Argumentation

Argumentation means supporting one side or the other of the controversial topic. This method is to make a general statement and support it or something to lead logically to general conclusion by a series of facts. Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. argumentation is used to make a case or to prove od disprove a statement or proposition. Study the following paragraph. They are basically exposition, but they use argumentation.¹⁰

⁸George E. Wishon, *Let's Write English Revised Edition* (New York: Litton Educational Publishing Inc, 1980), p379.

⁹Sanggam Siahaan, *The English Paragraph* (Pematang Siantar: Graha Ilmu, 2007), p110.

¹⁰Wishon, *Let's Write English Revised Edition*, p384.

4) Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used a part from narrative, it stands alone as an essay. Used alone in narrative, exposition may be developed in a number of ways.¹¹

The purpose of this type of writing is to recount a personal or fictional experience or tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details of all work together to develop an identifiable story line are easy to be followed and paraphrased.

c. Elements of Writing

Elements of writing are the various skills that are needed for most types of academic writing.¹² They are:

1) Purpose

Purpose is talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is “the goal the writer is trying to achieve. A well-written

¹¹Wishon, p391.

¹²Stephen Bailey, *Academic Writing: A Handbook For International Students*, 2nd ed. (London And New York: Taylor & Francis e-Library, 2006), p65.

essay should have a specific purpose or goal.”¹³ So, There are three main purposes for writing to express yourself, to inform your reader, and to persuade your reader.

2) Audience

The second element of good writing is to keep your audience in mind as you write. “The term audience refers to the readers. Good writer knows who their audience is before they start writing.”¹⁴ Good writer keeps their audience in mind as they write every sentence in their paragraph/text.

3) Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writer explains their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific of language. The first requirement of a good sentence is that it be clear. ”Most failures in clarity come from three sources: (1) from such errors as misleading word order, confused pronoun reference, omission of necessary words, and inadequate punctuation, (2) from vogue diction, (3) from over-involved sentence structure.”¹⁵

4) Unity

Unity in paragraph is internal consistency. Anything that does not further the purpose of paragraph destroys its unity. Unity also

¹³Kathleen T. McWhorter, *Successfull Collage Writing: Skills, Strategies And Learning Styles*, 4th ed. (USA: Bedford/St. Martin’s, 2010), p82.

¹⁴McWhorter, p93.

¹⁵James M. McCrimmon, *Writing With A Purpose* (New York: Florida State University, 1950), p18.

means that all the sentences are related to the topic sentence and its controlling idea. Good writer stays on topic by making sure that each supporting sentence relates to the topic sentence.¹⁶

5) Coherence

Coherence means sticking together. A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are: logical order, repetition of key words, use transitional words and phrases.¹⁷

d. Process of Writing Skill

A process is an action or steps taken in order to achieve a particular end. A process can be sequence of operational by which something is done. Before doing writing activity, the students should look at the steps of doing writing to produce a good writing product. Writing process should be done in chronological order, from the first step until the last step. Boardman and frydenberg state that “there are six steps in writing process: 1) analyzing the assignment, 2) Brainstorming, 3) organizing your ideas, 4) writing the draft, 5) rewriting the draft and 6) writing the next (or final) draft”.¹⁸ In addition, Edward et all, state that the process of writing occurs in several stages:

¹⁶McCrimmon, p24.

¹⁷McCrimmon, p31.

¹⁸Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), p31.

- 1) Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.
- 2) Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work.
- 3) Revising is a stage in which you rework your first draft to improve its content and structure.
- 4) Editing and proofreading involve correcting errors in grammar, spelling, and mechanics.
- 5) Publishing and presenting are the stage of writing process in which a writer shares a final draft with an audience through speaking, listening, or representing activities.¹⁹

In conclusion, the process of writing is the stages that writers have to trough to in sequence to produce the result of writing in written form. The stages should be in chronological from the first stage until the last stage.

e. The Purposes of Writing

According to Edward et all, “the purpose of writing is may be *persuasion* (to convince, defend, or argue an opinion) or *exposition* (to explain, analyze, or examine a concept or process).²⁰ Besides, Jacobs categorizes the purpose of writing into three categories, the categories are²¹:

- 1) To inform

In giving information, a written generally explains or describes an idea, a process, an even, a belief, a person, a place, or thing. The writer also gives the facts and explains its causes.

¹⁹Edward E Wilson, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001), p15.

²⁰Wilson, p71.

²¹Richard Jacob, *English For Academic Purposes* (New York: Cambridge: University Press, 1975), p43.

2) To persuade

The language style is used in category is obviously different with the previous category. In this category, a writer tries to change his/her audience or behave differently. In this sense, the writer appeals to readers; logic or emotion.

3) To entertain

One written has its own language style. The writer gives some efforts to make the readers laugh, smile, fascinated, surprised, or even angry.²² It means to make the reader happy when they read the text.

Based on the explanation above, the researcher concludes that the purpose of writing is to inform, to persuade and to entertain. It also gives more information to the reader about the writer's opinion, idea and feeling.

f. The Characteristic of Writing

Writing in English must consist of these elements. The explanation of these three characteristics as follows below:

1) Coherence

According to Oshima and Hogue the Latin verb *coherence* means "hold together". For coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next

²²Amzah, Nanning, and Nurfadillah, "Improving Writing Ability of the Eleventh Year Students of MAN 1 Parepare by Using Dice Game," *Journal of English Education and Development* 1, no. 1 (2017): p39-40.

must be logical and smooth.”²³ Another statement, Boardman says that “a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order that the reader can understand your ideas easily.”²⁴ In conclusion, the writing can called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

2) Cohesion

Another characteristic of a good paragraph is cohesion. Boardman states that “when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, define articles, personal pronouns, and demonstrative pronouns”.²⁵ When the writer writes paragraph or text, he should know the cohesion of paragraph, because this part is very important for writing, so that the result of the writing will be good.

3) Unity

An important element of a good paragraph is unity. This is the final characteristic of well-written paragraph. According to Oshima and Hogue “unity means that a paragraph discusses one

²³Alice Oshima and Ann Hogue, *Writing Academic English*, Fourth Edi (New York: Pearson Education, 2006), p21.

²⁴Boardman and Frydenberg, *Writing to Communicate*, p58.

²⁵Boardman and Frydenberg, p61.

and only one main idea from beginning to end”.²⁶ A text is called unity if all supporting sentences should relate to the topic sentence. As usual, the good paragraph only one main idea and only one topic sentence. It can be in the beginning of paragraph or at the last paragraph of a text.

