

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE
TEXT**

(A Qualitative Research at the First Grade MIPA I of MAN 2 Aceh Besar)

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
"Sarjana Pendidikan" (S1)

by:

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**ENGLISH DEPARTMENT
UNIVERSITY OF BINA BANGSA GETSEMPENA
BANDA ACEH
2021**

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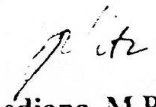
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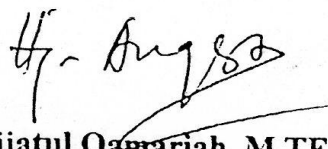
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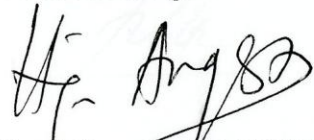
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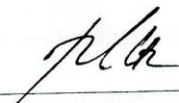
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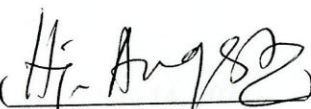
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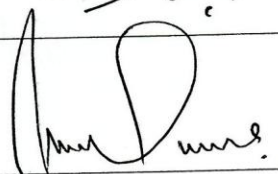
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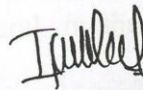

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ACKNOWLEDGEMENT

DECLARATION

The author herewith affirmed that this thesis is her owns work. All the information contained in this writing has been obtained and presented by following the regulation set by the academic and with due regard for the ethical code of the writing. The author declared that she fully quotes and references that all of the material and findings on this paper are the author's original writing.

Banda Aceh, July 14, 2021



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ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to the almighty Allah for the blessing so the researcher could do this research and complete this thesis under the title “ An Analysis of Students’ Ability in Writing Narrative text”. This thesis is extended to the English Department of Bina Bangsa Getsempena University Banda Aceh, As one of the requirements for obtaining a Bachelor’s Degree. I realize that the writing of this thesis is still not perfect. This is realized because of my limited ability and knowledge possessed. I hope that this thesis will be useful for the author in particular and for others in general. In the preparation of this thesis, the author gets a lot of lessons, motivational support, assistance in the form of invaluable guidance from some people starting from the implementation until the preparation of this thesis report.

Therefore, on this occasion, I would like to thank the following people for helping and supporting the researcher in conducting this thesis.

1. Ms. Dr. Lili Kasmini, as the rector of Bina bangsa Getsempena University.
2. Ms. Sri Wahyuni, M.Pd as the head of English Departement.
3. Ms. Rosdiana, M.Pd as my advisor 1, the person who always give their help, guidance, correction, and suggestion for completion of this thesis.
4. Ms. Hijjatul Qamariah as my advisor 2. the person who always support me and give their help, guidance, correction, and suggestion for completion of this thesis.
5. All of my lectures, which have taught and motivated me from the first semester until the last semester.

6. Mr. Fadhil is an English teacher who has allowed me to do research in his class, his time, and his information so that I can carry out and complete this research.
7. My beloved parents, Mrs. Septiana and Mr. Alm. Adi Doa Ibu who always support, motivated, pray for me and strengthen me in every circumstance. Besides, they always give me a chance to continue my study and fight for facilitating my education.
8. All of my family, who always pray for me and help me when I was in a difficult time.
9. My friend, Intan Sri Rezeki who always help and support me in conducting and finishing this study.
10. All of my friends, who always help and give me their time.

I really hope and believe that Allah will repay them for every service and kindness of those who have helped me in completing this thesis. In addition, I hope this thesis will provide some benefit for many people.

Banda Aceh, June 24, 2021



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ABSTRACT

Fatimah Putri. 2021. An Analysis of Students' Ability in Writing Narrative Text. Thesis, English Department, Bina Bangsa Getsempena University. Advisor 1. Rosdiana, M.Pd, Advisor 2. Hijjatul Qamariah, M. TESOL.

The research aims to analyze students' ability in writing a narrative text according to the generic structure and to find out the students' difficulties in writing narrative text. Additionally, this research also had the purpose to provide some information about students' narrative text. Therefore, in this research, the researcher analyzed whether students in X MIPA I at MAN 2 Aceh Besar had similar problems to the participants from the previous research. In addition, the number of students from X MIPA I was 18 students so that all of them participated in writing the narrative text. The design of the study was descriptive qualitative research. Moreover, in collecting the data, the researcher used several research instruments. For instance document analysis that used to know whether students composing the narrative text depending on the generic structure. Besides, focus group discussion (FGD) was used to realize students' difficulty in creating a narrative text. Another, interview guide with the English teacher was used to get data on students' problems in writing. As the result, the research finding showed that from 18 participants only 8 students wrote the narrative following the generic structure. Additionally, 10 of them did not write the narrative text based on the generic structure. In addition, focus group discussion results indicated that most of the students had few problems in writing. For instance, did not understand the generic structure, lack understanding of the language features, had limited vocabulary to express their ideas, had no ideas, had difficulty in organizing ideas, lack of grammatical knowledge, had difficulty to chose appropriate words, felt difficult to spell the word, had limited time, and did not like the English subject. Besides, the interview result with the English teacher demonstrated that most of the students lack of vocabulary, lack of grammatical knowledge, lack of understanding in the word choice, and lack of motivation.

Keywords: *Students' Writing Ability, Narrative Text, Generic Structure, Students' Difficulties*

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CHAPTER I INTRODUCTION

This chapter discusses some aspects related to research namely: background of the study, research problem, research objective, Scope of the Study, the significance of the study, and definition of key terms.

1.1 The Background of the study

Writing skill is one of the language skills that should be mastered by the students in learning English. Moreover, it is a hard skill to master because there are long processes of writing. Such as brainstorming, outlining, drafting, revising, editing, and publishing. In the same way, Meyers (2005:2) argued writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising. In theory, writing is defined as the process of doing something dealing with problems and difficulties in discovering interesting ideas, organizing, and putting them on the paper that is appropriate with the writing project.

Furthermore, it is an important skill because there are so many benefits of mastering these skills. First, the learner can express their ideas. Second, they can express their feelings. Third, they can also use these skills for communicating with others, etc. Moreover, in the education system, there is a lot of written text types that should master and written by students. This is why teachers have to give more attention to the students when they are teaching writing. Besides that, teachers often only use writing proficiency to measure the knowledge of their students. Therefore, students have to learn writing skills. Further, Furwana (2019:54) Stated there are some things that the learners have to know and

understand to write a text. For instance, the generic structure of the text, language features of the text, grammatical rules, word choice, way to organize a text, way to start writing, finding the ideas, and developing the ideas. Moreover, learners also have to use a technique for writing. Based on that statement, we can conclude many things must be mastered by the students if they want to create a text.

Besides that, in Curriculum K13, students in a senior high school in Indonesia demanded to be able to create some types of text. One of them is a narrative text. Additionally, Curriculum K13 also required students to write a narrative text by following the generic structure and the language feature of this text, therefore all of the students should understand both of the things. In addition, A narrative text is a type of text in English that is used to tell a story that has a chronological sequence of events that are interconnected. Additionally, the purpose of this text is to entertain the reader. In the same way, Purba (2018:9) a narrative text is a type of text which tells a story that happened in the past, the purpose of this text is to give moral value and to entertain the reader with a story.

On the other hand, some students have difficulties in writing narrative text. It can be seen from the text that was already written by students. In this case, there are a lot of mistakes for instance in language features, generic structure, spelling, word choice, etc. Additionally, the most mistakes that the students often make are in language features and generic structure. In this case, some of the students did not write a narrative text based on the language feature and generic structure so the text that was already written by students is inappropriate with the

characteristic of a narrative text. So it makes the text produced by students is imperfect and unwell.

Likewise, Koilara and Tambunan (2020:157), Many students feel difficulty in writing narrative text with a generic structure because they do not understand the generic structure of the narrative text. Besides, Koilara and Tambunan (2020:157) stated based on their research finding only 3 students from 29 students can understand the generic structure of a narrative text, which means 26 students need more practice at home and ask the teacher to make them understand.

In the same way, Muliani and Norahmi (2019:116), some of the students have difficulties in writing narrative, it happened because of some problems for example they do not understand how to apply generic structure, language feature, have limited vocabulary, etc. Besides, Muliani and Norahmi (2019:130) stated in their research finding there are three types of students' difficulties in the generic structure of writing narrative text such as some of the students only wrote a narrative text with the orientation and complication, some of them only wrote a narrative text with the complication and resolutions, some of them only write a narrative text with the orientation.

From the statements above, we can conclude, In writing narrative text students should following the generic structure and language features of this text. In this case, they have to write narrative text step by step which is starting with the orientation, complication, and resolution. However, in reality, there are so many

students who have difficulties in writing narrative text. This thing happened because of some different reasons. Firstly, some of them did not understand how to write a narrative text based on the generic structure. Therefore some of their narrative text miss of some aspects, for example, orientation, complication, and resolution. Second, sometimes they have mistakes in the language features for instance when they write a sentence that actually they should use past tense but they use the simple present tense. Third, they did not have enough vocabulary so it will make them difficult to express or put their ideas into English sentences. Besides, sometimes they should use the dictionary so it will take time.

In addition, because many students have difficulty in writing narrative text, the teacher should give more attention to the students in teaching this material. Additionally, the teacher has to analyze each narrative text that is already written by students because with this thing the teacher can know whether the students are able to write a narrative text based on the generic structure and language features or not. Besides, this activity is very important to improve students' narrative text.

Further, Based on some expert opinions above, it can know that there are still many students who have difficulty in writing narrative text. Besides, in writing, each student makes different mistakes and different shortcomings. Although many students still have difficulty in writing narrative text, some students can write narrative text well according to the generic structure and language features. In addition, the writing ability of students in each school is not

the same, it can be said some schools have students with good writing skills, and also some schools have students with low writing skills.

Therefore, in this research, the researcher wanted to find out how the students writing ability of class X MIPA I in Man 2 Aceh Besar, especially in narrative text. In this case, the researcher focuses on analyzing the narrative text that has been written by the students, do students write narrative text according to the generic structure, and do students in this school also have difficulties in writing the narrative text as stated by several experts above.

Furthermore, there are some previous studies related to this study. First, a study by Mufida (2020) which was already conducted towards the first-grade students at SMA Perintis 1 Bandar Lampung. The research results showed that narrative text is one of the texts taught by teachers to first-grade students. In addition, the research results also revealed that students' ability in writing narrative text was low. It happened because they had some problems in writing such as lack of vocabulary, lack of grammatical knowledge, difficult to finding the ideas, difficult to organize the ideas, and lack of understanding of the generic structure of narrative text.

Another study by Hartati (2019) this study conducted towards the second-grade students at SMAN 1 Kampar Timur. Besides, this study was to know students' writing skills on the narrative text and students' difficulties writing narrative text. Moreover, in this study, the researcher used qualitative research design because she wanted to analyze students' writing skill of narrative text and

to describe students' difficulties in writing narrative text. Further, the study showed that students' writing skills were in a good category. Another, this research found there are some students' difficulties in writing the narrative text for instance students was lack of vocabulary, lack of grammatical knowledge, hard in putting the ideas into sentence or paragraph, difficulty to find the ideas, did not have enough time to write a text, difficult to follow the generic structure and language feature of the text.

Finally, a related research was taken by Aulia (2019) this research was conducted at MA Muallimin Muhammadiyah Makassar. Besides, the subject of this research is the second-grade students. This research aims are to describe students' writing ability in writing narrative text and describe students' difficulties in writing narrative text. Moreover, the research results indicated that the students' writing ability was good as well as they did not have difficulty in writing narrative text.

Based on some previous studies above, the researcher was interested in doing a research under the title "**An Analysis of Students' Ability in Writing Narrative Text**". This research was conducted with the first-grade students from MIPA I of class MAN 2 Aceh Besar. Besides, in collecting the data, the researcher used a qualitative design. The researcher used qualitative design because she wanted to analyze the generic structure of the narrative text that already written by the students. Moreover, the researcher also wanted to know

students' difficulties in writing narrative text. Therefore, she used focus group discussion and interview to get the data.

1.2 Research Problem

Based on the background of the study, the problem of this study are:

1. Do students write narrative text based on the generic structure?
2. What are students' difficulties in writing a narrative text?

1.3 Research Objective

Based on the problem of the study, the objective of this study can be described as follows:

1. To know do students write narrative text based on the generic structure.
2. To know students' difficulties in writing narrative text.

1.4 Scope of the Study

The scope of the study is that the researcher only focuses on the analysis of students' writing ability in the generic structure of writing narrative text and students' difficulties in writing narrative text.

1.5 Significance of the study

The researcher hopes that the research of An Analysis of Students' Ability in Writing Narrative text will be beneficial for the researcher, teacher, and students. This study is expected to give some benefits as follows:

1. For the teachers

The research results are expected to be a reference for the teacher in teaching writing. In this case, the teacher can use the research results to understand students' difficulties in writing and also to know whether students can write narrative text by following the generic structure of the narrative text.

2. For the Students

The outcomes of this study are predicted to make students understand their ability in writing narrative text. Besides, the results of this study contain information about students' difficulties in writing so that they can use this research result as a reference to overcome their weaknesses in writing a narrative.

3. For the researcher

The research results will answer the curiosity about students' ability in writing narrative text.

1.6 The Definition of Key Terms

- a. Ability

Based on Hartati (2019:6), "Ability is potentially found in the human being or quality of being able to do something, especially the physical, mental, or legal power to accomplish something". In conclusion, the ability is the potential possessed in understanding or doing something. This ability can be in the form of physical strength, brain ability, and ability in action.

b. Writing

According to Harmer (2004:31), writing is the way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

c. Narrative Text

Narrative text is a text that tells a story that happened in the past and it has the purpose to entertain, inform, and give moral value to the readers. Besides, this text tells about a series of events logically, chronologically, and connectedly. The nature of the narrative text is imaginative or in the form of fictional but it also can be in form of non-fiction. According to Mahendra and Rosa (2014:79), narrative text is a kind of text which used to tell a story that occurs in past events. Additionally, Herman (2014:31), "Narrative is introduced to amuse or entertain the readers with actual or imaginary experience in different ways". Further, he also stated a narrative text always deals with problems that lead to the climax and then turn into a solution to the problem. Moreover, Rebbeca (2010:1) stated narrative text is a type of text that relates a series of logically and chronologically. In conclusion, narrative text is a type of story in the past and most narrative text is fiction for instance fable, legend, fairy tales, folktale, and scientific fiction. Furthermore, the writer usually uses narrative text to entertain, inform, and give moral value to readers.

d. Generic Structure

Generic structure 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.

e. Difficulty

Students' difficulty is a condition in which the students face the problem in understanding and doing something in the learning process. It will be known from students' mistakes or errors in the learning process. Based on Hartati's view (2019:6), difficulty is defined as something complicated to do so that can be the obstacle in doing something.

CHAPTER II LITERATURE REVIEW

This literature review describes the outline in writing, they are (1) Writing Ability (2) Micro and Macro Skills in Writing (3) Writing Process (4) Components of Writing Ability (5) Writing Purpose (6) Approaches in Teaching Writing (7) Students' Difficulties in Writing (8) Narrative Text (9) Social function of Narrative text (10) Language Feature of Narrative Text (11) Types of Narrative Text (12) Examples of Narrative Text.