Based on the explanation above, the researcher can conclude that a good writing should have three characteristics above which all the sentences relate each other so that the reader can understand the text easier.

g. Assessing of Writing

Assesment is one of the crucial things that the teacher should do in the teaching learning of writing. It is useful in order to know how far the learning objectives can be achieved by the students. The teacher can assess students’ writing by giving them written test. The best way to assess students’ writing ability is to ask them to write. In assessing writing, there are some components that should be considered by teacher. There are five components of writing.²⁷

1) Content

Content is one of writing components that discuss about how the writers can think creatively and develop their thought to gather all in information into communicative message.

²⁶Oshima and Hogue, *Writing Academic English*, p23.

²⁷Arthur Hughes, *Testing for Language-Teachers*, Fourth (New York: Cambridge University Press, 1992), p13-17.

2) Organization

Organization is one of components in writing that tells about the systematic of idea or flow of ideas. It pertains the ideas which must be stated clearly, well organized, logically sequence, and cohesive

3) Vocabulary

In writing, precise vocabulary takes a part in influencing the readers so that the language can represent and strengthen what writer want to say. The writers should pay attention to the usage of words and how to place those words effectively in writing. It means that the vocabulary used should be sophisticated range and effective words idiom in order to make a good writing.

4) Language Use

Language use can be defined as the creation or interpretation of intended meaning in discourse by an individual, or as the dynamic and interactive negotiation of intended meanings between two or more individuals in particular situation. It is related to the highlight effective complex construction, few errors of agreement, and the order of articles is used.

5) Mechanics

It is related to the ability of the writer to mastery convention, spelling, punctuation, capitalization, etc.

2. The Nature of Narrative Text

a. Definition Narrative Text

Narrative text is a kind of text which the contents tell a fictive story happened in the past time. “Narrative is one of the most commonly read, though least understood of all the genres.”²⁸ So, the narrative text is another word of story. Narratives can be also graphed. “The story graph visually represents how the plot develops, showing the high and low action points of the story as it progresses over time”.²⁹ Narrative relates a realistics, imagined or fictitious story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs. Spoken or written literary text describe or explore human experiences. Narrative is the form of writing that is used to relate the story of acts or events. It usually arranges the story based on time sequence. “Narrative is to amuse, entertain and to deal with actual or vicariuos experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event”.³⁰ So, narrative is an event story to tell ideas in writing based on natural time sequence given. A narrative relates a series of events, real or imaginary, in an organized sequence. It is a story, but it is a story that

²⁸Peter Knapp & Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching And Assesing Writing* (Australia: University of South Wales Press Ltd, 2005), p220.

²⁹Susan Dymock, “Comprehension Strategy Instruction: Teaching Narrative Structure Text Structure Awareness,” *International Reading Association* 61 (2007): p163, <https://eric.ed.gov/?id=EJ776388>.

³⁰Fatimah Tanjung Afrida Anwar, Lisa Tavriyanti, “An Analysis On The Students’ Ability Of In Writing Narrative Text,” *Bung Hatta University*, 2013, p9, <https://ejurnal.bunghatta.ac.id/index.php/JKFKIP/article/view/1955>.

makes a point. You probably exchange family stories, tell jokes, read biographies or novels, and watch television situation comedies or dramas. All of which are examples of the narrative form. Narrative provides human interest and entertainment, spark our curiosity, and draw us close to the storyteller. In addition, narratives can create a sense of shared history, linking people together, and provide instruction in proper behavior or moral conduct. The following narrative relates the author's experience with racial profiling. As you read, notice how the narrative makes a point by presenting a series of events that build to a climax.

Another definition is Narrative was a form of composition, which had the main objectives. Because, the important element in narrative is deed and action. Narrative writing is called "nonfiction if the story or event is true or actually accured. The kind of factual narrative is often found in biography, history and newspaper writing. The effective narrative also contains the incidents or details that contribute directly to the story."³¹ It means, narrative is a structure: we may go on to ask if it is independently meaningful, that is, conveys a meaning in and of itself, separately from the story it tells. Narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened at work or in school, when you tell someone a joke, or if you write about the events of the day in the

³¹Gorys Kera, *Argumentasi & Narasi* (Jakarta: Gramedia Pustaka Utama, 2001), p135.

privacy of a diary or journal. The goal of this text is to entertain the readers. Narrative text can be fable, legend and folktale stories. In the text there is a conflict or problem followed with the solving.

Narrative text is found in all kinds of contexts, short story and novels, obviously, but also news story in newspaper and magazines, anecdotes in conversation and so on. Narrative functions are used to tell a story. Typically, they show progression through time, they are in the past tense; and there is explicit reference to the passing of time (next week, the following year, after that). Such time expressions are often used to structure the unfolding story. "In many narrative texts, the sequence of events leads to one or more climaxes, which may be followed by a conclusion, when the story reaches its resolution or explanation"³²

Other definition of narrative text is "a story with complication or problematic events and it tries to find the resolution to solve the problem." It means that, this text is the most famous type of the text. Narrative text can be called story, because this text about the various of fictive story in the past. Many children like this text because it can amuse them. Based on the statements above, narrative text is a text that tells a story that happened in the past event, which used the correlation between story as happened and tell a story based on structure time, eg: short story, novel, legend and something that happened in life. So

³²Howard Jackson & Peter Stockwell, *An Introduction The Nature And Functions Of Language*, 2nd ed. (London: Continuum International Publishing Group, 2011), p83.

narrative text is a text focussing spesific participant. Its social function is to tell stories or past events and entertain the readers/listeners.

b. Purposes of Narrative Text

Narrative text is the form writing used to relate the story of act or event. Narrative text has purpose to amuse, to entertain people, and to deal with actual or experience in different ways.³³ The purpose of narrative text also is to amuse, entertain the reader or listener about the story. The narrative text to amuse, entertain and to deal with actual or vicarious experience in the different ways: narrative deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution. Then, the purpose of narrative text is to entertain and attract readers with story or event that has problems which lead to conflict and in the end no resolution. Base on the definition above, the researcher conclude that the purpose of narrative text is to entertain and attract the reader's attention.

c. Kinds of Narrative Text

There are several kinds of narrative text, they are:³⁴

1) Legend

A legend is a narrative of human actions that are perceived both by the listener to take plsce of within stories in a

³³Sri Wahyuni, "The Effect Of Animated Film On Students' Ability To Write Narrative Text at Class X MIA 5 Of SMAN 9 Kendari," *Journal of Teaching of English* 1, no. 2 (2016): p12.