2.1 Writing Ability

Writing is one of the basic abilities in learning English. Additionally, writing ability is very important. Likewise, Pardede (2014:57) argued writing is one of the most important language ability. Therefore, every English learner should master this ability. Besides, there are so many benefits of mastering this ability, for instance, we can express our feelings, share ideas, exchange information, etc. In the same way, Rosdiana (2017:172) mentioned that writing is the ability to communicate ideas, thought, and feelings to others using written language. Similarly, Harmer (2007:31) stated writing is one of the ways to produce language and also the way to express ideas, feelings, and opinions. Furthermore, it also became a medium to communicate with others. In the same way, Tarigan (2008:3), writing is one productive ability and expressive language that can be used for communicating with others directly or indirectly.

In addition, writing is the activity of putting ideas into a text. For doing this activity, the writers usually take several steps such as thinking or looking for the idea, compiling them into sentences or paragraphs, and then revising them by themselves or other people's help. It is to make good text and readable text so the reader can get the point from the text. Additionally, Brown (2007:391) argued writing is the process of thinking, drafting, and revising, besides, in doing writing the writer needs special skills on how to generate ideas, how to organize them into a coherent text, how to revise them into readable text. Likewise, Wahyuni (2017:74), "writing is an action, a process of discovering your ideas, putting them on a paper and reshaping and revising them".

Furthermore, people who learn a language must be able to master this ability because it is an important ability that will be used in daily life. Especially at school, as we know in the education system, there are a lot of tests for using writing ability, and the teacher usually assesses students' ability based on their writing. Consequently, every learner should have mastered these ability. Moreover, this ability is hard to master because it has a long process and takes a long time to produce super good text. Additionally, Harmer (2007:325) there are long processes of writing such as planning, drafting, editing, and final version. He also stated, if the students follow all of these processes, it will take time. So it will be an obstacle for students when they write a text in class because they do not have enough time for following all of the writing processes.

Moreover, Westwood (2008:57) writing ability is the most difficult language ability to master because writing needs cognitive, linguistic, and

psychomotor processes. In the same way, Rass (2015:49), Writing is a difficult language ability not only for non-native speakers but also for native speakers because when the writers write a text, there are a lot of important components that they have to pay attention to, for instance, content, audience, organization, objective, vocabulary, punctuation, spelling, and capitalization. From both of the statements above, we can conclude writing is a difficult language ability for native and non-native speakers because there are several things that the writer should have for example cognitive, linguistic, and psychomotor. Besides, to write a good text, the writers must attend to several things, such as audience, content, organization, objectives, vocabulary, punctuation, spelling, capitalization, grammar. etc. It aims to make the readers easier to understand the text.

In conclusion, writing ability is the capability of someone to compose a text based on the characteristics and criteria of the text that will be written. Besides, The text that has been written should be readable so that readers can easily understand every piece of information which are contained in the text. Moreover, to produces a good text the writer can follow some writing processes such as planning, drafting, editing, and final version.

2.1.2 Micro and Macro Skills in Writing

Brown (2007:399) categorized all of the aspects into two main skills such as micro-skills and macro skills of writing. Besides, the following is the list of the micro and macro skills of writing.

1. Micro skills

- a. Generate grapheme and English orthographic patterns.
 - b. Produce writing at an efficient speed according to the purpose.
 - c. Generate acceptable core words and use appropriate word order patterns.
 - d. Use acceptable grammatical systems such as tense, agreement, pluralization, patterns, and rules.
 - e. Expressing certain meanings in different grammatical forms.
 - f. Use cohesive devices in written discourse.
2. Macro skills
- a. Use rhetorical forms and conventions of written discourse
 - b. Carry out the communicative function of written text appropriately according to its form and purpose.
 - c. Convey links and connections between events, and communicate relationships such as main ideas, supporting ideas, new information, given information, generalizations, and examples.
 - d. Distinguish between literal and implied meaning when writing.
 - e. Correctly convey specific cultural references in the context of written texts.
 - f. Develop and use a range of writing strategies, such as accurately assessing audience interpretation, using pre-writing tools, writing fluently in first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback to revise and edit.

Therefore, to produce well-written text, the writer should focus on micro and macro skills of writing. Besides, to produce well-written text the writer also considers several linguistic aspects of writing.

2.1.3 Writing Process

According to Harmer (2010:325), there are four basic steps that the writer should do such as planning, drafting, editing, final version. Besides, it can be described as follows:

1. Planning

Before starting to write, the writers have to make planning about what they are going to write about. Moreover in this stage, there are some activities that they should do. First, choosing a topic, they must choose a topic before starting to write a sentence. Second, Gathering the ideas, they should make a list or brainstorm the ideas. Third, organizing the idea, they should identify on the brainstorming list. Whether the ideas are related or not to the topic. Furthermore, they also make grouping the ideas that are related to each other. Fifth, defining a topic sentence, they start to write a topic sentence. It is important because it is not only helpful for the writer but also the reader. It helps the writer in organizing the main idea of their text, and it guides the readers when trying to understand the idea from the text. The last, making outlining they should try to make outlining for their topic after they organize the ideas that have been collected.

2. Drafting

In this section, the writers start to make drafting. Additionally, the writers will write a text without thinking about grammar and others. It means they do not have to worry about every mistake when writing a text. For this reason, their first draft may contain lots of errors, for instance, grammatical errors, punctuation, and incomplete ideas. Furthermore, it is possible to make some mistakes when writing a text because they only must focus on putting their ideas into sentences. Besides that, drafting aims is to put the ideas into sentences. Therefore, putting the ideas into a sentence is more important than correcting the errors.

3. Editing

Editing is the process of putting the piece of text into the final paper. Additionally, the purpose of this step is to make the text optimally readable. In this process, the writer will correct or improve capitalization, punctuation, spelling, grammatical mistakes, etc. Moreover, there are two types of editing, self-editing, and teacher editing. In self-editing, the writers will correct their text by themselves. In this case, they will try to find grammatical mistakes, punctuation, capitalization, and spelling in each sentence. While in teacher editing, the teacher is not going to correct or improve the text because she/he only will give comments or feedback and help the writers to find the mistakes.

Besides, to help the writers, the teacher will put the symbol such as *S* for the spelling error, *WO* for a mistake in word order, *G* for grammatical error, *T* for wrong verb tense, *C* for concord mistakes like the subject and verb agreement,

WW for incorrect word, *{ }* for something not necessary, *?M* for unclear meaning, *P* for a punctuation mistake, *F/I* too formal or informal, etc. After giving the symbol, the teacher will give back the text to the writers. Then the writers will correct their writing by looking at the symbol.

4. Final version

This is the final step in writing, at this stage, the writers rewrite the text that has been revised. After rewriting, the writers can publish their final. Moreover, publishing is important because the writers can share their ideas or exchange information that the writer already poured into their writing. Besides, sharing final writing with teachers, friends, and family will build up writer communication with the readers. Additionally, by sharing, a writer will have real audiences that will give feedback for the text. Therefore, she can develop or increase their writing skill and their confidence in producing a text.

2.1.4 Components of Writing Skill

Good writing involves more than the ability to write grammatically correct sentences. Additionally, there are several writing components that should be considered when writing. According to Richard (2007:21), sentences also need to be cohesive and the whole text needs to be coherent. Thus, students must also be equipped with knowledge about cohesiveness and coherence. Moreover, Gerot and Wignell in Damayanti (2009:30) state that cohesion is the relationship between sentences in a text. Cohesion refers to the resources in a language that

provides continuity in a text, over and above it provided by clause structures and clause complexes. It is also affected by:

- a. Conjunctions
- b. Punctuations
- c. Dixies
- d. Textual Meaning

Meanwhile, coherence means the relationship between the text and the parts of the text.

- a. Grammar
- b. Generic Structure
- c. Linguistic Features

So, there are many aspects that must be considered in writing because writing is not only about writing ideas on a piece of paper, but also about how the idea will be constructed properly and grammatically so that other people can understand the text.

2.1.5 Writing Purpose

When we perform a certain action, we must pay attention to the purpose of the action is the actions we take. It is the same when we write something. We should sure about the goals that be achieved. Moreover, Reid (2000:8) stated that there are three generals the purpose of writing, and that can all happen in one text, although usually one of the most dominant goals. Those are:

- a. To Explain (inform and educate)
- b. To entertain (amuse and give pleasure)
- c. To persuade (convince and change the reader's mind)

In each of these general objectives, the authors choose one or more specific objectives. Some purposes are external (beyond) actual writing to fulfill assignments, to receive good grades, or to demonstrate knowledge to an instructor. Moreover, writers should focus on the purpose of their writing because that will affect what language they choose and how they use it. Once they have defined their goals, they know what kind of information they need, how they organize and develop that information, and why they find it important.

In conclusion, before we write, we must state the purpose of our writing first. So that we can focus more on what we already believed in at the beginning so that we will not go further than the goals we have chosen. This will also help us in using the appropriate language.

2.2 Approaches in Teaching Writing

Brown (2007:335) stated there are two approaches to teaching writing. Those approaches are as follows:

1. Product-oriented
 - a. Meets certain standards of prescribed English rhetorical style.
 - b. Reflects accurate grammar.
 - c. Arranged according to what the audience will consider.

Septiani (2018:17) “product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher”.

2. Process-oriented

According to Shih in Brown (2001:335), process approaches do most of the following:

- a. Focus on the writing process that leads to the final written product.
- b. Help students to understand their composing process.
- c. Help them build a repertoire of strategies for prewriting.
- d. Give them to write and rewrite.
- e. Places central importance on the revision process.
- f. Let them discover what they want to say as they write.
- g. Give them feedback during the writing process. Not only on the final product
- h. Encourage feedback from instructors and peers.
- i. Mention individual conferences between teachers and students during the composition process.

Additionally, Coffin (2005:33) explained: “process approaches focus on what writers do as they write rather than on textual features, but depending on the writer’s immediate task, these approaches also consider text features.”

2.3 Students' Difficulties in Writing

In writing, some of the students have difficulty in writing, it can be known from the text that was already written by the students. There were a lot of mistakes in their writing text. This happened because of some problems, for example, they did not familiar with the English subject, they lack vocabulary, they did not know how to organize the ideas, they doing errors in choosing the appropriate word, they did not understand the writing process, they did not understand the generic structure of the text, they did not understand the language features of the text, they lack motivation in learning a foreign language, they did not have enough times, they did not get the feedback so they did not understand to improve their writing skills, etc.

Based on some previous studies which were conducted by some experts, many students have difficulties in writing. It happened because of some different problems. According to Qamariah and Wahyuni (2016:354), some of the students make mistakes in writing, in this case, most of the students make mistakes in the organization of the paragraph which can be found in all of the components such as in the topic sentence, supporting sentence, and concluding sentence. Another, Qamariah and Wahyuni (2016:354) also explained students also make mistakes in the language features, in this case, they are often doing mistakes in the use of syntactic and stylistic.

Moreover, Novariana and Sumardi (2018:216), there was some internal and external problem that occurred in writing, the internal problems are the

grammatical problem, words choice problem, cognitive problem, capitalization problem, spelling problem, content problem, and organization problem, on the other hand, the external problems are lack of understanding of the writing process, lack learners' motivation, inadequate time, teachers' feedback, and lack of practice.

Furthermore, Alisha and Safitri (2019:19), Few students have significant problems in writing English, this case because they have limited knowledge to build up the sentence, have limited vocabulary, do not understand how to choose an appropriate word, do not know how to write correct spelling. In conclusion, there are many problems that make the students difficulty in writing.

2.4 Narrative Text

The narrative text is a text that tells a story that happened in the ancient. According to Herman (2014:31), "Narrative is introduced to amuse or entertain the readers with actual or imaginary experience in different ways". Additionally, he also stated a narrative text always deals with problems that lead to the climax and then turn into a solution to the problem. Besides, Rebbeca (2010:1) stated narrative text is a type of text that relates a series of logical and chronologically. Likewise, Benyamin (2011:192) explained "narrative is a text which has a purpose to amuse, entertain, and deal with problematic events, a crisis or turning point of some kind, which in turn finds a resolution".

Furthermore, Djatmika and Wulandari (2013:100) argued a narrative text is a story that has moral value, it is used to entertain and give moral value for the

reader and listener. Also, Mahendra (2014:79), “a Narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener”. Moreover, most of the narrative is fiction or imaginary stories but sometimes a narrative can be nonfiction. Fictional stories are stories based on the author’s imagination, which means the stories never happened. Besides, non-fiction stories are stories that are made based on the fact that happened for instance autobiographies and biographies.

From the statements above, we can conclude that ship crew, narrative text is a type of story in the past. This kind of story can be fiction and nonfiction for instance fairy tales, myths, folk tales, animal stories, autobiographies, and biographies. Besides, the writer uses these stories to entertain, inform, and give moral value to listeners or readers.

2.4.1 Social function of Narrative text

Based on Knapp and Watkins (2005:220) argued narrative text has a social function to entertain readers. Besides, it is also used for changing social opinions and attitudes. Many people use narrative text not only to entertain but also as a medium for giving moral value and advice to others so that their behavior can be better. Additionally, narrative text is very effective for entertaining and a medium for teaching good behavior, especially for children. Because when children read or listen to a story, they will believe that all the characters and events in the story happen in reality.

2.4.2 Generic Structure of a Narrative Text

According to Siahaan (2008:73), Narrative text has some generic structure.

Besides, it will consist of the following generic structure:

1. Orientation, set up the scene and introduce the characters
2. Evaluation, a step back in evaluating problems
3. Complication, describing the increasing problem that figures have to face
4. The resolution, magical problem resolved or better or worse

Moreover, In constructing a text, the writer should follow some steps. Those are commonly used for creating a narrative text. Additionally, Lubis (2016:5), stated there are several steps for constructing a narrative text. It can be described as follows:

- a. Orientation / exposition

Orientation is commonly mentioned in the first paragraph. It is called an introductory paragraph. Besides, in this part, the writer lets the readers know the main characters and possibly some minor characters. Also, where and when the story takes place.

- b. Complication / rising action

In this part, the writer tells the reader about the beginning of the problem that causes the peak of the problem that is called the climax. Besides, this section usually involves the main character of the story.

- c. Resolution

Resolution is the end of the story or in the form of a solution to the problem that happened in the story. Moreover, the implication of the story may be resolved for better or worse.

d. Reorientation

Reorientation is the closing of a story which is optional. Orientation can contain the morals value and suggestions from the writer to the reader.

2.4.3 Language Feature of Narrative Text

The language feature is an element of language from a text. Each type of text has language features. Besides, Siahaan (2008:74) stated narrative text should be written by following some language features, as follows:

1. Using noun phrases such as a beautiful princess, a huge temple, magic wand, etc.
2. Using connections such as first, after, before that, then finally, etc.
3. Using adverbial phrases of time and place for example once upon a time, in the kingdom, in the castle, two days ago, etc.
4. Using simple past tense to illustrate one day the fisherman and his wife went to the river.
5. Using action verbs such as took, said, asked, told, etc.
6. Using thinking verbs, feeling verbs, and verbs of senses for example the woman worried about it, the old woman loved her grandchildren, the cakes smelled delicious.

2.4.4 Types of Narrative Text

According to Emilia (2011:94), There are five types of narrative text. It can be described as follows:

1. Fable

Fable is stories that are fictional or imaginary. These stories tell the life of animals that behave like humans. Besides, these stories have moral value aimed at the readers or listeners. The examples of fables are the lion and mouse, the fox and crow, mouse deer and crocodile, etc.