³⁴Destina Kasriyati and Maharani, "The Effect of Repeated Reading Strategy in Teaching Reading Comprehension of Narrative Text at the Eight Grade Students of SMPN 36 Pekanbaru," *English Language Teaching Lectura* 5, no. 2 (2018): p174.

conventional mode. For example Malin Kundag and Toba lake.

Example:

Toba Lake

Once upon a time, there was a man who was living in north Sumatera. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.(Orientation)

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.(Complication)

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. (Resolution).

2) Fable

A fable is a story about animal which behave like a human.

The animal can speak and do the action like a human. This kind of narrative text containing moral value, so the readers are not only entertained by the story but also can take the moral value as a knowledge. This text is also good for children to read. Example: “The Ant and The Grasshopper” and “The Story of Monkey and The Crocodile”

3) Fairy Tales

A fairy tale is a story which relate with the magic things.

This story is very liked by the children, because the children will imagine when they are in that story, they have a magic and they can do many things impossible by having the magic. For example:

“The Snow white”, “Beauty and The Beast”, “The Story of Rapunzel”.

Snow White

Once upon a time, there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving snow white in the castle because they both want to go to America and they didn't have enough money to take Snow White. (Orientation)

Snow White did not want her uncle and aunt to do this so she decided would be best if she ran away. Then next morning she ran away from home when her aunt and uncle were heaving breakfast. She ran away into woods. She was very tired and hungry. Then, she saw the little cottage. She knocked but no one answered so she went inside and feel sleep. Meanwhile, the seven dwarfs coming home from work, they went inside. They found Snow White sleeping. Then Snow White wake up, she saw the dwarfs. The dwarfs said “what is your name?” Snow White said, “my name is Snow White”. (Complication)

They said, “if you wish, you may live here with us”. Snow White said “oh could thank you”. Then Snow White told the dwarfs the whole story and Snow White with 7 dwarfs lived happily ever after (Resolution)³⁵

4) Science Fiction Story

Science Fiction is a fiction based on upon some imagined development of science, or upon extrapolation of a tendency in society. This story which explore the sciences as the background or

³⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sidney: Gerd Stabler, 1994), p205.

plot of the whole story. Science fiction is that class of prose narrative treating of a situation that could not arise in the world.

Example: To the Moon From The Earth.

d. Language Features of Narrative Text

Language features is a systematic way to arrange a paragraph so that it becomes a text. Besides, every text has a different general structure. Furthermore, to make a good and correct text, writers must follow the general structure and language features of the text that they want to write. Language features of narrative text are:³⁶

1) Using simple past tense

The main verb are in the simple past tense, like: *closed, locked, double-locked, took off, put on, sat down*. There are verbs that carry the story along and recount the events that happen one after the other.

2) Using conjunction

The succession of events in time is reinforced by using of adverb, like: *thus, then*, and by enjoying clauses together with *and*. The sequence of event is mirrored by the sequence of clauses, and as readers we understand these follow one another in time. Narrative text usually begins with a description of time. Then spesific participant, character in the story is that there are spesific use of adjective (Adj) to clarify the noun (N) for example, use past tense

³⁶Stockwell, *An Introduction The Nature And Funtions Of Language*, p84.

sentence patterns simple sentence is used for telling the events that happened in the past them. Conjunction that is often used is *when, then, suddenly, next, etc* to connect with one another groove to trace and easy to follow.

3) Specific characters

Which may be human or animal, realistic or imaginary. Generally, animals characters portray some human traits and characteristic and they tend to have defined identities within the story.

4) Using adverb and adverbials phrases to help the reader locate events within the text.

e. Characteristic of Narrative Text

According to Gerot and Wignell in Yessy, generic structure of narrative text is as follows:³⁷

1) Orientation

It is an introduction part of the content of the text. What the text is talking general part, who involves in the text and when or where it happened. In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter). Orientation in narrative text functions “to set the scene and introduces the participants. It tells about the setting in time, place

³⁷Yessy Marzona and Muhammad Ikhsan, “Narrative Text at Second Grade at SMAN 1 Talamau,” *Ilmiah Pendidikan Scholasticholastic 1 1* (2019): p35-41.

and characters of the story”³⁸ It is about the opening paragraph where the characteristic of the story are introduced. In this part, the reader will know the main characters of the story because sometimes, the main character is introduced at the first.

Every story, no matter how simple needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. There are different ways of teaching this stage of narrative writing; for example: characters, time, place (who, what, where, when and so on).

2) Complication

In this part, the problem of the story developed. The story tells us about something that will begin in a series or event. A series of events. A series of event in which the main characters attempt to solve the problem happened. This event will influence toward one and more character. “Complication is a crisis arising.

Complication is where the problems in the story are developed to be solved by characters.”³⁹ Complication is involving the main character(s) and sequence of events. Story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting

³⁸Watkins, *Genre, Text, Grammar, Technologies For Teaching And Assessing Writing*, p224.

³⁹Watkins, p57.

if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution

It is the ending of the story which is containing the solution of the problem in the story, The problem is solved by the main characters in the text. "Resolution describes the problem solving to the complications and gives an ending of the story."⁴⁰ The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

Resolution, in which the crisis is resolved, for better or for worse Many people are waiting this part, because they want to know the conflict is ending. Is that story happy ending, or the story sad ending. Sometimes, the reader will be disappointed when the story is ending and it is not suitable with their expectation.

B. Review of Related Findings

Actually, this paper is not the first research that has been done. There are some related research that have been done by another people before. Which

⁴⁰Stockwell, An Introduction The Nature And Functions Of Language, p83.

can be used as references to conduct the better study. Below are the research that had finished:

The research by Hartani, She found that the population of the third year student were 72 students and the sample were 42 students. She used the writing test as the instrument of collecting data. “The result of the analysis showed that there were 32 (76%) students who made error in tense, 22 (52%) students who made error in conjunction, 18 (43%) students who made error in personal pronoun, and 5 (12%) students who made error in preposition”.⁴¹ It means that students still find difficulties in writing and analyzing narrative text.

The next research is conducted by Anwar, He found that “the percentage was 15.12%”.⁴² The researcher used writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of narrative text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.

Another similar research is conducted by Sumanti. She found that “the result of the student’ ability was low because there were 18 students (38%)

⁴¹Hartani, “An Analysis of the Students’ Ability Grammatical Errors in Writing English at MTs Al Islamiyah Gunung Bayu” (UIN Sultan Syarif Kasim, 2019), p64, http://repository.usd.ac.id/30960/2/141214047_full.pdf.%0A.