2. legend

legend is folk tales that contain certain characters, events, or places that mix historical facts with myths, for instance, The Story of Lake Toba, Sura and Baya, etc.

3. Fairy Tale

A fairy tale is a fictional story used to entertain children. This story usually tells things that are beyond reason and tells something magical for example Cinderella, Pinocchio, snow-white, etc.

4. Folktale

Folktale is an old story that came from society and developed in society ship crew, revealing the customs of a culture. The characters that appear in folktales are generally manifested in the form of animals, humans, and gods. To illustrate, Crying Stone, Putri Pukes, Malin Kundang, etc.

5. Scientific Fiction

Scientific Fiction is a story of imagination related to science and technology for example *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein, etc.

Moreover, in conducting this research, the researcher did not provide specific topic for the students. It was to make the students could write the story that they was already know or they like. So they would more easier in finding the ideas.

2.4.5 Examples of Narrative Text

The Legend of Malin Kundang

Parts of the text	Purpose	Summary from text
Orientation	Telling the reader information about who was involved, what happened, where it happened	A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to the sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

		<p>One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy.</p> <p>He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on the coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".</p>
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<p>Complication</p>	<p>Shows the beginning of the conflict in the story</p>	<p>An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She ad pleaded with Malin Kundang to recognize her as his mother but he kept refusing and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"</p>
<p>Sequence of events</p>	<p>Showing how the story develops after the conflict</p>	<p>After that, he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn</p>

		into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail.
Resolution	Giving solution for the conflict	Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone

BAB III

RESEARCH METHODOLOGY

This chapter provides the methods of the research which covers research design, location of the research, research participants, research instrument, technique of data collecting, the technique of data verification, and technique data analysis.

3.1 Research Design

The researcher had to choose one of the research designs in order to make a systematic research. In this case, the researcher used a qualitative research design. A qualitative research design is a design used to describe a phenomenon experienced by the research subject, which through data collecting that related to the phenomenon being analyzed. According to, Moleong (2011:6), a qualitative research design is a research design that uses to understand the phenomenon experienced by the research subjects for instance related to behaviors, perceptions, motivations, actions, and others which are carried out thoroughly and in a descriptive way in the form of words and language, in a special naturally context, and also by utilizing natural methods.

Additionally, Nasution (2008:5) stated qualitative research is observing people in their environment, interacting with them, and trying to understand their language and their opinions about the world around them. Based on the statement above, we can conclude that qualitative research design is a kind of research design that researchers use if they want to know about a phenomenon or problem that happened in daily life. In this case, the problem or phenomenon experienced

by the research subjects for example when the researchers want to know people's perception, students' motivation, etc. Besides, in collecting data, the data sourced from the research subjects must be carried out thoroughly and naturally, which means that the researchers should not manipulate or intervene in the activities of the research subjects by providing certain treatments.

Furthermore, Sugiyono (2019:8) stated qualitative research design also known as the naturalistic research method because this type of research is carried out in natural setting conditions, besides this method is also called the ethnographic method because at the first time this method was often used to research in the field of cultural anthropology. Besides, Sugiyono (2019:8) argued it is called a qualitative design because the data collected and analyzed is more qualitative.

Likewise, Nasution (2008:18) Qualitative design is often referred to as naturalistic research, besides that it called qualitative because the data collected is in the form of qualitative not quantitative because in this study the researcher does not use measuring instruments, and also it is called natural because this research was made without manipulation and being regulated by experiment or test. So that we can conclude, qualitative design is research that is made according to the actual situation, so the researcher is not allowed to manipulate or give treatment to the object being studied. In this study, researchers only use instruments that are considered to be able to provide answers to the problems studied. The instrument must be made based on the problem being studied.

Moreover, in doing this qualitative research, the researcher used the document analysis method because she wanted to analyze students' narrative text. In addition, Agrita (2014:15), document analysis is a method of data collection from the written sources in order to obtain data for analysis which is done by reading, recording, and collecting data from written data sources. Another, Bloor and Wood (2006:57) stated document analysis has a purpose to describe the document content characteristic thorough examination.

Furthermore, Bowen (2009:27) argued document analysis is a systematic procedure for reviewing and evaluating documents, both printed and electronic materials. In the same way, Corbin and Strauss (2008:275) Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to gain meaning, gain understanding, and develop empirical knowledge. Moreover, Bowen (2009:29) stated document analysis mostly serves as a complement to other research techniques but sometimes this method can be an independent method without others so that some special forms of qualitative research only rely on document analysis.

In conclusion, document analysis is one of the data collection methods in qualitative research. Additionally, through this method, the researcher will obtain the data from a written source. Then, that data will be examined and interpreted to find out the meaning, understanding, develop empirical knowledge. Besides, this method is usually used as a complementary method in qualitative research, but researchers can also use document analysis as the only data collection method to collect data in their research.

Moreover, in this research, the researcher used a qualitative design with the document analysis method because she wanted to analyze students' written text of the narrative text. In this case, the researcher only focused on the generic structure of the narrative text. Furthermore, in doing this method, there are some steps that the researcher had to do, it can be described as follows:

- a. Firstly, the researcher came to the X MIPA 1 with the English teacher.
- b. Second, the teacher and researcher explained the material about the narrative text. In this case, the teacher reviewed the material that has to be explained before. Especially about the definition of narrative text, language features, generic structure, and gave the example.
- c. Third, the researcher asked students to write and submit the narrative text.
- d. Fourth, the researcher analyzed the text one by one which starts by reading, rereading, separating, and marking the generic structure. In this case, the first thing that the researcher has to do is read the narrative text, then rereading one by one of the paragraphs, separating each paragraph with the different topic, and put on the marking on it. Besides, to give the marking, the researcher put some different colors for each generic structure, to illustrate for the orientation paragraph the researcher gave pink, for the complication paragraph she gave yellow, for the resolution paragraph she gave green, and for the reorientation paragraph she gave blue.

- e. The last, the researcher calculated the result of document analysis, to found out how many students write the narrative text with all aspects and without all aspects of the generic structure of this text.

3.2 Location of the Research

This research was conducted at MAN 2 Aceh Besar which is located at St. Mesjid Jamik Montasik No. 3, Piyeung, Kec. Montasik, Kab. Aceh Besar, Aceh. The researcher chose this school because based on the preliminary interview done by the researcher on 4 January 2021 with teacher training for English subjects, students at MAN 2 Aceh Besar school have difficulties in English subjects, especially in writing. Besides, the researcher chose students from this school because they already learn a narrative text

3.3 Research Participants

The participants of this research are all of the students from X MIPA 1 class. Moreover, there are 18 students which are consist of 8 females and 10 males. The researcher took participants from this class because of the English teacher recommendation who is teaching in MAN 2 Aceh Besar. Additionally, in choosing this sample, the researcher used purposive sampling.

Based on Sugiyono (2019:217), purposive sampling is a sampling technique of data sources by considering several things, consider people who are considered to know best about what we are observing so that it makes the researcher easier to explore the object/social situation being studied.

3.4 Research Instruments

The research was carried out to answer the phenomena or issues to be investigated by the researcher. So that a researcher needed tools in collecting the data that was used for answering the issues. Besides, the tools used in data collection in research are called research instruments. Moreover, Sugiyono (2019:102) stated research instruments are tools that are used to measure a social and natural phenomenon that is being observed. Moreover, Arikanto (2006:149), research instruments are tools used by researchers when collecting data to make their works easier and to get better, more complete, and systematic so that the data is easy to process. Therefore, in this research, the researcher used written documents, focus group discussion (FGD), and interviews as the research instruments that were used to answer the research problems

3.4.1 Written Document

In this research, the researcher used the results of the students' test of writing narrative text because she wanted to analyze the generic structure of the text written by the students. Additionally, in this research, 18 participants participated in writing the narrative text. Therefore, 18 narrative texts should be analyzed by the researcher.

3.4.2 Focus Group Discussion (FGD)

Focus group discussion is one of the instruments that can be used to collect qualitative data. By using this instrument, researchers can obtain data through direct discussion with the research subjects. Additionally, the researcher can

conduct a group discussion to discuss the phenomenon being studied. It is to gain the data that is important and useful to answer the research problem. In this case, the researcher used focus group discussion to know students' difficulty in writing narrative text.

Further, O.Hyumba and Wilson (2018:20), focus group discussion is one of the most instruments that frequently use in qualitative research design, it uses to get an in-depth understanding of the issues. Besides, Hyumba and Wilson (2017:20) also stated focus group discussion aims to obtain data from groups that were purposely selected, and even though the application of focus group discussion has been used for a long time, but there is no critical assessment of the application of this instrument.

Moreover, Bungin (2007:131) stated focus group discussion is used to express the meaning of a topic from a group based on the results of discussions that are centered on a particular problem, in this case, focus group discussion is used to avoid the wrong meaning of a researcher towards the focus of the problem being studied. Another, Based on Bungin (2007:137), focus group discussion is made based on several assumptions, namely as follows:

- a. The limitations that individuals have are always hidden in their ignorance and personal weaknesses.
- b. Each group member exchanges knowledge, ideas, and suggestions.
- c. Each individual is controlled by another individual so this makes them try to be the best.

- d. The objective weakness lies in individual weaknesses that are difficult to control by the individual concerned.
- e. Intersubjective always approach the best truth.

Moreover, in conducting focus group discussions, the researcher should make groups by limiting the number of members in each group. This is intended to make it easier for researchers to control the course of the discussion. Besides, in this research, there were 18 participants so the researcher had to make two groups. So that, there were two groups in this focus group discussion which is each group consist of 9 participants.

In the same way, Krueger and Casey (2000:4) stated the number of participants in each group in the focus group discussion is sufficient for 7–10 participants, but it can be reproduced up to 12 participants, it is to make every individual has the opportunity to express his/her opinion and also get viewpoints from other group members. Moreover, Krueger and Casey (2000:4) also stated to many participants in a group discussion will provide unattractive variety, and also to many participants will reduce the opportunity for each participant in expressing their thoughts. Besides, the number of participants can be reduced and increased depending on the research objective and existing facilities.

3.4.3 Interview Guide

According to Ary (2010:438), the interview is one of the most instruments that is frequently used to obtain data in qualitative research, in this case, it uses to obtain data from the participants about theirs' opinions, beliefs, and feelings of the

situation being studied. In this research, the researcher used the interview as the instrument to collect data from the English teacher about his students' difficulties in writing narrative text. Another, the data from this interview used as supporting data.

Furthermore, Moleong (2011:186) argued interview is a conversation with a specific purpose carried out by two participants, namely the interviewer and interviewee. The interviewer is the person who asks the questions and the interviewee is the person who provides an answer to that question. Moreover, Moleong (2011:186) also explained the main characteristic of an interview is direct contact face to face between information seekers and information sources. In the interview, various kinds of questions had been prepared but various other questions emerged while researching. In this research, the researcher used open-ended questions.

In addition, open-ended questions mean that the researcher does not provide options for each question given during the interview therefore interviewee can freely express their opinion when answering every question. Likewise, Creswell (2012:47), Open-ended questions are the types of questions used in qualitative research, where the researcher does not provide options answers for each question therefore the participant of the interview can provide their responses for every question.

3.5 Technique of Data Collecting

To collect data in qualitative research, there are some techniques such as analyze written documents, focus group discussion (FGD), and interview

1. Written Document

A written document was the most important in this research because the main purpose of this research is to analyze students' ability in writing in narrative text. Therefore, the researcher has to collect data from written documents. In doing this thing, the researcher collected narrative texts that have been written by students.

2. FGD

In this research, the researcher also used focus group discussion (FGD) to collect the data about students' difficulties in writing narrative text. In conducting the FGD, the researcher divided the students into 2 groups whereas each group discussion consisted of 9 students.

3. Interview

In collecting the data, the researcher also used interviews. This interview was conducted with the English teacher of X MIPA I. Besides, the result of this interview was used to know students' difficulties in writing narrative text. Additionally, Sugiyono (2019:137) stated there are two types of interviews such as structured interviews and unstructured interviews. Furthermore, in this study, the researcher used unstructured interviews. The unstructured interview was

independent. By using this interview, the researcher does not use interview guides that have been systematically and completely structured to collect data. The guidelines used are an outline of the problem to be stated.

3.6. Technique of Data Verification.

To verify the data of this research, the researcher used the triangulation technique. Moleong (2011:330), triangulation is one of the techniques for data verification, the researcher used triangulation to verify the data with something that could be in the form of theory, source, etc. Besides, triangulation is used only for checking and comparing the data.

Moreover, Cohen et al (2000:112), triangulation technique can be defined as the use of two or more techniques to analyze some aspect of human behavior. Furthermore, Denzin in Patton (2014:33), there are some types of triangulation such as source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. Besides, that can be described as follows:

1. Source triangulation

Source triangulation is a type of technique used if the researcher wants to use many data sources or research subjects to gain accurate data.

2. Investigator triangulation

Investigator triangulation is used when collecting and analyzing data in a study if there is more than one person, who is conducting research. Besides, with this technique, the researcher will collect and analyze data from several researchers' views in interpreting information and collecting the data, so that the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation is used when the researcher uses more than one method in the study. Additionally, in using triangulation methodology, the researcher can use the same method to obtain data from different objects or use different methods to obtain data from the same object.

4. Theoretical triangulation

Triangulation theory is used by the researchers if they want to compare the data with the relevant theoretical perspective. Here the researcher can use the judgments of the experts to compare the research findings with the theory.

From those of the triangulation types, the researcher used methodological triangulation to get the validity of data. Besides, to collect the data, the researcher used written documents, interviews, and focus group discussions.

3.7 Technique of Data Analysis

In this research, the researcher used the technique of data analysis adopted from Miles and Huberman cited in Sugiyono (2019:246). Miles and Huberman in Sugiyono (2019:246) stated there are three steps to analyze the data such as data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

According to Sugiyono (2019:247), the first step of data analysis in qualitative research is data reduction, data reduction means summarizing, choose the basic things, focusing on the important things, look for themes and patterns. In doing this research, the first thing that the researcher did is collected data with a written document of narrative text, FGD, and interview.

Additionally, after collecting the data, the researchers select or separate the data that has been collected. in this case the researcher can discard data that is considered irrelevant. Irrelevant data is data that is not per the research theme but is related to the research. Furthermore, after collecting and reducing the data, the researcher presented the data in a descriptive form.

2. Data Display

The second step is data display. According to Sugiyono (2019:247), data display is an organized and compressed collection of information that allows drawing conclusions and actions. In the process of reducing and displaying data

based on research problems. In addition, the research problems of this research are:

- a. Whether students write narrative text by following the generic structure?
- b. What are students' difficulties in writing a narrative text?

This step is carried out by presenting a structured set of information and the possibility of concluding, because the data obtained during the qualitative research process is usually in the form of a narrative, so it requires simplification without reducing its content. After displaying the data, conclusions are drawn.

3. Conclusion Drawing or Verification.

The third step of qualitative data analysis is conclusion drawing and verification. Moreover, Sugiyono (2019:248) stated from the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Furthermore, Conclusions are also verified as analysts continue. Besides, the conclusions drawn begin after the data has been collected by making temporary conclusions. In other words, it can be said that the conclusions are analyzed continuously and their validity is verified to get a perfect conclusion about the students' writing ability in writing narrative text.