⁴²Afrida Anwar, Lisa Tavriyanti, “An Analysis On The Students’ Ability Of In Writing Narrative Text,” p59.

who were able to understand and 29 students (61,7%) who were unable to understand to transforming verb into noun from whole sample”.⁴³

Research that was conducted by Firmansyah. He concluded that in understanding verb in simple past in narrative text was enough categories. He found the total mean score was 60.31⁴⁴ So the researcher categorized that the students from SMP N.1 Hulu have enough ability in understanding verb in narrative text.

The next is Munandari. He concluded that the students' ability in irregular verb mastery in writing narrative text were high. It can be seen from the mean score were 72.69⁴⁵. It can be conclude that the students are able to master the using of irregular verb in writing narrative text. It means that, the students don't have problem in section generic structure.

Based on the explanation above, we can conclude that all the researchers above are similar. All of them are used qualitative descriptive method. Research which aims to analysis the students' ability and difficulty in writing narrative text. On the other hand, the researcher will try to conduct a different research study. It is a kind of descriptive research aims to find out the ability and difficulties faced by the students' in writing narrative text.

⁴³Sumanti, “An Analysis of the Students' Ability in Transforming Verb Into Noun at Madrasah Aliyah Muallimin UNIVA Medan” (Universitas Islam Negeri Sumatera Utara, 2009), p48, http://repository.uinsu.ac.id/3517/1/AN_ANALYSIS_ON_THE_STUDENTS.pdf.

⁴⁴Rido Firmansyah, “Students Ability in Understanding Simple Past Tense in Narrative Text at SM N 1 Hulu” (UIN Sultan Syarif Kasim, 2020), p39, <http://repositort.uin-suska.ac.id/24674/2/GABUNGAN.pdf>.

⁴⁵Efri Munandari, “An Analysis on Te Students Irregular Verb Mastery In Narrative Text at Madrasah Tsanawiyah Swasta Nhadatul Ulama Batangtoru” (IAIN Padangsidempuan, 2014), p43.

C. The Hypothesis of The Research

Hypothesis is a provisional respond to the problem, proved after collecting the data. In addition, hypotheses (quantitative hypotheses) are predictions the researcher makes about the expected outcomes of relationships among variable.

The hypothesis of this research stated that:

1. H_a : there is a significant Ability of eleventh grade students of MAS Abu Bakar Siddiq in writing narrative text
2. H_0 : there is no significant a significant ability of eleventh grade students of MAS Abu Bakar Siddiq in writing narrative text.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was conducted at MAS Abu Bakar Asiddiq It is located in Parausorat Village, Sipirok Tapanuli Selatan North Sumatra. The time of this research was conducted on April 2022 to May 2022.

B. Research Methodology

The kind of this research was a quantitative research followed by qualitative research.

A quantitative is an approach for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.⁴⁶

It can be interpreted that the resulting data is in the form of numbers and the analysis uses statistic. So, a quantitative used for test. While “A qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”⁴⁷ It mean that, the research is presented by question that constructed from particular to general terms, it can be concluded the result of the question by presenting in the form of word or sentences.

The method of this research was a descriptive method of quantitative followed by qualitative research. A descriptive method is “a method that

⁴⁶John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (London: SAGE Publications, Inc., 2009), p44, <https://id1lib.org/book/2039610/2f087b>.

⁴⁷Creswell, p45.

serves to describe or provide an overview of the object under study through data or samples that have been collected as is.”⁴⁸ So, a descriptive method is a method that contains a description as it is. The use of descriptive method is to identify problems and try to solve them through descriptive method.

This research leads to quantitative followed by qualitative. The quantitative used to measure the students’ ability in using simple past tense in narrative text and to find out data about students’ difficulties in it. While qualitative aims to find data about the efforts of English teacher to overcome the students’ difficulties in using simple past tense in narrative text. So, quantitative and qualitative used to analyze and describe the students’ ability and students’ difficulties in using simple past tense in narrative text.

C. Population and Sample

a. Population

Population is all of which are the subject in the research. “The population is the entire set of individuals to which findings of the survey are to be extrapolated.”⁴⁹ In a simple definition population is all individuals declared as research subject.

The population as the data sources of this research are all the students at MAS Abu Bakar Asiddiq. The reason of choosing this research is because the researcher found the problems of students’ ability in using simple past tense in narrative text. The population of the research consists

⁴⁸Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010), p29.

⁴⁹Paul S. Levy, *Sampling of Populations: Methods and Applications*, 4th ed. (Canada: A John Wiley & Sons, Inc, 2008), p40.

of 3 classes. They are grade XI IPA-1, IPA-2, IPS-1, IPS-2. with the whole number 112 students. It can be seen from the table follow:

Table-1
The Population of XI grade students MAS Abu Bakar Asiddiq

No	Class	Number of Students
1.	IPA-1	26
2.	IPA-2	28
3.	IPA-3	29
4.	IPA-4	29
Total Number		112

b. Sample

Sample is defined as a smaller set of data that is chosen and selected from a larger population by using certain rules. “Sample is choosing a smaller, more manageable number of people to take part in their research”.⁵⁰ So, the sample takes from population with a certain amount based on the rules, which is used as participant in his/her research.

This research used the random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. Homogeny means “members of population are considered to have homogeneous characteristics (same tendency)”.⁵¹ It means that students were not grouped according to their abilities, there was no placement test of the class. So, every students had the same opportunity to be selected as a participant.

This research used simple random sampling, in taking the sample was used lottre. The steps were, the name of the population were written

⁵⁰Catherine Dawson, *Practical Research Methods* (United Kingdom: How To Book Ltd, 2012), p47, <https://id1lib.org/book/825729/8cc402>.

⁵¹Agung Widhi Kurniawan, *Metode Penelitian Kuantitatif: Philosophy of Science* (Yogyakarta: Pandiva Buku, 2016), p80, <https://id.id1lib.org/book/5686381/2da729>.

on a small paper, after that the papers were rolled up put into a box, then shake it all. Finally, took out the paper as much as need. So, in conclusion the name on the paper that came out of the box became participants.

The formulation for calculating the sample size of population is using solvin's formula, the formula as follow:

$$n = \frac{N}{1+N.e^2}$$

n = the total sample

N = the total of populations

e = the limit of error tolerance⁵²

So, in this research used the formulation above to determine the sample size, with limit tolerance 20 %, as follows:

$$N = 112$$

$$E = 20\% (0.2)$$

$$n = \dots\dots\dots?$$

$$n = \frac{112}{1+112.0.2^2}$$

$$n = \frac{112}{1+112.0.04}$$

$$n = \frac{112}{5,48}$$

$$n = 20$$

From the calculation above, the total of the sample in this research is 20 students.

⁵²Husein Umar, *Metode Riset Bisnis* (Jakarta: PT Gramedia Pustaka Utama, 2003), p142.

Below is the table of sample of the research after calculating the population by using slovin formula:

Table-2
The Population of XI grade students MAS Abu Bakar Asiddiq

No	Class	Number of Students
1.	IPA-1	3
2.	IPA-2	6
3.	IPA-3	4
4.	IPA-4	7
Total Number		20

D. Instrument of Collecting Data

Research instrument can be defined as a tool or media that used by the researcher to get the data. In this research, the key instrument is the author because the author collects the data directly by herself. Then the author used test and interview

1. Test

The kind of test that used in this research was written test. The students were asked to identify the criteria and elements of narrative text that is given to the students. The test is one tittle of narrative text that consist of four paragraph that is taken from the handbook of eleventh grade of the stuudents. Where the weight of the test is 10 score for each indicator and 15.

So, based on the statement above, the weight that is given such assesment which is decrbe above based on the criteria and elements of narrative text indicators.

Table-3
The Indicators of The Writing Narrative Text

No.	Indicators	Sub Indicators	Score
1.	Criteria of Narrative Text	Content	10
		Social Function	10
		Generic Structure	10
		Language Features	10
2.	Elements of Writing	Orientation	15
		Complication	15
		Resolution	15
		Reorientation	15
		Total Score	100

2. Interview

Interview is question and answer activity that conducted by two or more people which to find the truth of a problem and needs to be proven. “Interview means face-to-face encounters between the researcher and informants directed toward understanding informants’ perspectives on their lives, experiences, or situations as expressed in their own words”⁵³ So, interview is a conversation between two or more people that is called interviewer and informant, which aim to obtains information about the students’ ability in using simple past tense in narrative text.

In this research, the English teacher was interviewed to get the data about the efforts that have been done, to solve the students’ problem in using simple past tense in narrative text. The interview was also aimed to make sure about the result that has been obtained of this research

⁵³Steve J. Taylor, *Introduction to Qualitative Methods: A Guidebook and Resource*, 4th ed. (New Jersey: Wiley, Inc, 2016), p116.

E. Technique of Collecting Data

Technique of collecting data in this research as a procedure how the tests was given to the students as participant in this research. There were some steps in collecting the data. First, the researcher made the test for the students to know their ability in using simple past tense in narrative text. In this part the students were asked to write the narrative text by using simple present. Then, collecting the written work of students. Next, coming back to the school to do the interview with English teacher. Finally, analyzing the data from test and interview.

F. Techniques of Data Analysis

This research deals with the purpose of knowing the students' skill and ability in using simple past tense in narrative text. In analyzing the students' written work, the author analyzes the data by using some steps, as follows:

1. Identifying and correction the students' written work about identifying the the criteria and the elements of narrative text
2. Using the mean score to analyzing the result of test

To abstain the percentage of students' written work by using the formula:

$$X = \frac{\sum X}{N} \times 100\%$$

X: The mean of the score

$\sum X$: The total score

N: The total students⁵⁴

⁵⁴Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

3. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.

Table-4
Interpretation of mean score

No.	Range of Real Score	Category
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	40-59	Poor

(Source: Riduan, Belajar Mudah Penelitian Untuk Guru Karyawan Penelitian Pemula)

4. Description of the data, it is to describe data that have been collected by the researcher.
5. Taking conclusion, it is to conclude the result of the research analysis

CHAPTER IV

RESULT OF THE RESEARCH

This chapter explained about the result of the research after collecting the data. This chapter shows the detail of the collecting data. This result of research discussed about the result that considered of description of data, calculating, means score to get their whole results as general, explain the students' difficulties and teacher effort to overcome the students' difficulties. The details description of data as follows:

A. Description of the Data

1. The Description of the Ability of the Eleventh Grade Students Of MAS Abu Bakar Siddiq In Writing Narrative Text

In this research, the test was used to know the ability of The Eleventh Grade Students Of MAS Abu Bakar Siddiq In Writing Narrative Text. Test as instrument used to collecting the data. In this research, students were asked to write a text that refers to the narrative text. This research used simple random sampling, where the random is the students to get the sample as participants. So, there are some students from every class.

This chapter presented the result of the test about students' ability in writing narrative text. The data central tendency result of the Eleventh Grade Students of MAS Abu Bakar Siddiq In Writing

Narrative text have been done. The data analysis of the data collecting through the test.

To know the ability of the students' score clearly, can be seen in following table below:

Table-5
Students' Total Score in Writing Narrative Text

No.	Students' Intial	Class	Total Score
1.	WD	IPA 1	62
2.	DI	IPA 1	63
3.	RV	IPA 1	59
4.	FA	IPA 2	80
5.	TE	IPA 2	63
6.	DL	IPA 2	70
7.	ID	IPA 2	68
8.	NAN	IPA 2	71
9.	FAS	IPA 2	65
10.	ESH	IPA 3	64
11.	PAP	IPA 3	70
12.	SS	IPA 3	56
13.	DS	IPA 3	68
14.	PS	IPA 4	72
15.	ADH	IPA 4	64
16.	NS	IPA 4	70
17.	RA	IPA 4	69
18.	AAN	IPA 4	61
19.	EL	IPA 4	79
20.	NR	IPA 4	75
Total Score			1.377
Mean Score			68,05

Table-6
Quality Score of the Students in Writing Narrative Text

No.	Students' Intial	Class	Total Score	Quality Score
1.	WD	IPA 1	62	Enough
2.	DI	IPA 1	63	Enough
3.	RV	IPA 1	59	Poor
4.	FA	IPA 2	80	Very Good
5.	TE	IPA 2	63	Enough
6.	DL	IPA 2	70	Good
7.	ID	IPA 2	68	Enough
8.	NAN	IPA 2	71	Good
9.	FAS	IPA 2	65	Enough
10.	ESH	IPA 3	64	Enough
11.	PAP	IPA 3	70	Good
12.	SS	IPA 3	56	Poor
13.	DS	IPA 3	68	Enough
14.	PS	IPA 4	72	Good
15.	ADH	IPA 4	64	Enough
16.	NS	IPA 4	70	Good
17.	RA	IPA 4	69	Enough
18.	AAN	IPA 4	61	Enough
19.	EL	IPA 4	79	Good
20.	NR	IPA 4	75	Good
Total Score				1.377
Mean Score				68,05

Based on the table , the total score was 1.377 and the mean score was 68.05. It can be seen that the students have gotten 80 as the highest score and the students who have gotten 56 score as the lowest score. The score of test become the resume of the data. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table-7
The Resume of Variable Score in Writing Narrative Text of
MAS Abu Bakar Siddiq

No.	Statistic	Variable
1.	The Highest Score	80
2.	The Lowest Score	56
3.	Sum	1.377
4.	Class Classify	5.3
5.	Class Interval	5
6.	Mean Score	68.05
7.	Mode	68.5
8.	Median	69.75
9.	Range	24

From the table, it was known that the calculating score for variable in writing narrative text had been searched from 20 students. Based on 20 students have been researched 80 was the highest score, 56 was the lowest score, sum or all the score of students was 1.377, class classify was 5.3, class interval was 5, mean score was 68.05 mode score was 78.5, median score was 69.75 and range was 24.