BAB IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research findings as to the answer to the research question stated in the first chapter. Additionally, the first section discusses whether students write the narrative text based on the generic structure. Then, the second section discusses students' difficulties in writing narrative text.

4.1 Research Finding

This research has been carried out from 28 May 2021 to 31 May 2021 at MAN 2 Aceh Besar. Moreover, in conducting this research, the researcher used some instruments to collect the data. In this case, the researcher used written documents, focus group discussion, and an interview guide. That used to answer the research problems. Additionally, there were two data sources of this researcher: all of the students from X MIPA I at MAN 2 Aceh Besar, which consists of 18 students and the English teacher. Besides, from the collecting data, the researcher provided some information about whether students write the narrative text based on the generic structure and the students' difficulties in writing narrative text. To answer the research question, the following are the results of the research.

4.1.1 The Result of Document Analysis

The researcher analyzed the students' narrative text. Moreover, there were 18 students in this class so the researcher had to analyze 18 narrative texts. In doing this thing, the researcher focuses on the generic structure of narrative text

without looking for the others. Additionally, the generic structure of the narrative text has some aspects for instance orientation paragraph, complication paragraph, resolution paragraph, and reorientation paragraph. Besides, from all of the aspects, three important aspects should be included in a narrative text as orientation paragraph, complication paragraph, and resolution paragraph. Therefore, when the students write the narrative text, they should put at least three important aspects of generic structure. Furthermore in this research, the researcher analyzed whether students' writing narrative text follows the generic structure or not. Here is the result of students' narrative text analysis.

Table 4.1
The Result of Document Analysis

No.	Name	Aspects of the Generic Structure				Complete or Incomplete
		ORN	COMP	RES	REO	
1.	TJ	✓	✓			Incomplete
2.	BM	✓	✓	✓		Complete
3.	MK	✓	✓	✓		Complete
4.	ZS	✓	✓	✓		Complete
5.	RP	✓	✓	✓		Complete
6.	NK	✓	✓			Incomplete

7.	MW	✓	✓			Incomplete
8.	DV	✓	✓			Incomplete
9.	ML	✓	✓	✓		Complete
10.	NM	✓				Incomplete
11.	RF	✓	✓			Incomplete
12.	DA	✓	✓	✓		Complete
13.	RI	✓	✓			Incomplete
14.	NL	✓	✓			Incomplete
15.	RA	✓	✓			Incomplete
16.	FNA	✓	✓	✓		Complete
17.	AR	✓	✓			Incomplete
18.	MF	✓	✓	✓		Complete

ORN = Orientation paragraph

COMP = Complication Paragraph

RES = Resolution Paragraph

REO = Reorientation Paragraph

1. TJ

The title of the narrative text that was already written by TJ was Batu Terbelah. Besides, TJ was one of the students who wrote the narrative text not too well because this student did not write the narrative based on the generic structure. Moreover, a good narrative text should consist of four or three aspects of generic structure such as orientation, complication, resolution, and reorientation. In this case, she wrote the narrative text which contains two paragraphs. The first paragraph of this text was the orientation that started with telling the main character of this story, the place, and the personality of the main character. Then, the second paragraph was the complication which started by describing the beginning of the incident that happened in this story.

Additionally, from the description above, we can conclude there were only two parts of the generic structure included in this text. That means TJ did not put all aspects of the generic structure that should be included in a narrative text. So in this text, there was no resolution and reorientation. Moreover, it can be said, TJ did not write the narrative text based on the generic structure.

2. BM

BM wrote down a narrative text with the title The Story of Seven Boy. This student wrote narrative text very well because in her text we found there were three important aspects of generic structure such as orientation, complication, and resolution. Furthermore, she wrote a narrative text with three paragraphs. In this case, she wrote the narrative text starting with the orientation paragraph which explained the main character and setting of the story. Then, the

next paragraph was a complication paragraph that told about the main character problem that happened in the story. The last paragraph was a resolution. This paragraph told the ending of the problem faced by the main character.

In conclusion, BM wrote the narrative text heeding the generic structure because she put on all of the three important aspects of the generic structure in her text which are called orientation, complication, and resolution. Besides, she also wrote it with the correct generic structure of the narrative text.

3. MK

MK created a narrative text of The Origin of Tapak Tuan. He created a very good narrative text following the generic structure. In his narrative text, there were orientation, complication, and resolution. It means he created the text by following all important aspects of the generic structure of the narrative text. Besides, there were seven paragraphs in this text.

Moreover, in creating this narrative text, he began by writing the orientation paragraph located in the first and the second paragraph. In those paragraphs, he explained some things which are related to the orientation of the story, for example setting, the main characters of the story, and the main character's strengths. In addition, in the third paragraph, he wrote an introduction to the beginning of the conflict that happened in the story. Besides, in the fourth until the sixth paragraph, he wrote the description of the climax of the conflict. Then, in the last paragraph, He told the ending of the conflict and also the ending of the story.

In brief, student MK created a narrative text following the generic structure. Moreover, in his narrative text, the researcher found all important aspects of generic structure that should be considered in a good and complete narrative text for instance orientation paragraph, complication paragraph, and resolution paragraph.

4. ZS

The title of the narrative text that was written by ZS was Timun Mas. Besides, ZS wrote the narrative text great because he wrote this text based on the generic structure of the narrative text. Moreover, in this text, there were four paragraphs to illustrate orientation, complication, and resolution. Furthermore, in writing this text, he got going by writing the first and the second paragraph which is called the orientation paragraph. This paragraph described the setting of the story and the main characters of this story. Then he wrote the third paragraph which described the beginning and the climax of the conflict. This paragraph is called the complication paragraph. And then, he wrote the last paragraph which is called the resolution paragraph which described the ending of the conflict.

As a result, it can be said ZS could write the narrative text great because he wrote his narrative text based on the generic structure. In this case, in his narrative text, we could find three important aspects that should be included in a good narrative text such as orientation, complication, and resolution.

5. RP

RP composed a narrative text about Kisah Tujuh Anak Pria. Besides, RP composed this text with three important aspects of generic structure so that it can

be said he could write the narrative text well based on generic structure. Moreover, the important aspects of this generic structure were orientation, complication, and resolution.

Additionally, in composing this text, he started with writing the orientation paragraph located in the first paragraph. This paragraph introduced the readers to the main characters of the story, place, situation in the story. After introducing those things, he continued to write the second paragraph. The second paragraph of this text was a paragraph that told the beginning of the conflict that happened in the story and the climax of the conflict. Then, he wrote the resolution paragraph located in the third and fourth paragraphs. Those paragraphs told about the process of resolving the conflict until the conflict was over and the ending of the story.

Hence, RP composed the narrative text by heeding the generic structure. Moreover, he wrote this text by putting three important aspects that should be included in a good narrative text, which are called orientation, complication, and resolution. In addition, the first paragraph of this text was the orientation of the story. Then, the second paragraph was the complication of the story. Lastly, the third and the fourth paragraph was the resolution of the story.

6. NK

The title of a narrative text that was written by NK was *Atu Belah*. Besides, she wrote this text without following the generic structure of the narrative text. Additionally, when the researcher analyzed this narrative text, she could not find

all aspects of the generic structure. In this case, there were only orientation paragraphs and complication paragraphs

Moreover, this narrative text consists of four paragraphs. Further, in the first and the second paragraph, she wrote the orientation of the story that started with introducing the setting of the story, the characters of the story, and the condition of the characters. After that, she wrote the third and the fourth paragraph which is called the complication paragraph. In this paragraph, she told the beginning of the conflict faced by the character by explaining the causes of the problems, and the climax of the problem, and also the conditions experienced by the main characters of the story. Then, she wrote the fifth and the sixth paragraph. In this paragraph, she introduced the new character and the personality of the character.

Thus, NK did not write the narrative text according to the generic structure of the narrative text. Because there were only two aspects that the researcher can found in their text for instance in the first and the second paragraph there was the orientation of the story, then in the third and fourth paragraph was the complication of the story, and then, in the fifth and the last paragraph back to the orientation of the paragraph. Therefore, it can be said NK did not follow the generic structure in writing narrative text.

7. MW

MW created a narrative text with the title The Legend of Maling Kundang. She wrote the narrative text with two aspects of the generic structure such as the orientation paragraph and the complication paragraph. Besides, this narrative text

only consists of two paragraphs. In this case, she wrote the orientation of the story in the first paragraph which described the reader about the place, the main characters, the condition of the main character, and the personality of the main character. Moreover, in the second paragraph, she wrote an explanation of the beginning conflict that happened in the story.

In summary, MW did not write a narrative by heeding the generic structure because she only wrote the narrative text without putting all important aspects that should be included in a narrative text. In this case, she only put two aspects of generic structure such for instance the orientation of the story and complication of the story. So, there was one important aspect of the generic structure which missed in her narrative text.

8. DV

DV wrote a narrative text about The Legend of Laut Tawar Lake. She wrote incomplete narrative text because in her narrative text no paragraph tells the ending of the conflict or resolution of the story. Moreover, she wrote a story that consists of four paragraphs. Additionally, in the first paragraph, she wrote the orientation of the story which told the reader about the place, the main characters of the story, and also the characteristics of the main character. Besides, in the second paragraph, she wrote an explanation about the beginning of the conflict experienced by the main character of the story. Another, in the third paragraph, she wrote the description of the conflict that was increasing. Then, in the last paragraph, she wrote the climax of the conflict faced by the main character.

In conclusion, DV wrote a narrative text without following all of the generic structures. In this case, she only wrote two aspects of the generic structure for instance the orientation paragraph and the complication paragraph. Meanwhile, she did not write the resolution paragraph and the reorientation paragraph. So that it can be said, she wrote the narrative text was not based on the generic structure of the narrative text.

9. ML

ML drew up a narrative text about Amat Mude. In addition, he drew up a very good narrative text because he drew up this story based on the generic structure of the narrative text. Furthermore, there were the orientation paragraph, complication paragraph, and resolution paragraph in her narrative text. Another, there were five paragraphs in this text.

Furthermore, In creating this text, he started by formulating the orientation of the story which is located in the first paragraph. This paragraph introduces the reader to the setting of the story, the main character of the story, the personality of the character, and the last sentence telling the beginning of the first conflict of the story. Additionally, in the second paragraph, he described the condition of the main character. Besides, in the third and fourth paragraphs, he explained the second conflict experienced by the main character. Then, in the last paragraph, ML told a resolution of the story that described the ending of the conflict.

To summarize, ML drew up a narrative text according to the generic structure. Moreover, in his narrative text, we can find three important aspects that should be included in a narrative text. In this case, the orientation of the story in

the first paragraph, the complication of the story in the third and the fourth paragraph, and the resolution of the story in the last paragraph.

10. NM

NM formulated a narrative text with the title *The Legend of Laut Tawar Lake*. The narrative text that was already formulated by this student did not have some important aspects of generic structure such as the orientation, complication, resolution, and reorientation. Further, in this text, there was only the orientation of the paragraph that was located in the first until the third paragraph. Moreover, this student only described the setting of the story, the characters of the story, and the characteristics of the story.

Hence, NM formulated the narrative text not based on the generic structure. Because the researcher could not find all of the important aspects of the generic structure, that should be included in a narrative text. In this case, the researcher did not find the complication and the orientation of the story.

11. RF

The narrative text that was written by RF was *Ahmad Rhah Manyang*. Besides, he wrote this narrative text without putting all aspects of the narrative text. Further, three important aspects should be included in a good narrative text for instance the orientation paragraph, complication paragraph, and resolution. However, in her narrative, there were only two of those that the researcher can found in her text such as the orientation and complication.

Furthermore, composing this story, he began by composing the orientation of the story which introduced the reader to the place, the characters of the story,

and describing the personality of the main character. After that, he wrote the second paragraph which is called the complication paragraph. In this paragraph, he told the reader about the plot of the story which is telling the beginning of the conflict experienced by the main character of the story. Then, in the third and the fourth paragraph, he described the plot for the climax of the conflict.

Overall, RF did not write the narrative text following all aspects of the generic structure. In this case, he did not tell the reader about the ending of the conflict faced by the main character. Because, he only described the orientation of the story and the conflict of the story.

12. DA

DA composed a narrative text under the title Legend of Princess Green. Besides, she wrote a super good story and complete story that he made based on the generic structure of the narrative text. Additionally, in her narrative text, there was the orientation paragraph, complication paragraph, and resolution paragraph.

Moreover, In writing this narrative text, she started with the orientation of the paragraph located in the first paragraph. In this paragraph, she wrote about the setting of the story, the character of the story, and the characteristics of the main character. Furthermore, in the second paragraph, she wrote the beginning of the conflict and the climax of the conflict in the story. Besides, in the last paragraph, she wrote an explanation about how the conflict was solved and the ending of the story.

Hence, DA wrote a narrative text based on the generic structure of the narrative text. Furthermore, in his text, there was the orientation of the story in the

first paragraph, complications of the story in the second paragraph, and the resolution of the story in the last paragraph.

13. RI

RI created a story about the Legend of Laut Tawar Lake. Besides, he did not write the narrative text based on the generic structure of this text. In this case, RI only wrote the narrative text with two important aspects of generic structure. That means his narrative misses one important aspect that should be included in a narrative text.

Furthermore, in drawing this narrative text, in the first paragraph, he wrote the orientation of the story which introduced the reader setting of the story and the main character of the story. After that, he wrote the complication of the story in the second paragraph which told the reader about the beginning that caused the conflict. Then, he wrote the third paragraph which told the reader about the conflict faced by the main character.

In conclusion, RI did not create the narrative following the generic structure of the narrative text. Because when the writers write the narrative text based on the generic structure, they should put three important aspects of the generic structure for instance the orientation paragraph, complication paragraph, and resolution paragraph. But in writing this narrative text, he did not put all of them. In this case, he only put two important aspects such as the orientation and the complication paragraph.

14. NL

NL drew up a narrative text with the title Ahmad Ramanyang. Moreover, she drew up this text without putting all important aspects of the generic structure of the narrative text. In addition, in writing this narrative text, she began by writing the first paragraph which told the reader about the orientation of the story which explained the setting of the story, the main character, and the condition of the main character. After that, she wrote the complication of the story in the second paragraph which described the beginning of the conflict faced by the main character. Then, in the last paragraph, she wrote the description of the plot towards the climax of the conflict.

Hence, NL did not draw up the narrative text based on the generic structure because in her narrative text the researcher cannot find all of three important aspects that should be included in a complete narrative text for example the orientation of the story, the complication of the story, and also the resolution of the story. Additionally, in her narrative text, the researcher only found two aspects of narrative text such as the orientation of the story and the complication of the story. Therefore, it could be said, student NL did not write the narrative text according to the generic structure of the narrative text.

15. RA

RA Wrote a narrative text under the title The Legend of Maling Kundang. RA wrote this text was not based on the generic structure of the narrative text because the researcher did find all of the important aspects of the generic structure. Besides, the narrative text at least consists of three important aspects

that should be included in the narrative text for instance the orientation paragraph, complication paragraph, and the resolution paragraph.

Moreover, in composing this narrative text, RA started by writing the orientation of the story located in the first paragraph. This paragraph introduced the reader to the setting, the main characters, the personality of the main character, and the condition of their life. Then, In the second paragraph, RA wrote the complication paragraph which told the reader about the beginning of the problem that causes the main conflict experienced by the main character. After that, in the last paragraph, RA wrote the description of the plot toward the climax of the conflict.