Based on calculated mean score was 68.05 so application of writing narrative text was enough . It can be known bt the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the Eleventh Grade Students of MAS Abu Bakar Siddiq In Writing Narrative Text, look the following table:

Table-8
The Frequency of Students Score in Distribution of the Students Score in Writing Narrative Text

No	Interval Class	Frequency Absolute	Frequency Relative
1	56-60	2	10%
2	61-65	4	25%
3	66-70	7	35%
4	71-75	5	20%
5	76-80	2	10%
$i = 5$		20	100%

Based on the table 10, it can be drawn at histogram as below:

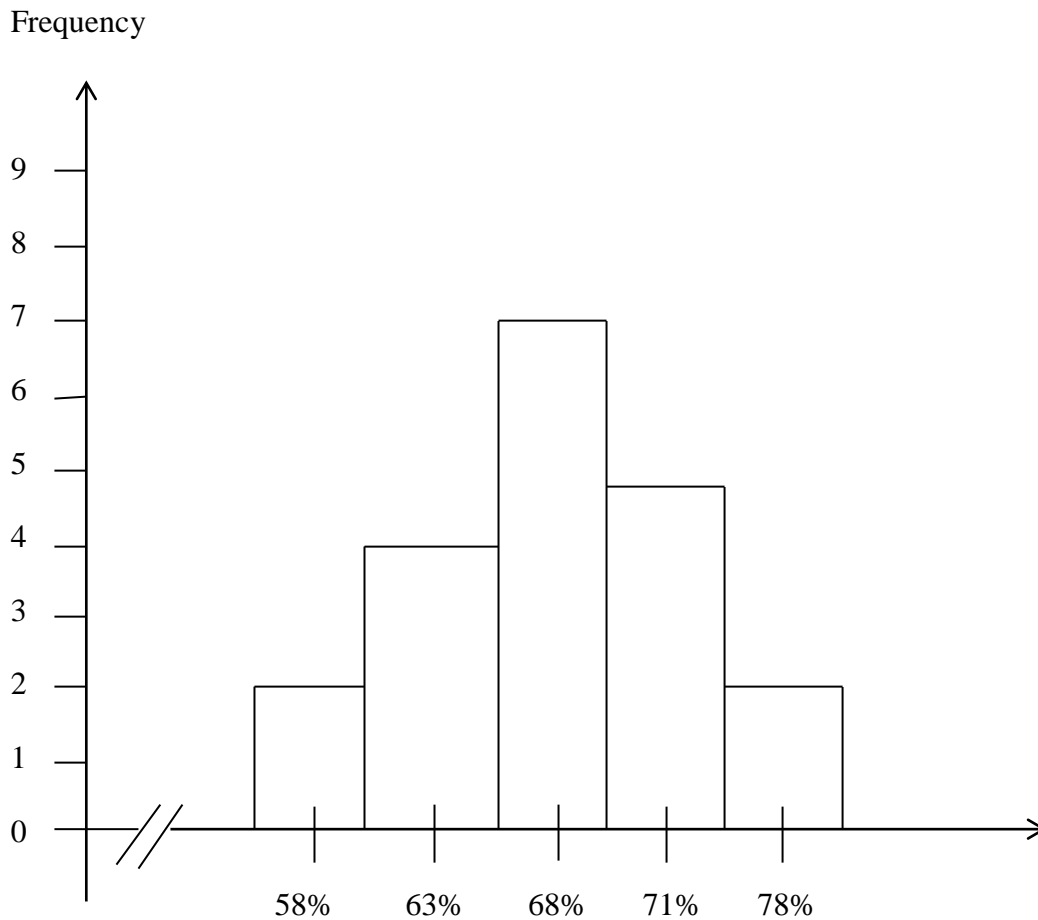


Figure 1: Histogram of The Eleventh Grade Students of MAS Abu Bakar Siddiq In Writing Narrative Text

Based on the table, it was known that the variable relevation of students' writing narrative text shown that the respondent in 56-60 were 2 students (10%), interval 61-65 were 4 students (20%), interval 66-70 were 7 students (35%), interval 71-75 were 5 students (20%), interval 76-80 were 2 students (10%). So, the interval in this research

shown the count of result from the sample or participant in percentage form.

From the data above, it could be found that formula and the calculating of mean scores as follows:

Table-9
Percentage of Students' Frequency Score in Writing Narrative Text

Students range Frequency score (lowest to highest)	Category	Amount of Students
40-59	Poor	2
60-69	Enough	10
70-79	Good	7
80-100	Very Good	1
The total students		20

From the explanation above can be seen, the table of frequency distribution shown that the students' ability in writing narrative text were enough.

2. The Description of Students' Difficulties of The Eleventh Grade Students Of MAS Abu Bakar Siddiq In Writing Narrative Text

In this discussion, explain about the students' difficulties in writing narrative text. The students' difficulties can be seen from the test results.

a. In Criteria of Narrative

1) Content

In criteria of narrative content, the result of students answer is 5.72%. The maximal score for this criteria is 10, but there is one students only that got score 9. Seven students got score 8, seven students got 7, four students got 6 and one students got

score 5 as the lowest score. The students faced difficult in deciding the theme of text. Some of students made the tittle but didn't relate to the content.(See Appendix 5)

2) Social Function

In this criteria, the percentage showed 5.52%. The maximal score for this criteria is 10. The highest score from this criteria is score 8 that is gotten by four students only, next is score 7 is gotten 10 students, six students got score 6 also the lowest score in this criteria. So, it means students faced difficulties in this criteria, where the students didn't know the purpose of their writing. Some of them wrote the text without aiming.(See Appendix 5)

3) Generic Structure

In this part, the result of percentage showed 5.68%. The maximum score for this sub indicator is same with the previous criteria namely 10. The highest for this criteria is score 8 are four students, score 7 are fourteen students, score 6 are two students and also the lowest score in this criteria. It means that, the students also faced difficult in this criteria, such as many of them used the wrong tenses is used, wrong placement of punctuation marks and also difficult to write the correct word. Because, the researcher got the wrong spelling of word in the result of writing text.(See Appendix 5)

4) Language Features

In this criteria, the result of percentage is 5.88%. The maximum score is 10. Seven students got score 8, thirteen students got score 7 also the lowest score in this sub indicator of criteria narrative text. It means that, the students difficult in making language features of text. It can be seen from the result paper of the students, that many of the didn't put any language features. (See Appendix 5)

b. In Elements of Writing

1) Orientation

The maximum score for this sub indicator is 15. This section showed 8.24% in percentage. It means that, students The highest score in this element is score 13 that is gotten by one student only. Score 12 are six students, score 11 are three students, score 10 are two students, score 9 are five students, score 8 are two students. The students lack of how to create the opening of the text, some of them didn't make the orientation.(See Appendix 5)

2) Complication

The maximum score in this elements is 15. In this part the percentage showed 7.48%. It can be taken the conclusion that most of the students stuck in making the conflict of the text, the students didn't understand how to make it. But, some of them can make it eventhough still far from the as usual. It can be seen from the score

that is gotten by the students, the highest score is 13 that gotten by three students, score 12 are gotten by two students, score 11 are two students, score 10 are two students, score 9 are four students, score 8 are six students as the lowest score in this part. So, it can be conclude that the students still faced difficult in making compication in the text. (See Appendix 5)

3) Resolution

In this sub indicators of element of writing, the percentage showed 8.2%. It means that, most of students can make the resolution of the the conflict. Eventhough there some of them faced difficult in making it. It can be proved by the score of the students, there is one student got 13, there are three students get score 12, there are six students got score 11, there are five students got score 10, there are two students got score 9, there is one student got score 8 and two students got score 7. (See Appendix 5)

4) Reorientation

In this section the percentage showed 8.08%. The detail score showed there is one student got score 14, there three students got score 12, there are two students got score 11, there seven students got score 10, there is one student got score 8, there is one student got score 7 and there are two students got score 6 as the lowest score in this sub indicators. It can be conclude that, most of

students faced difficult in this part, they lack of how to differentiate resolution and reorientation. (See Appendix 5)

3. The Description of Lecturer's Efforts to Overcome The Students' Difficulties In Writing Narrative Text

In this research, there were eight difficulties that faced by students in writing narrative text. Namely, the difficulty lies in Criteria of narrative text with sub indicators: content, social function, generic structure, language features. The difficulty lies is elements of writing with sub indicators: orientation, complication, resolution and reorientation. So, from the result of interview that have been conducted with the English teacher, there were several efforts that can be made to overcome the difficulties of students in writing narrative text. More explanation about the lecturer' effort as follows: More explanation about the lecturer' effort as follows:

a. Content

The difficultiy of the students in this part is difficult to decide the content of text. There are some of them made about the tittle about the daily activities. So, based on the interview that has conducted with the English teacher, the effort that can be done is:

“The effort that I used to solve that problem was connecting the learning process to the daily life. Example: The narrative text is about Sinetron in Indonesia, it is about problem life. So, there is good and bad people in the story”⁵⁵

⁵⁵FS, The English Teacher at MAS Abu Baqar Siddiq, *Research Written Interview*, on Thursday, October 20th 2022, at 10.57.

It can be conclude that the teacher exemplifies the narrative text to the real life so the students can understand directly. This effort is done to avoid students' confusion in making the unaccordance theme and content, if it is there are some of them made the wrong content.

b. Social function

In this part, students didn't know the purpose of their writing. Some of them wrote the text without aiming and not entertaining in accordance with the definition of social function. So the teacher's effort to face this difficulty is:

“Explained the purposes of the narrative first before starting to write. Giving understanding first about social function is one of the way to solve this students' difficulty. Again, if there is an exciting story or written text there will be more devotees”⁵⁶

It can be conclude that make students sure about the social function is the good way before starting to write the text. Also, connect to the real life how narrative text is. So, it can reduce misunderstanding about what social function is.

c. Generic structure

The next difficulty is about generic structure used. Wrong tenses is used, wrong placement of punctuation marks and also difficult to write the correct word. To fix these problems, the effort of the teacher is:

⁵⁶FS, The English Teacher at MAS Abu Baqar Siddiq

“Make the students really understand about the previous material, such as tenses, the punctuation and so on. I and the students also make project such like stick the poster about tenses on the wall of class. So, the students still can read it every time.”⁵⁷

So, the effort that is made by teacher is making poster about the tenses on the wall of the class. So, even though the students don't have an English subject they still can read the formula or the rules of the tenses and other related material also.

d. Language features

In language features, the students difficult to make creative language, such as word choice. The students are repeating the same word often. And, this indicate that most of the students lack of vocabulary. So, the teacher effort is:

“Actually, I have three meetings in a week for every class. So I have a program, every meeting the students must memorize five vocabulary. So, in a week there are fifteen vocabulary that are memorized by every students. More or less this program produce the result, even though not 100%”.⁵⁸

It can be taken the conclusion that the teacher has program to increase the students' vocabulary. Such as, memorizing five vocabulary in every meeting in English subject. An effort will still be successful even though it is not perfect.

e. Orientation

In this part, the students still confused about what the orientation is. Orientation is really simple, it is about the name of

⁵⁷FS, The English Teacher at MAS Abu Baqar Siddiq

⁵⁸FS, The English Teacher at MAS Abu Baqar Siddiq

the character, place, time about the story and it called opening. But some of students didn't make it. So, the effort that can be done by the teacher is:

“Create the division of the scheme from the elements of writing narrative text on their note. Such like, giving the example of the text and determine the paragraph based on the position. So the students directly understand about the part from every paragraph.”⁵⁹

It can be concluded that, the teacher's effort is creating the division scheme of the text. The students are asked to make a note like a scheme of division from each paragraph. So, the students can immediately see in general what paragraph contains about.

f. Complication

In complication, students faced difficult to make conflict of the story. The effort of this problem is almost same with the previous problem. Namely, make sure about the distribution of the paragraph by making scheme of the paragraph. The English teacher also said another effort:

“If make the story, imagine it with problem in daily life. Of course there is conflict or problem in it. So, by imagine, it can help the students make the conflict of the story of text”⁶⁰

The conclusion is, imagine with everyday problems if the students want to start writing in complication section. So, the students know that complication is consist about the top of the problem of the story.