Hence, RA did write the narrative text based on the generic structure of the narrative text because in her narrative text there were only two important aspects that the research could find. Additionally, the researcher could not find one of the important aspects that should be included in a complete narrative text which is called the resolution of the paragraph. Therefore, it can be said RA did not write a narrative text based on the generic structure.

16. FNA

FNA wrote a narrative text with the title True Friends. Besides, she wrote a narrative text according to the generic structure because in her narrative text we could find three important aspects that have to be included in a good narrative text. Additionally, there were the orientation paragraph, complication paragraph, and also the resolution paragraph in his narrative text

Furthermore, in writing this text, she began by writing the orientation of the story in the first paragraph which introduced the main characters and the setting of the story. After that, she wrote the complication of the story in the second paragraph which describes the conflict faced by the main characters. Then, in the third paragraph, FNA wrote the ending of the conflict.

To summarize, FNA wrote the narrative text by heeding the generic structure of the narrative text. Additionally, in his narrative text, the researcher found three important aspects that should be included in a complete and good narrative text to illustrate the orientation, complication, and resolution paragraph.

17. AR

The title of the narrative text written by AR was The Legend of Maling Kundang. This narrative text consists of three paragraphs. Besides, in writing this text, she did not write by following all important aspects of the generic structure of the narrative text. In addition, in his narrative text, there were only two aspects of the generic structure such as the orientation and the complication of the story.

Further, in creating this narrative text, she began by writing the orientation of the story in the first paragraph. This paragraph described the place in this story, the main characters of the story, the condition of the main character, and the personality of the main character, and the habit of the main character. Moreover, in the second paragraph, she wrote the complication of the story which described the beginning of the problem. Then, in the last paragraph, she wrote the plot toward the climax of the conflict.

In conclusion, AR did not write the narrative text according to the generic structure because the researcher could not find all of the important aspects that should be included in a narrative text to illustrate the orientation paragraph, complication paragraph, and resolution paragraph. Additionally, the researcher only found two aspects for example the orientation paragraph and complication paragraph. So that, it can be said, AR did not write the narrative text based on the generic structure of the narrative text.

18. MF

The story of Lake Toba was a narrative text that already written by MF. Moreover, he composed this story following the generic structure of the narrative text because in his text the researcher found all important aspects of the narrative text. Besides, this story contains four paragraphs that explain the orientation, complication, and resolution of the story.

Additionally, in composing this narrative text, he began by writing the orientation of the story in the first paragraph. This paragraph introduced the reader to the main character of the story, place, and the daily life of the main character. After that, in the second paragraph, he wrote the description of the beginning of the conflict that happened in the story and also described the plot toward the climax of the conflict. Then, in the third paragraph, he told the reader about the climax of the conflict experienced by the main character. Moreover, in the last paragraph, he wrote the resolution of the story which told the reader about the ending of the conflict and story.

Overall, MF composed the narrative following the generic structure. Because in his narrative text, the researcher found three important aspects of generic structure that should be included in a narrative text such as orientation paragraph, complication paragraph, and resolution paragraph.

As a result, based on the document analysis result from 18 participants, only 8 students wrote the narrative text very greatly by following the generic structure, even though there were some mistakes in spelling, word choice, and grammatical order. On the other hand, 10 of them did not write the narrative text based on the generic structure.

4.1.2 The Result of Focus Group Discussion (FGD)

To find out some information about the students' difficulties in writing narrative text. The researcher conducted the Focus group discussion on 29 May 2021 and 31 May 2021. In addition, there were 18 participants in this activity that came from X MIPA I class. Besides, in doing this activity, the researcher limited the number of participants in each. It is intended to make it easier for the researcher to control the course of the discussion. So, the researcher made two groups that each group consists of 9 students. Another, There were 8 questions that the researcher asked the participants in this activity. Those are as follows:

Table 4.2 Participant of Group 1

No.	The Participants of Group 1
1.	AR
2.	RA
3.	BM

4.	MW
5.	MK
6.	ML
7.	RI
8.	RF
9.	FNA

Table 4.3 Participant of Group 2

No.	The Participants of Group 2
1.	NL
2.	TJ
3.	NM
4.	NK
5.	ZS
6.	RP
7.	DV
8.	MF
9.	DA

Question 1: What do you think of learning writing skills?

Group 1

Based on the focus group discussion, all of the students in group 1 argued that writing skill was difficult to learn. Additionally, RI stated that writing skill was very difficult because it was hard to remember the vocabulary, grammatical rules, etc. In the same way, ML said that he could not speak and write in English

because it was hard to remember the vocabulary. Moreover, RF declared that composing in English was complicated because he was unfamiliar with the grammatical rules, words, and also lacks vocabulary.

Besides, BM explained that it was complicated to learn English but it is also fun because she could learn new vocabulary. Another, RA affirmed that learning writing skills was very hard and easy, it was difficult because she did not know English well and sometimes that would be easy because the teacher was very good at teaching. Similarly, FNA mentioned that sometimes learning writing was hard because she did not know English too well, and sometimes learning writing was fun because she could learn a foreign language. Further, RA said that learning English was fun but it was also difficult. Moreover, MK stated that it was hard because he could not speak or write in English. Furthermore, MW expressed that writing was not easy because she was hard in spelling the words.

Group 2

All students in Group 2 mentioned that learning writing skills were very hard. In addition, NL argued that writing skill was problematic to learn because she had a limited vocabulary, and it was hard to spell the word. In the same way, TJ said that writing was complicated because she did not know English well and lacks an understanding of English. Further, NM argued that writing skill was a hard skill to learn because she had no vocabulary and difficulty in spelling. Moreover, NK stated that writing skill was difficult because she did not know English well and lacked vocabulary.

Likewise, ZS affirmed that writing skill was difficult because he was not good at English. Further, RP declared that learning writing skills were difficult because he found it hard to understand English and often did not come to the class. In the same way, DV mentioned that writing skill was a complicated skill to learn because she was not good at English, she also had difficulty in understanding grammar. Likewise, MF explained that learning writing skills were very hard because he lacked grammatical knowledge, lacked vocabulary, had limited time, and did not know how to choose the appropriate words that relate to her text. Moreover, DA affirmed that writing skill was not easy because she did not like learning English, and it was difficult to remember the vocabulary.

Question 2: Have you written an English text about the narrative text?

Group 1

All of the students in group 1 declared that they had written the narrative text. In addition, AR said that she had written a narrative in the first grade at senior high school. Likewise, RA mentioned that had composed some narrative text about folklore. Besides, BM, MW, MK, RI, FNA, and ML stated that they had written a narrative text. Moreover, RF mentioned that had written a narrative text with the title Ahmad Ramanyang, Abu Nawas, Tapak Tuan, etc.

Group 2

Most of the students in group 2 affirmed that they have written the narrative text. Additionally, NL had written a narrative text about Danau Laut Tawar. In the same way, TJ had composed a narrative text but she forgets the title of her narrative text. Besides, NM had written a narrative text with the title

Maling Kundang. In addition, NK and ZS had written a narrative text about Ahmad Rahmanyang. In addition, RP had written a narrative text about Batu Menangis. Furthermore, MF and DA had created a narrative text but they forgot the title.

Question 3: Do you understand the procedure or generic structure of writing the narrative text?

Group 1

Most of the students in group 1 affirmed that they did not understand the procedure or generic structure of the narrative text. In addition, AR, MW, MK, ML, FNA, and RA argued that they did not understand the procedure or generic structure of the narrative text. Moreover, BM argued that she understands the generic structure of the narrative text and she also said that there were four aspects of generic structure. Additionally, RI said that he did not understand the generic structure of the narrative text, and sometimes he forgets it. Besides, RF argued he did not understand the meaning and the use of generic structure.

Group 2

Some of the students in group 2 stated that they did not understand the generic structure or the procedure of writing narrative text but some of the students understood it. In addition, NL said that she understood the generic structure of the narrative text. In the same way, TJ and NM mentioned that they understood the generic structure of narrative text but sometimes she forgot it, when they composed a text narrative text. Besides, NK argued that she knew the generic structure of narrative but sometimes she was difficult in organizing it.

Further, ZS mentioned that it was hard to understand the generic structure of the narrative text because she sometimes forgot about all aspects of the narrative text. Moreover, RP, DV, MF mentioned that they did not understand the generic structure. Because when they wrote a narrative text, they did not care about it. In addition, DA argued that she did not understand the procedure or the generic structure of the narrative text.

Question 4: In your opinion, is writing narrative text easy?

Group 1

Some of the students declared that writing the narrative text was difficult. On the other hand, some students stated that writing the narrative text was easy. In addition, AR argued that composing narrative text was not easy because she did not understand the grammatical and did not understand the generic structure, etc. Likewise, RA affirmed that creating narrative text was very hard. Besides, BH said that writing the narrative text was easy because she already understood past tense and generic structure.

Additionally, MW mentioned that writing the narrative text was complicated because MW did not understand the generic structure well. In the same way, MK said that writing the narrative text was very hard because she had difficulty in finding the ideas and did not understand the generic structure. Likewise, ML argued that creating a narrative text was very hard because he was bad at understanding English subjects. Another, RI affirmed that writing narrative text was complicated because he had no vocabulary and lacked grammatical knowledge. Further, RF said that composing narrative text was not easy because

he had difficulty in describing the main character of the story. Furthermore, FNA stated that writing the narrative text was very hard because she had difficulty finding the ideas.

Group 2

For this question, students had some different answers. In this case, NL argued that learning writing skill was difficult because she lacked vocabulary, had no dictionary, did not have enough time for writing, hard to spell the word, and lacked grammatical rules. Likewise, TJ mentioned that writing was complicated because she had no vocabulary, had no dictionary and did not have enough time. In addition, NM said that composing the narrative text was very hard because she had difficulty in finding the appropriate word for her text and did not have enough time. Besides, NK affirmed that had problems in creating a narrative text because she had no vocabulary and it was difficult to organize the paragraph.

Moreover, ZS argued that composing narrative text was not easy because he lacked vocabulary, could not speak or write in English and lacked grammatical knowledge. Additionally, RP stated writing was difficult, it happened because he did not know the generic structure of narrative text well, had no ideas, lacked vocabulary, and had limited time. In the same way, DV argued that writing narrative text was very complicated because she had no vocabulary, did not understand the past tense, and had difficulty in organizing the ideas. In addition, MF said that composing narrative text was not easy because he lacked grammatical knowledge, lacked vocabulary, had limited time, and did not know how to choose the appropriate words that relate to her text. Moreover, DA

answered that writing the narrative text was very hard because she did not like learning English, and it was difficult to remember the vocabulary.

Question 5: When do you face difficulty in writing the narrative text?

Group 1

Some of the students answered that they faced some difficulty in creating a narrative text. In addition, AR mentioned that she felt difficult in writing a narrative text when she did not know the plot of the story well. Besides, RA stated that writing was very hard at the moment that she had no idea how to continue composing the next sentences of her narrative text. Likewise, BM and MW answered that they had difficulty in creating a narrative text when they had no ideas to write a story, it would make it difficult to write the narrative text.

In addition, MK argued that he had a problem when trying to organize the ideas. Moreover, ML said that he felt difficult when the teacher asked him to write the narrative text following the generic structure. Another, RI mentioned that the difficulties would come at the moment he had no ideas to write a story and organized the ideas into a narrative text. Further, RF and FNA declared that they had problems when trying to organize the ideas and when trying to write the narrative text based on the generic structure.

Group 2

NL argued that she would have problems in writing narrative when she had no ideas and had not enough time. Likewise, TJ and DA mentioned that in composing the narrative text, they would find difficulty when they had no ideas and had no vocabulary. Besides, NM said she would have difficulties when she

had no ideas, did not understand the plot, and was trying to organize the ideas. Moreover, NK stated that the problems would come at the moment that she did not understand the plot of the story, writing following the generic structure, and had no dictionary. In the same way, ZS and RP said that they would have difficulty when they did not understand the story, the generic structure, and had limited vocabulary. Further, MF argued that he would have difficulty when trying to organize the ideas and also when writing the narrative text according to the generic structure.

Question 6: What is your obstacle in writing the narrative text?

Group 1

All of the students in group 1 declared that they had some obstacles in composing narrative text. In this case, AR argued that the problem that he had at the moment writing narrative text was lack of vocabulary that make him need more time for writing. Besides, RA said that in writing a text, he sometimes had obstacles which lacked vocabulary and had no ideas. Moreover, BM and MW mentioned that at the moment they had problems in writing narrative text. Mostly the problem comes because they did not have a dictionary, and had no vocabulary. Further, MK argued that in composing the narrative text, sometimes he had some problems that made it difficult to write a narrative text. The problems were lack of understanding in word choice, having no dictionary, less of vocabulary, and lacking of grammatical knowledge.

In addition, ML also had difficulty in composing narrative text because he had some problems. Those problems had no vocabulary, had difficulty in finding

the ideas, and also had no dictionary. Another, RF mentioned that he had some problems in writing, the problems came because he had difficulty finding the ideas, difficulty choosing the appropriate word that related to his sentences and had limited time. Furthermore, FNA said that she had problems composing narrative text because she did not have a dictionary, lacked vocabulary, and did not like writing.

Group 2

All of the students in group 2 also declared that they had difficulties in writing narrative text. Additionally, NL argued creating narrative text was very difficult because she had some problems which were a lack of vocabulary, difficulty finding the idea, and difficulty organizing the idea. Besides, TJ answered that at the moment she composed the narrative text the problems came because she did not have a dictionary, lacked understanding of the word choices, lacked grammatical knowledge, and had no idea.

Moreover, NM, NK, ZS, AND RP mentioned that they had some problems which were difficult to organize the ideas, difficult to choose appropriate words that related to their text, and lacked vocabulary. In addition, DV also had some problems in creating a narrative text which were problems in organizing the ideas, problems in writing narrative text following the generic structure, and also problems in vocabulary. Further, DA stated she had problems in writing because of lack vocabulary, lack of grammatical knowledge, and lack of ideas for writing a text.

Question 7: How do you overcome the obstacles that you have when writing a narrative text?

Group 1

According to AR, to overcome the problem or the obstacle in composing a narrative text, she tried to find out the solution by searching on the internet, and also sometimes she asked the English teacher. In the same way, RA argued that to overcome all of the problems, she would try to look at the book or the internet. Besides, BM mentioned that to solve the problem in creating a narrative text she used the dictionary and asked the English teacher. In addition, MW expressed that sometimes at the moment she had difficulty in writing, she searched for the answer on the internet, or sometimes she looked for the answer in the dictionary.

Moreover, MK declared that when he had problems in writing, he asked the English teacher or look on the internet. Besides, ML stated that at the moment he had problems in composing a narrative text he would ask the friends and the English teacher. Additionally, RI and RF said that when they had an obstacle in writing a narrative text, they tried to solve it by searching on the internet and also asking the teacher. Further, FNA affirmed that at the moment she had difficulties in writing, she asked the friend and English teacher.

Group 2

NL argued that when having problems in composing a narrative text, at the moment she had problems writing at school she asked the English teacher but when she was not at school she would try to find the solution on the internet. Moreover, TJ mentioned that to solve the obstacles or the problem in composing a

narrative text she asked the English teacher or Friends. Besides, NM, NK, DA, and ZS asked the teacher and friends at the moment they had problems in writing. Additionally, RP, DV, and MF declared that to find solutions for their problems, they searched on the internet or asked their friends.

Question 8: Who helps you when you have difficulty in writing?

Group 1

Most of them answered that the English teacher was the person who helped them when they had difficulties. In this case, AR, RF, FNA, and RA stated that at the moment they had a problem they asked the English teacher. In the same way, BM and MW said that they asked the English teacher and their sister. Besides, MK mentioned that when they had problems in writing sometimes they asked their English teacher, their friends, and also their brother. Further, ML argued that at the moment finding difficulty in writing, he asked the English teacher but sometimes asked his sister or friends.

Group 2

All of the students in group 2 declared that they asked for a solution when they had problems in composing a text. In this case, some of them prepared to ask the English teacher, friends, and family. In addition, NL, DV, and RP mentioned that at the moment having difficulty in writing they asked for help from their teacher. Besides, TJ argued that when had difficulty in creating a narrative text, TJ prepared to ask the English teacher rather than her friends. Moreover, NM stated that sometimes when she had problems in creating a narrative text, she asked her sister or her friends. Further, NK, ZS, and MF answered that when they had

problems in writing, they would ask some people that can help them such as the teacher, friends, and family. In addition, DA argued that at the moment having problems in writing, DA asked the English teacher and friends.

Overall, based on the FGD result, most of the students had difficulties in writing a narrative text. It was because some of them lacked vocabulary, lacked grammatical knowledge, had no ideas, had difficulty organizing the ideas, did not know how to choose appropriate words, had no dictionary, did not understand the generic structure or procedure of writing, and had limited time. So, those problems made it difficult for the students to compose a narrative text well.

1. Interview Results

To get the answer about the students' difficulties in writing narrative text. The researcher interviewed the English teacher of X MIPA 1. Additionally, this interview was done on 19 June 2021. Moreover, in doing this interview, the researcher provided some questions that related to the students' difficulties in writing narrative text. The interview result with the English teacher as follows:

Question 1: How are students' abilities in writing the narrative text?

From the first question, the researcher got some information about students' ability in writing narrative text. Additionally, based on the interview with the English teacher, the student's ability was not too good and needs some improvement. Furthermore, it happened because they did not have the motivation to learn, and they always thought English was difficult so they did not try to learn it. The excerpt is as follows:

“...I think their capability and their ability in writing narrative text has been low, because of ya, I can say less motivation.... When they say English is difficult, it means it is difficult for them to study, so they don't force themselves to study.... So, I can say their ability is a little bit not bad but needs some improvement....”

Question 2: Do students have problems in writing the narrative text?

Concerning this question, the English teacher declared that students had some problems in writing narrative text such as a lack of vocabulary, lack of grammatical knowledge, and lack of motivation. Those problems came because the students did not focus on learning English. The answer showed in the following excerpt:

“...I think yes, they have a lot of things....So the vocabulary is a little bit lack vocabulary and motivation, and grammar of course....They did not want to focus in English....”

Question 3: Why do you think those problems are occurring?

In connecting to this question, the English teacher argued that the problems were occurring because the students had a statement that English was difficult so the problem started from that. Then, because they did not listen to English words very often, it made them not familiar with the English word. Moreover, they also did not explore how to learn English. And also, they lack motivation in learning English. Therefore, problems occur all the time. It is as showed in the excerpt below:

“...Based on the first idea when they came English is difficult, because in the thinking that English is difficult, so start from that actually....They don't listen to the vocabulary very often, they don't good expose it....and also less motivation. I think the problem occurs all the time, the recurring case actually....”

Question 4: What do the students usually do when they have difficulties in writing the narrative text?

Regarding this question, the English teacher mentioned that when the student had a problem in learning to write narrative text they did not try to solve it. In this case, they would leave it. Additionally, to make the students easier in writing the teacher asked them to practice and gave the familiar theme. because at the moment the teacher gave the familiar theme for the students they would more easily get the ideas in writing. The answer express in the excerpt below:

“...When it was difficult to write a narrative text, they left it....As I mentioned before, they did not want to focus in English....I told them to look at the familiar theme for them....They have in their minds and then they will write....”

Question 5: What are the common mistakes that the students make in writing the narrative text?

The English teacher affirmed that the common mistakes that the students usually made are in grammatical order and in word choice. In this case, it was difficult for students to write sentences according to the grammatical order, because they did not understand how to write simple present tense, present continuous, simple past, past continuous and present perfect. Besides, they did not

know how to use the appropriate word for their sentence when writing. It is like in the excerpt below:

“....The mistake is about grammatical order because they don't know how to write present simple, present continuous, past simple, past continuous, and present perfect, it is a little bit difficult for them, so if they don't know the way how to write it must come into a grammatical an incorrect way of writingAnd also word choice actually....”

Question 6: What does the teacher do in helping students to understand the narrative text?

As for this question, the English teacher stated that to help the students in understanding the narrative text, the teacher will give fun and comfortable activities for example word puzzles, give a familiar theme, and also use chain story methods. In this case, they will write a narrative text by taking turns. It is in the following excerpt:

“....I told them to look at the familiar theme for them....We do some comfortable fund activity word puzzles....Sometimes a chain story, everyone will get theirs' turns without any preparation, and finally it becomes a text....”

Question 7: What kind of activities do you assign the students to do in understanding the narrative text?

According to the English teacher, one of the ways to help the students in understanding the narrative text is by using the chain story methods. In this case, the teacher gave them a familiar theme, for example Timun Mas and enchanted fish. After that, the teacher asked them to write a narrative text together by using

chain story methods. Meanwhile, every student would get their turns to write some sentences without any preparation. The excerpt is as follows:

“....I remember that once, I gave the familiar theme such as Timun Mas and also enchanted fish which is Ikan Ajaib. Usually I find stories from Indonesia.....chain stories because it will help them a lot as well as everyone will get their turns without any preparation. That is what I like, for example one student will give three sentences and then another will give only three sentences so on....”

Question 8: Do those activities assist students in learning to write a narrative text?

Concerning this question, the English teacher argued that those activities helped the students in writing a narrative text because it helped them a lot in understanding the narrative text and writing a narrative text. Besides, with this activity, students would learn in a fun environment so it would make it easier for them to understand the narrative text. The answer showed in excerpt below:

“....I think yes, because it will make the environment and situation funso it helps them a lot... ”

Question 9: What do you think would improve student understanding in learning narrative text?

From the ninth question, the researcher took some information about the things that would improve student understanding in learning. In this case, the English teacher stated that one of the ways that would improve students' understanding in learning narrative text was by using an exposure. Additionally,

the students expose it with the picture or the thing that hopefully would help the students. Furthermore, with this strategy, the teacher showed a thing that the student would write the description or the story of the things and the teacher also gave them the first sentences then the students would continue the next sentences. It is declaring in the excerpt below:

“...I think one of the ways that we can suggest, is to get an exposure to the narrative text....Sometimes what I do, I give them a word and everyone has to write it down to expand the word....I hope that will help them, to achieve or to gain knowledge in English, hopefully....”

4.2 Research Discussion

Based on the research findings, some students wrote the narrative text based on the generic structure. On the other hand, some students did not write the narrative text based on the generic structure. In this case, From 18 students there were only 8 students that wrote the narrative text based on the generic structure. Moreover, the generic structure of the narrative text consists of four aspects. For instance, orientation paragraph, complication paragraph, resolution paragraph. Another, the narrative text at least should consist of three important aspects such as orientation paragraph, complication paragraph, and resolution paragraph.

Additionally, from the written document result some students did not put three important aspects of the narrative text that should be included in a complete and good narrative text. Moreover, in writing narrative text most of the students did not write the resolution paragraph in their narrative text. Because they only wrote the narrative text with two from three important aspects of the narrative

text. Besides, from all of the students who participated in writing narrative text, one of them wrote the narrative text only putting one of the important aspects which are called the orientation paragraph. It is the same as the previous researches conducted by (Mulia and Norahmi :2019, Kartika: 2017) who expose similar findings.

The researcher predicted that those problems were occurring because some of them did not understand how to write narrative text based on the generic structure well. In this case, some of the students did not understand all of the generic structure aspects. So, they did not understand what they should write in the first paragraph, what they should write in the second paragraph, what they should write in the third paragraph, and also what they should write in the last paragraph. Moreover, in writing this narrative text, some students only write the narrative text from what they get in their minds without looking for the organization of their text. And also without paying attention to whether their narrative text was readable or not.

Moreover, the researcher predicted that those problems also came because they did not have enough vocabulary, which would make it hard for the students to make a complete narrative text. Moreover, when they use the dictionary all the time to find the English word it would take a lot of time because when they wrote a narrative text at school they would have limited time to write a text. Therefore, they could not have a complete narrative text. Therefore, they could not write all of the important aspects of the generic structure so it can be said their narrative text is incomplete and not too good

Furthermore, based on the focus group discussion, students had some difficulties in writing narrative text. It happened because of some different problem. In addition, they did not understand the generic structure and the language features. This result was similar to the previous researches conducted by (Koilara and Tambunan: 2020, Muliani dan Norahmi: 2019, Hartati: 2019, Kartika: 2017). who found a similar finding.

Besides, some students stated that writing was hard to learn because they did not have much vocabulary to express their ideas, had no ideas, did not know how to organize the sentences, did not understand the grammatical rules, did not know to use the appropriate words, did not know how to spell the word, and did not have enough time. It is in line with the previous researches (Hartati: 2019, Novariana and Sumardi: 2018, Alisha and Safitri:2019). who found out the same research result. Additionally, some of the students mentioned that they did not like the English subject, This result related to the previous study conducted by (Aristya:2018) who got similar research findings.

Besides, even though the writing is hard, their teacher often asked them to write a text, one of them was the narrative text. Further, when the teacher asked them to write a narrative text, some of the students did not understand the procedure of writing this text. Meanwhile, some of them did not understand the generic structure of the narrative text. So, their narrative text became not too well and needs some correction.

In addition, most of the students, who stated that they had problems in writing, those problems were reflected in their narrative text. In this case, their

narrative text was not perfect or incomplete because in their narrative text, the researcher could not find all of the important aspects of the generic structure, and also there were some mistakes in their text such as spelling, grammar, and word choice.

Additionally, based on the interview result with the English teacher. Students' writing ability in the writing narrative text was not too good and needs some improvement. It happened because of some problems. To illustrate: they lack of vocabulary, lack of grammatical knowledge, lack of understanding in word choice, and lack of motivation. It is matching to previous researches conducted by Hartati: 2019; Novariana and Sumardi: 2018; Alisha and Safitri:2019, who stated that the problems above also were found in their research result.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher explained the conclusion of the research results that have been done by the researcher and the researcher also gave the suggestions that relate to this research.

5.1 Conclusions

Based on the research finding and the data analysis described in chapter IV, the researcher concluded that most of the students from X MIPA I did not write the narrative text based on the generic structure. Additionally, most of them only write a narrative text with two aspects of the narrative text such as an orientation paragraph and complication paragraph. It means they did not put all of the important aspects of the generic structure so that their text missed the resolution paragraph. In this case from 18 participants, only 8 participants wrote the narrative text well by following the generic structure. Moreover, 10 of them did not write the narrative by following the generic structure.

In addition, It happened because some of them have difficulty in understanding the generic structure of the narrative text. Moreover, according to the research finding in the previous chapter, most of them also had some problems in writing to illustrate lack of vocabulary, lack of grammatical knowledge, difficulty in finding the ideas, have difficulty organizing the ideas, had difficulty in choosing the appropriate words, had no dictionary, lack of motivation in learning English, did not like the English subject, and had not enough time. From the research finding above there were some problems that cause some of the students did not write the narrative text based on the generic structure. Those

problems were had not enough vocabulary, did not understand the grammatical rules, hard in finding ideas, had complications in organizing the ideas, had difficulty in choosing the appropriate words, had no dictionary, had no motivation, dislike the English subject, and had limited time.

5.2 Suggestions

1. For the Students

- a. The students are expected to improve their writing ability and their understanding of the generic structure of the narrative text.
- b. Students are supposed to find a suitable learning method for themselves to make them easier in understanding the generic structure of the narrative text.
- c. Students should deal with their problems in writing a narrative text by doing more practice.
- d. Students are hoped to be more focused on learning English.

2. The English teacher

- a. The teacher is expected to give more pays attention to students in teaching the generic structure of the narrative text.
- b. The teacher is predicted can find an effective way to help the students in solving their problems in writing narrative text.

3. The researchers

- a. Other researchers can take the issues that related to this study in conducting the next research.

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APPENDIX 1 WRITTEN DOCUMENTS

No. _____

Date : _____

Nama : Tisau Jannatt

Kelas : X-15

Pelajaran : B. Inggris

"Batu Terbelah"

On a remote hill in the area of Borneo, there lived an old widow and her daughter. His daughter is very beautiful, but unfortunately he has a lazy nature. He never helped his mother with household chores. He only works to dress up every day. Besides being lazy, he is also very spoiled.

It started when the girl went down to the village to shop with her mother. On the way to the market, many young men were fascinated by the beauty of the girl, but when they saw the girl's mother who was wearing ragged clothes and carrying a basket they were wondered. Until there was a young man who ventured to ask the girl

Name: Bahira Muddin

No.

Page :
Date :

Collection of Nangrae Ach Dairisalam

Folklore :

The story of seven boys

* Orientation

Once upon a time in Ach there was a husband and wife who had seven sons. Once upon a time a very dry season hit their village. Many plants died, so there was famine.

* Complication

Because of pity, the husband and wife left their seven children in the forest. The seven children were sad. They were looking for his parents. The search led them to a large house in the middle of the forest. The owner of the house is a female giant. The giant pity their situation. He gave them food and gold. After that, they were asked to leave so that their husbands would not eat them.

* Resolution

The seven brothers immediately continued their search. Finally, they arrived at a castle. They also sold the gold that the giant gave them for living capital. The journey was hard, so they lived well.

No. * Reorientation :

Page :
Date :

Now, all seven brothers have grown. They remembered their parents. They returned to the village where they used to live. The also met their parents. Then they invited their parents to live with us.

No.	
<input type="checkbox"/>	The origin of Larak from
<input type="checkbox"/>	
<input type="checkbox"/>	one day a time in the sea very powerful
<input type="checkbox"/>	that, he saw a small boat that
<input type="checkbox"/>	one day a time the sea of South Aceh,
<input type="checkbox"/>	liked a couple of dragons that were very
<input type="checkbox"/>	powerful. one day, they saw boat that carried
<input type="checkbox"/>	a husband, a wife, and their baby ^{day} _{to}
<input type="checkbox"/>	the female dragon was very happy to
<input type="checkbox"/>	the little baby and intended to
<input type="checkbox"/>	her.)
<input type="checkbox"/>	Using a great power, the dragon made a
<input type="checkbox"/>	tsunami. the high tide set the little
<input type="checkbox"/>	baby apart from her parents' arms. the
<input type="checkbox"/>	female dragon quickly took the baby.)
<input type="checkbox"/>	Fifteen years later, Princess Nragon-
<input type="checkbox"/>	dentant heard the conversation between
<input type="checkbox"/>	her parents. they said that she
<input type="checkbox"/>	is a daughter of a dragon but a daughter
<input type="checkbox"/>	of a man.)
<input type="checkbox"/>	Princess Nragon intended to escape
<input type="checkbox"/>	when she saw fishing boat. It
<input type="checkbox"/>	is unusual for a boat to be small
<input type="checkbox"/>	enough to pass this area. so she
<input type="checkbox"/>	Princess Nragon confused. She immediately

27-07-21 14:2

Date :

waved her hands and left the island.)