⁵⁹FS, The English Teacher at MAS Abu Baqar Siddiq

⁶⁰FS, The English Teacher at MAS Abu Baqar Siddiq

g. Resolution

In resolution, some of the students didn't make the solution of the problem that they made in the part of complication. Like there is no resolution in the story they made. So, the effort of teacher is:

“Besides, making the students understand about the part of the elements of writing. I am as the teacher also make such a game. The game is about the problem of life. Start from problem in the class until the school. And ask the students to find out the solution”⁶¹

So, the conclusion is, the teacher makes a game about problem solve. The teacher makes some problems and ask every students to look the solution of the problem. So, the students are accustomed to finding the solution of conflict that created in the complication section.

h. Reorientation

In this section, many of students forget it. The students think that the last part of the story is giving the solution, but it is not. There must be conclusion from every text. So, the teacher's effort is:

“Giving detail explanation about the elements of writing narrative text exactly. Another is explained the students there must be conclusion or the last result in every life problem or story.”⁶²

⁶¹FS, The English Teacher at MAS Abu Baqar Siddiq

⁶²FS, The English Teacher at MAS Abu Baqar Siddiq

So, the conclusion is explaining the elements of writing clearly. Giving the detail explanation about every aspect of paragraph, so the students don't misplace contents of each contents.

So, the efforts that can be done to overcome students' difficulties were:

- 1) The teacher exemplifies the narrative text to the real life so the students can understand directly.
- 2) Make students sure about the social function is.
- 3) Making poster about the tenses on the wall of the class.
- 4) Memorizing five vocabulary in every meeting in English subject.
- 5) Creating the division scheme of the text in the students' note.
- 6) Imagining with everyday problems if the students want to start writing in complication section.
- 7) The teacher makes a game about problem solve. The teacher makes some problems and ask every students to look the solution of the problem.
- 8) Giving the detail explanation about every aspect of paragraph.

B. Discussion

In this part of research would like to discusse the result of the data analysis which are relative with the description in writing narrative text. After analyzing the data, it was known that The Ability of The

Eleventh Grade Students of MAS Abu Bakar Siddiq In Writing Narrative Text was enough category. The categorized enough have text the mean score was 68,08, so it can be enough categorized.

The result of this research can be compared with previous research that was conducted by Firmansyah. He concluded that in understanding verb in simple past in narrative text was enough categories. He found the total mean score was 60.31⁶³ So the researcher categorized that the students from SMP N.1 Hulu have enough ability in understanding verb in narrative text.

The second is Munandari. He concluded that the students' ability in irregular verb mastery in writing narrative text were high. It can be seen from the mean score were 72.69⁶⁴. It can be conclude that the students are able to master the using of irregular verb in writing narrative text. It means that, the students don't have problem in section generic structure.

So, it can be compared that there are similarity and difference among these research. The similarity is with the research that is conducted by Firmansyah, the means score are not much different. Namely, 68.08 and 60.31. Both mean score still in the same category enough. While, the difference of the reserach, placed in the study that

⁶³Rido Firmansyah, "Students Ability in Understanding Simple Past Tense in Narrative Text at SM N 1 Hulu" (UIN Sultan Syarif Kasim, 2020), p45, <http://repositort.uin-suska.ac.id/24674/2/GABUNGAN.pdf>.

⁶⁴Efri Munandari, "An Analysis on Te Students Irregular Verb Mastery In Narrative Text at Madrasah Tsanawiyah Swasta Nhadatul Ulama Batangtoru" (IAIN Padangsidempuan, 2014), p53.

is conducted by Munandari. The difference is still in the calculating of mean score, 68.08 and 72.69. It means that, the category is not same, this research is enough while her research good.

C. Threats of The Research

In conducting of this research, it can be realized that there were threats in this research. It starts from the tittle until the technique of analyzing the data, and from arranging proposal until finishing thesis, so it can be known that is far from the excellence thesis.

In conducting the data, there were not the threats time of collecting the data. Because the situation and condition were good caused of pandemic covid-19 is over. So, the students are available everyday in the school.

In this research have deployed the best by the researcher. That all the threats of this research, hoping get a fix for this thesis, the researcher also expected support from both of the advisor, friends and readers.

CHAPTER V

SUGGESTION AND CONCLUSION

A. Conclusion

Based on the result of the research and calculating the data, the object of this research were to analyze the students' ability in writing narrative text, students' difficulties in writing narrative text and the English teacher's efforts to overcome the students difficulties in writing narrative text. After treating the collecting the data, the conclusion can be taken as follows:

1. The students' ability in writing narrative text can be categorized into enough. It can be seen from mean score of the students' ability in writing narrative text, it was 68,05.
2. The students' difficulties in writing narrative text, as follows:
 - a. In content, difficult to decide the content of text.
 - b. In Social function, students didn't know the purpose of their writing.
 - c. In Generic structure, wrong tenses is used, wrong placement of punctuation marks and also difficult to write the correct word
 - d. In Language features, the students difficult to make creative language, such as word choice
 - e. In Orientation, the students still confused about what the orientation is.

- f. In Complication, students faced difficult to make conflict of the story.
 - g. In Resolution, some of the students didn't make the solution of the problem that they made in the part of complication.
 - h. In Reorientation, many of students forget it. The students think that the last part of the story is giving the solution, but it is not. There must be conclusion from every text
3. The efforts of the English teacher in writing narrative text, as follows:
- a. The teacher exemplifies the narrative text to the real life so the students can understand directly.
 - b. Make students sure about the social function is.
 - c. Making poster about the tenses on the wall of the class.
 - d. Memorizing five vocabulary in every meeting in English subject.
 - e. Creating the division scheme of the text in the students' note.
 - f. Imagining with everyday problems if the students want to start writing in complication section.
 - g. The teacher makes a game about problem solve. The teacher makes some problems and ask every students to look the solution of the problem.
 - h. Giving the detail explanation about every aspect of paragraph.

B. Suggestion

After taking the conclusion, this research was given the suggestion based on the result of this research, the suggestion as follows:

1. It is suggested to the headmaster, to motivate the teacher, especially to English teacher.
2. For the students the students, to keep study hard to get success in their study. Overcome the weakness to get better in writing Narrative Text
3. It is important to other researcher, to make the deepest research with the topic of this research, because this research still far from the perfect.

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