When ~~the~~ the dragon awoke, she realised that ~~her~~ daughter wasn't ^{there} ~~there~~. She looked toward the sea and she saw a fishing boat (the man slow.)

"O fisherman, how dare you take my daughter, I won't let her survive! said the male dragon as she wagged her tail and slit a huge fire.)

The condition disturbed a hermit named Van Tapa from the Cave of Kalam.)

"O dragon, what do you want to sink the fisherman's boat?" asks Van Tapa, "I want my daughter's boat?" daughter back!" says a male dragon. "But princess dragon is not your child, you took her a few years ago. I will not let you bad intentions separate a daughter of man with her environment and family for the second time!" answers Van Tapa.)

Van Tapa swung his magic wand toward boat dragon. The male dragon was destroyed while the female dragon to China Sea.) After the battle, Van Tapa went back to his hermitage and the princess dragon was reunited with the parents.)



27/07-21/14:

ZULFAN SAFARDI

Date: _____

One upon a time in a village there lived an old woman
 with no children who lived alone. One day he went to visit
 Buto Ijo, a strong giant, asking to be blessed with a
 child. Buto Ijo give him a big cucumber and asked
 him to promise to give him his first child to eat.

When the woman came home, she found a baby
 girl inside a cucumber. He name Timun Mas and forgot
 about his promise

One day, when Timun Mas met a stranger, Buto Ijo
 stopped by the old woman's house asking her to
 fulfill her promise. The woman told Timun Mas to
 run away, providing him with a supply of magic
 cucumber seeds, Needles and salt

Buto Ijo chased Timun Mas but he always
 managed to escape using his mother's magic
 Buto Ijo was finally defeated when Timun
 Mas sprinkled salt around him which turned
 into an ocean and swallowed him into the
 sea

Rafan andika

No.

Date :

Cerita Rakyat Nangroe Aceh Darussalam :

Kisah 7 Anak Pele

Once upon a time in Aceh there was a husband and wife who had seven sons. Once upon a time a evening they seasons in their village, many plants died so there was a famine.

Because of pity, the husband and wife like their seven children were sad. They are looking for his parents, the search led them to a large house in the middle of the forest. The owner of the house is a game game. The giant pity their situations - He gave them food and gold. After that they were asked to leave so that their husband would not know.

The ^{seven} parents ~~leave~~ ^{leave} brothers immediately ^{convinced} their search. Finally, they arrived at a country, they also sold the gold that the giant gave them for living capital. They worked hard, so they were well.

No.

Date :

Now, all seven brother have grown - they have married their parents. They returned to the village where they used to live. The also met their parents there. They invited their parents to live with them.

~~Nurpili~~ Nurpili Khadri

Date: _____

ATU BELAH

once upon time, in a hamlet in Gayo, Aceh. they live a poor farming family. They only have a small plot of land that cannot fully support them. Although they also had two goats, the goats were thin and sickly.

in order to survive, they fish in the krueng Pewangan river or set up the bird traps in the forest. the fish or bird caught in the traps are then sold in the city.

one day, there was a terrible dry season for a long time. this makes the river dry and the plants withered. the farmer family felt sad and confused. not only did the plants in the fields die, but they also couldn't find fish in the river.

the farmer's wife was looking for ways to help support her family. sometimes, he made a pot or clay by the river, and sold it to the city. However, still the income is not too much.

the farmer has two children. the eldest is

Date : _____

eight years old, while the youngest is one year old.

The eldest has a very naughty and disrespectful nature. He often whines to his parents for money, regardless of whether they have extra money or not.

~~long ago in the land~~

Worse yet, whenever wanted to take care of his younger brother and instead played alone regardless of what the youngest had almost drowned in a river because he was not supervised.

Page :

Date :

No.

MANNA WASSALWA

X-1A

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in west sumatra lived a woman and her son, main kundang and his mother had to live hard because his father had passed away when he was a baby. main kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

one day, when main kundang was sailing, he saw a merchant's ship being raided by a band of pirates. ~~with~~ with his bravery, main kundang helped the merchant defeat the pirates. To thank him, the merchant allowed main kundang to sail with him. main kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, main kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married



Dwa nabila

The Legend of Laut Tawar Lake

A long time ago, there was a kingdom in Takengon, NAD.

The king and the queen had a beautiful princess. Her name was Princess Pukes. She was single. The king and the queen wanted her to get married soon.

However, they did not know their daughter already had a boyfriend. The princess did not tell his parents because they did not approve their relationship. The princess really loved her boyfriend.

They did not want to separate - therefore they secretly got married soon. The king found out their marriage. The king was very angry. He asked the soldiers to lock her in her room. The princess could not meet her husband. She was locked many days.

Meanwhile, her husband always waited for her. The princess tried to escape, but she always failed, and finally she succeeded. She jumped through the window and ran towards the palace garden.

27-07-211

NAMA: MUZAMMIL

Date: _____

long ago in the land of Aceh there was a king who ruled wisely. sang li raja has a baby boy named amat muda. Not even a year old amat muda, his father died. His uncle, Raja muda, was temporary appointed king. However, because the viceroy wanted to rule the throne forever, amat muda and his mother were exiled.

long story short, amat muda grew into a handsome and agile young man. one day amat muda and his mother went to the market to buy fish. A merchant bought their fish. arriving at home, the merchant cooked the fish stomach. it turned out to be a very large golden egg. the merchant gave the egg to amat muda and his mother become rich. they give that wealth to the poor.

the news reached the ears of the viceroy. this viceroy then called amat muda and his mother. He then assigned amat muda to look for medicine in form of coconut ivory.

Date: _____

for the viceroy's wife on an island owned
by many wild animals

amat mude undertakes the heavy task
~~long ago in the land of asit, there was a king~~
Thank to the help of a big fish name
silenggang raye, amat mude managed to get
coconut ivory. He also survived the disturbance
of wild animals.

Thank to the ivory coconut the viceroy
wife recovered. The young king is happy.
He then handed over the royal throne
to amat mude and apologize, amat
mude and his mother also forgive the
viceroy

No. PetuluDate: 29-5-2021
 Nama: Nova meiyandani
 kelas: X-15
 m. p. = K. Inggris
 THE LEGEND OF LAUT

 TAXIAR LAKE

 A long time ago, there was a kingdom in Takengon.

 The king and the queen had a beautiful princess. Her
 name was princess Puteh. She was single. The king and
 the queen wanted her to get married soon.

 A few moments after praying, the hook that
 he had thrown appeared to be wobbling. He immediately
 pulled the hook. The farmer was very happy, because
 the fish he got was very large and very beautiful.

 After the farmer said these words, immediately
 his son and wife disappeared without a trace
 or trace - from the marks of his footsteps.
 Suddenly a very heavy water spouted out.

RAFI RIFALDI X-1A'

No. _____

Date: _____

Story Of Ahmad Rihah Manyang

In a village located in Aceh, lived an orphan with his mother in poverty. The child's name is Ahmad Rihah Manyang, a teenager who always helps his mother in doing every housework.

One day, because he could not bear to see his old mother living in poverty, Ahmad asked his mother's permission to leave. He promised to come home someday and make his mother proud. After going through various troubles, the mother gave Ahmad permission to leave.

Several years passed after Ahmad departed, the mother always daydreams at home and remembers her son. Then the mother heard from the villagers that today she would be a rich merchant named Ahmad, the mother's heart was full of longing when she heard Ahmad's name and the mother packs up and brings "himpitan", Ahmad favorite food and goes to see Ahmad.

Arriving at the dock, the mother saw the figure of a handsome young man with neat hair and wearing a white robe with a gold necklace and bracelet getting off the ship along with a beautiful woman who was the young man's wife. Yep! the young man's is Ahmad Rihah Manyang.

Page :

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No.

Legend of princess green

one upon time, in the sultanat of Deli Lama, ~~appx~~ approximated 10 km from Medan, there were lived a beautiful princess named princess green. The princess beauty spread up to the ears of the sultan of Aceh to the north end of the island of Java. The prince fell in love and want to marry for the princess. Unfortunately, her application was rejected ~~in~~ ~~the~~ ~~sultan~~ by the two traders princess green, which Mambang Yazid and Mambang Sakti.

the rejection raise the sultan of Aceh, they was born the war between the sultan of Deli. that said, when it was a civil war, princess green transformed into a hydrant and a longer cannon continued firing him a soldier. the rest of the broken cannon that until now there in three places, namely in Mahmood, in the village of Sukanaru (Karo) and in Deli tua. Prince is another who has turned into a dragon, resigned through a channel and into the River Deli. one place a docked to Jalan putih Hijau now. River four brought into the waterway from where he continued on her way

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at the end the last Jambu aye near 16 Oksemac
 Aceh. Green daughter ~~captured~~ captive and put
 a glass coffin loaded into vessels for outwards
 brought to Aceh.

When the ship reached the end Jambu Aye,
 Prince prinsir green held a ceremony for
 him before the coffin lowered from
 the ship. Upon request, must be submitted to him
 some rice and thousands of eggs. Prinsir took
 board the last petition was granted. P.S. Just
 dinner ceremony, a sudden windblows grab amidst
 and followed by waverwaves very high. From
 the sea appears that his brother has been
 transformed into the dragon using the large
 jaws, and took the coffin where his brother
 locked up and brought into the sea.

No.

Date :

 NAMA : M. RAHAN IRBAL

 kelas : XIA

 THE LEGEND OF LAKE TAWAR LAKE

 A long time ago, there was a kingdom in Takengon,
 MAD. The king and the queen had a beautiful princess.
 Her name was Princess PUKEL. She was single. The
 king and the queen wanted her to get
 married soon

 However they did not know that their daughter
 already had a boyfriend. The princess did not
 tell his parents because they did not approve
 their relationships. The princess really loved her
 boyfriend.

 They did not want to separate, therefore
 they secretly got married. soon the king found
 out their marriage. The king was very angry
 He asked the soldiers to lock her in her
 room. The princess could not meet her husband
 she was locked many days


27-07-21 14:5

No.	Page :
	Date :
<input type="checkbox"/>	Nama : Munaya Laufa
<input type="checkbox"/>	Kelas : IX
<input type="checkbox"/>	Mapel : B. Inggris
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	AHMAD RAMANYANG
<input type="checkbox"/>	
<input type="checkbox"/>	In ancient times, in a village in Aceh, in the
<input type="checkbox"/>	Krung Raya area. The young man named Ahmad
<input type="checkbox"/>	Ramanyang. He grew up in a poor family, but he
<input type="checkbox"/>	never gave up. And he lives with his mother.
<input type="checkbox"/>	And one day there was a desire for the
<input type="checkbox"/>	young man to go to other countries. Finally he
<input type="checkbox"/>	decided to ask permission from his parents to wander.
<input type="checkbox"/>	And the next day Ahmad Ramanyang went to wander
<input type="checkbox"/>	and was escorted by his mother at the port of Krung
<input type="checkbox"/>	raya.
<input type="checkbox"/>	Ahmad arrives in the foreign country he is
<input type="checkbox"/>	aiming for and gets a job at a wealthy merchant.
<input type="checkbox"/>	Long story short, when he had worked for 10 years
<input type="checkbox"/>	and he was also married to the daughter of a wealthy
<input type="checkbox"/>	merchant where she worked.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

27-07-21

Page :

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No.

 Nama : Rohana

 Kelas : X-IA¹
 The Legend Of "MALIN KUNDANG"

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

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

Many years later, Malin Kundang became wealthy.
 He had a huge ship and a lot of crews who
 worked loading trading goods. He was also married to
 a beautiful woman. When he was sailing on his



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No.	Date :
	True friends
	<p>one upon a time, there were two close friends who were walking through the forest together they knew that anything dangerous can happen any time in the forest, so they promised each other that they would always be together in any case of danger.</p>
	<p>suddenly, they saw a larger bear grabbing a creak toward them, one of them climbed a nearby tree at once, but unfortunately the other one did not know how to climb up the tree, so being led by his common sense, he lay down on the ground breathless and broke down to be dead man.</p>
	<p>the bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend that was on the ground, a friend, what did the bear whisper into your ears? The other friend replied, "Just now the bear advised me not to believe a false friend".</p>



Page :

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No.

The Legend Of Malin Kundang

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

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to go to sea in the hope to get a better life. He left his mother alone.

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

No.

Date :

THE STORY OF LAKE TOBA

once upon a time, there was a man who was living in the north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing 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 fell 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.



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Few years later, his 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.

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 a lake. She turned into a fish again and the man became the island of the Samosir.

27-07-21 15:09

APPENDIX 2 FGD RESULT

**An Analysis of Students' Ability in Writing Narrative Text
(A Qualitative Research at the First Grade MIPA 1 of MAN 2 Aceh Besar)**

Participants of Group 1: 1. Arasmawati (AR)
2. Rohana (RA)
3. Bahirah Majdina (BM)
4. Manna Wassalwa (MW)
5. M. Khadafi (MK)
6. Muzammil (ML)
7. Raihan Iqbal (RI)
8. Rafi Faldi (RF)
9. Fifi Minora Aristia (FNA)

Date : April 29, 2021

Time : 09:00-09:45

Place : MAN 2 Aceh Besar

1. Bagaimana Pendapat anda tentang mempelajari writing skill?

Answers:

- AR** = Belajar bahasa inggris menyenangkan, tapi susah bu.
RA = Belajar writing skill sangat susah dan mudah.
BM = Sulit belajar bahasa inggris bu, tapi senang juga karena bisa belajar kata-kata baru.
MW = Berajar writing sulit bu, karena sulit menulis kata-katanya.
MK = Sulit karena enggak bisa bicara, enggak bisa nulis bahasa inggris.
ML = Sulit, karena bisa enggak bisa bicara sama nulis.
RI = Susah, karena susah hafal kosa kata, grammar, susah semuanya.
RF = Sulit bu, karena enggak paham grammar, enggak sering dengar kata-katanya, kurang kosakata bu
FNA = Terkadang susah, karena enggak terlalu paham bahasa inggris bu.

2. Apakah anda pernah menulis teks bahasa inggris mengenai narrative text?

Answers:

- AR** = Pernah dikelas ini bu.
RA = Pernah bu, tulis cerita tentang cerita rakyat.
BM = Pernah
MW = Pernah
MK = Pernah
ML = Pernah

3. Bagaimana Pendapat anda tentang mempelajari writing skill?

Answers:

- AR** = Belajar bahasa inggris menyenangkan, tapi susah bu.
RA = Belajar writing skill sangat susah dan mudah.
BM = Sulit belajar bahasa inggris bu, tapi senang juga karena bisa belajar kata-kata baru.
MW = Berajar writing sulit bu, karena sulit menulis kata-katanya.
MK = Sulit karena enggak bisa bicara, enggak bisa nulis bahasa inggris.
ML = Sulit, karena bisa enggak bisa bicara sama nulis.
RI = Susah, karena susah hafal kosa kata, grammar, susah semuanya.
RF = Sulit bu, karena enggak paham grammar, enggak sering dengar kata-katanya, kurang kosakata bu
FNA = Terkadang susah, karena enggak terlalu paham bahasa inggris bu.

4. Apakah anda pernah menulis teks bahasa inggris mengenai narrative text?

Answers:

- AR** = Pernah dikelas ini bu.
RA = Pernah bu, tulis cerita tentang cerita rakyat.
BM = Pernah
MW = Pernah
MK = Pernah
ML = Pernah
RI = Pernah bu.
RF = Pernah nulis cerita, Ahmad Rahmanyang, Abu Nawas, Tapak tuan, ada lagi bu.
FNA = Pernah

5. Apakah anda memahami procedure penulisan dari narrative text?

Answers:

- AR** = Tidak bu.
RA = Tidak bu.
BM = Insyaallah paham bu, ada 4 struktur
MW = Tidak bu.
MK = Tidak bu.
ML = Enggak paham bu.
RI = Enggak paham, kadang-kadang lupa bu.
RF = Tidak paham penggunaanya sama penggunaanya.

FNA = Enggak paham langkah-langkahnya bu

6. Menurut pendapat anda, apakah menulis narrative text itu mudah?

Answers:

AR = Sulit, karena enggak ngerti grammar bu, generic structurenya tidak paham juga bu.

RA = Sangat sulit bu.

BM = Insyaallah Mudah, karena sudah bisa past tense, generic structure mudah.

MW = Susah bu, tidak terlalu paham generic structure.

MK = Sulit cari idenya, enggak ngerti generic structure.

ML = Susah bu, karena enggak pande bahasa inggris.

RI = Sulit, enggak ada kosakata, enggak paham grammar.

RF = Sulit jelasin tokoh utamanya.

FNA = Susah cari idenya bu.

7. Kapan kah kamu mengalami kesulitan saat menulis narrative text?

Answers:

AR = Saat enggak terlalu tau alur ceritanya

RA = Saat mau sambung cerita tapi tidak ada ide bu.

BM = Saat tidak ada ide.

MW = Saat enggak ada ide bu.

MK = Waktu mau nyusun kalimat.

ML = Pas diminta nulis sesuai dengan langkah-langkahnya.

RI = Saat enggak ada ide, menyusunnya jadi text.

RF = Saat saya mau susun kata-katanya sama ikutin tahapannya.

FNA = Pas mau nyusun kalimatnya dan pas harus buat sesuai tahapannya.

8. Hal apa yang menjadi kendala anda ketika menulis Narrative text?

Answers:

AR = Kadang-kadang kendalnya tu enggak cukup waktu nulis, enggak banyak kosakata.

RA = Biasanya, enggak ada kosakata dan ide.

BM = Enggak punya kamus, enggak ada kosakata.

MW = Enggak ada kamus sama kosakata.

MK = Enggak paham pilih kata-kata, enggak punya kamus, kosakata sama grammar enggak bisa.

ML = Enggak punya kata-kata, susah cari ide, enggak punya kamus.

RI = Saat cari ide, pemilihan kosakata, waktunya kurang.

- RF** = Susah cari ide, susah pilih kata yang cocok untuk ceritanya, waktunya kurang.
- FNA** = Enggak punya kamus bu, enggak banyak kosakata, enggak suka nulis.

9. Bagaimana cara anda mengatasi kendala yang anda miliki saat menulis Narrative text?

Answers:

- AR** = Cari di internet bu, terkadang juga tanya guru.
- RA** = Lihat buku atau internet.
- BM** = Lihat dikamus sama tanya guru.
- MW** = Cari diinternet, kamus.
- MK** = Tanya guru kalau enggak cari sendiri di internet.
- ML** = Tanya sama kawan atau guru.
- RI** = Cari diinternet, tanya guru.
- RF** = Cari di google, kalau disekolah tanya ke guru.
- FNA** = Tanya kawan sama guru.

10. Siapakah yang menolong anda ketika anda memiliki kesulitan dalam menulis text narrative?

Answers:

- AR** = Tanya guru
- RA** = Guru
- BM** = Tanya ke guru ataupun kakak dirumah.
- MW** = Tanya guru sama kakak.
- MK** = Tanya guru sama kawan juga.
- ML** = Tanya guru kalau enggak kakak
- RI** = Guru
- RF** = Guru dikelas
- FNA** = Bertanya ke guru.

**An Analysis of Students' Ability in Writing Narrative Text
(A Qualitative Research at the First Grade MIPA 1 of MAN 2 Aceh Besar)**

Participants of Group 2: 1. Nunaya Latifah (NL)
 2. Tisaul Jannatta (TJ)
 3. Nova Meliandi (NM)
 4. Nurul Khadri (NK)
 5. Zulfan Safardi (ZS)
 6. Rafi Paldi (RP)
 7. Diva Nabila (DV)
 8. Matlail Fajar (MF)
 9. Dian Andriani (DA)

Date : May 31, 2021

Time : 10:00-11:00

Place : MAN 2 Aceh Besar

1. Bagaimana Pendapat anda tentang mempelajari writing skill?

Answers:

- NL** = Belajar writing skill itu susah bu, karena saya enggak banyak kosa kata, terus susah untuk menulis kata-katanya.
- TJ** = Susah bu, karena saya enggak ngerti bahasa inggris dan enggak paham pelajarannya.
- NM** = Susah dipelajari bu, saya enggak punya kosa kata dan susah nulisnya.
- NK** = Sulit, karena saya enggak mengerti bahasa inggris dan enggak punya kosa kata bu.
- ZS** = Susah bu, karena saya enggak bisa bahasa inggris.
- RP** = Sulit bu, karena saya susah memahaminya dan sering tidak datang.
- DV** = Sulit, karena saya enggak bisa bahasa inggris bu.
- MF** = Sangat sulit bu, karena saya enggak paham grammar, enggak ada kosa kata, enggak ada waktu, susah pilih kata-kata yang cocok untuk kalimat.
- DA** = Enggak mudah bu, karena saya enggak suka bahasa inggris, susah.
ingat kosa katanya.

2. Apakah anda pernah menulis teks bahasa inggris mengenai narrative text?

Answers:

- NL** = Saya pernah membuat membuat narrative text tentang Danau

Toba.

- TJ** =Pernah bu, tapi lupa judulnya.
NM =Pernah, cerita Malin Kundang bu.
NK = Pernah, tentang Ahmad Rahmanyang.
ZS = Pernah bu, cerita Ahmad Rahmanyang.
RP = Saya pernah nulis cerita Batu Menangis bu.
DV = Pernah bu.
MF = Pernah, lupa judulnya
DA = Pernah bu, enggak ingat judulnya.

3. Apakah anda memahami procedure penulisan dari narrative text?

Answers:

- NL** = Paham bu.
TJ = Paham bu, terkadang ada yang lupa-lupa.
NM = Sama bu, saya juga terkadang lupa.
NK = Paham bu, tapi susah nyusun ceritanya.
ZS = Sulit untuk mengerti bu, karena saya lupa apa apa aja.
RP = Enggak paham bu, karena biasanya enggak ada lihat itu pas nulis
DV = Enggak bu, biasanya nulis enggak aja bu, enggak sesuai dengan itu.
MF = Enggak paham bu, karena saya nulis apa yang saya tau.
DA = Saya enggak paham bu.

4. Menurut pendapat anda, apakah menulis narrative text itu mudah?

Answers:

- NL** = Susah bu, karena kurang kosa kata, enggak ada kamus, waktunya enggak cukup, susah nulis katanya, enggak ngerti grammar.
TJ = Sulit, karena enggak ada kamus, enggak tau kosa kata, waktunya kurang.
NM = Sangat sulit bu, karena susah cari kata yang sesuai, waktunya enggak cukup.
NK = Sulit, enggak punya kosa kata, susah untuk susun paragraphnya.
ZS = Susah karena enggak punya kosa kata, enggak bisa bahasa inggris, enggak paham grammar.
RP = Susah bu, karena enggak ngerti generic structure, kurang kosa kata, enggak ada ide, waktunya enggak cukup.
DV = Sulit, karena saya tidak punya kosa kata, enggak terlalu mengeri past tense, susah susun ide bu.
MF = sangat sulit bu, karena enggak paham grammar, enggak ada kosa

Kata, enggak ada waktu, susah untuk pilih kata yang cocok.
DA = Sulit karena tidak suka bahasa Inggris, susah untuk ingat kata-katanya.

5. Kapan kah kamu mengalami kesulitan saat menulis narrative text?

Answers:

NL = Saat tidak ada kosa kata sama ide.
TJ = pas nggak ada kosa kata sama ide susah bu.
NM = saat tidak ada ide, tidak paham jalan ceritanya, saat menyusun ide.
NK = Saat enggak tau jalan cerita, saat disuruh nulis dengan ikutin generic structure, enggak ada kamus, itu aja bu.
ZS = Susah ketika enggak paham ceritanya, generic structure, kosa katanya sedikit.
RP = saat enggak terlalu paham cerita, enggak ada kosa kata sama generic structurenya susah bu.
DV = Saat buat Paragraphnya sama jelasin ceritanya, enggak ada kosa kata.
MF = saat disuruh nulis narrative text enggak cukup waktunya, enggak ada kamus bu.
DA = Ketika enggak tau cerita, terjemahin kata-kata, buat kalimat.

6. Hal apa yang menjadi kendala anda ketika menulis Narrative text?

Answers:

NL =Kurang kosa kata, susah cari idenya bu, sama susah susun idenya.
TJ = Enggak punya kamus, enggak tau pilih katanya, grammar, enggak ada ide.
NM = Saat susun ide, pilih kata, kurang kata-kata bahasa Inggris.
NK = Saat saya nulis ide susah, enggak ada kosa kata, susah milih kata.
ZS = Ketika menuliskan cerita, susah cari kata yang cocok, kosa kata saya sikit bu.
RP = Susah milih kata, tulis cerita ke bahasa Inggris, enggak tau kosa kata.
MF = Saat terjemahin ke bahasa Inggris, enggak ada kosa kata, enggak paham cara nulisnya.
DV = Ketika menyusun cerita, nulis sesuai generic structure, terus ketika enggak ada kosa kata.
DA = Saat kurang kosa kata sama enggak ngerti grammar dan enggak punya ide.

7. Bagaimana cara anda mengatasi kendala yang anda miliki saat menulis Narrative text?

Answers:

- NL** = Guru bahasa inggris disekolah, kalau dirumah cari di internet.
TJ = Guru bahasa inggris sama teman.
NM = Guru dan teman.
NK = Guru sama teman.
ZS = Guru, tapi lebih sering teman.
RP = Kadang-kadang guru, tapi lebih sering cari di internet.
DV = Internet sama guru.
MF = Cari di internet sama tanya guru.
DA = Guru sama teman.

8. Siapakah yang menolong anda ketika anda memiliki kesulitan dalam menulis text narrative?

Answers:

- NL** = Tanya Guru.
TJ = Biasanya lebih memilih untuk tanya teman, tapi guru juga.
NM = Kakak sama teman.
NK = Guru, teman, kakak, abang.
ZS = Teman, guru, kakak.
RP = Tanya ke guru.
DV = Tanya ke guru.
MF = Tanya yang bisa, guru, teman, keluarga.
DA = Tanya guru dan teman.

APPENDIX 3 INTERVIEW

RESULT

The Interview Guide with the English Teacher

1. How is students' ability in writing the narrative text?

Answers:

So far since we study, I think their capability and their ability in writing narrative text has been low, because of ya, I can say less motivation and then they cannot because at the first meeting they will say that English is difficult. When they say English is difficult it means it is difficult for them to study, so they don't force themselves to study. So, I can say their ability is a little bit not bad but needs some improvement.

2. Do students have problems in writing the narrative text?

Answers:

I think yes, they have a lot of things. It resembles to someone that would like to go swimming but don't know the way how to swimming. The first thing is about vocabulary, actually, they lack of vocabulary. Even we suggest them it is easy to get some vocabulary, write them in your book, write them in your does but they don't practice that. So the vocabulary is a little bit lack vocabulary and motivation, and grammar of course. Maybe I think grammar, for example, tenses is very easy for them to teach, very very easy for them to study but the problem may be the way of studying is a little bit difficult for them so they consider it is difficult so vocabulary is lack and it is hard, difficult so leave it, they did not want to focus in English.

3. Why do you think those problems are occurring?

Answers:

I think, based on the first idea when they came English is difficult. because, in the thinking that English is difficult, so start from that actually, it is not difficult. I always tell them, for example, how do you know it is in Aceh is peci or kupiah? Do you know from your birthday or from where you were born? Do you know this is kupiah you need to learn sometime to know this is kupiah. Yes, we need to learn that, how to learn that we listen very often. So that, the idea is it something in English but the place is different, they don't listen, they don't good expose it, they don't understand to English words very often. So first it is difficult. then because of I already mentioned before, the vocabulary matter because when I want to write for example **saya mau bekerja** I want..., and have no idea, I OK, *saya*, but *mau* have no idea, what *mau* and then suppose to have to look up in the dictionary and then *bekerja* so it takes a really long time to open the dictionary and also less motivation. I think the problem occurs all the time. the recurring case actually.

4. What do the students usually do when they have difficulties in writing the narrative text?

Answers:

When it was difficult to write a narrative text, they left it. As I mentioned before, they did not want to focus in English. So what I do, sometimes as I

mentioned before, already in our discussion when we want to bring some narrative I suggest teachers, some people, let say students in the university that would like to do practice I told them to look at the familiar theme for them, for example, if he wants to bring about the waterfall instance having Niagara waterfall I prepare to bring, the water is very high. I think it is the same thing actually. But if Niagara, for example, what is Niagara, it is the biggest in the world. And then, but when they came in the real waterfall, they will say, oh this is the water, it closes them, it is very high, the water is very clean. They have in their main and then they will write. They come in order until they came to the final paper.

5. What are the common mistakes that the students make in writing the narrative text?

Answers:

I think the mistake is about grammatical order because they don't know how to write present simple, present continuous, past simple, past continuous, and present perfect, it is a little bit difficult for them, so if they don't know the way how to write it must come into a grammatical an incorrect way of writing. And also word choice actually.

6. What does the teacher do in helping students to understand the narrative text?

Answers:

We do some comfortable fun activity word puzzles, In MAN 2 Aceh Besar we have puzzles for Learning English. Sometimes I give a sentence then ask students to write a text together with a chain story activity, everyone will get their turns without any preparation, and finally, it becomes a text.

7. What kind of activities do you assign the students to do in understanding the narrative text?

Answers:

I remember that once, I told them to look at the familiar theme for them such as Timun Mas and also enchanted fish which is Ikan Ajaib, usually, I find stories from Indonesia, it is folklore from Indonesia, I want to teach them about the culture, then I want to tell them that Indonesia has the richness of cultures and also stories. And after that, I give them small or three lines, and then I ask them to continue to write the next sentence. It is like chain stories because it will help them a lot, as well as everyone, will get their turns without any preparation. That is what I like, for example, one student will give three sentences, and then another will give only three sentences so on.

8. Do those activities assist students in learning to write a narrative text?

Answers:

Since we study, I think yes because it will make the environment and situation fun. Students writing together in a fun environment, so it helps them a lot to writing narrative text.

9. What do you think would improve student understanding in learning narrative text?

Answers:

I think one of the ways that we can suggest is to get an expo show to the narrative text. So, as I mentioned before, the students will don't know this cup. undoes we put them to this expo show. What is the cup?. How much do you buy the cup? So for example I suggest them to write down, for example here, every day if they drink from the glass, I want to ask them to write down a cup. while writing cup maybe they put some stickers here. It is a cup, and then in the second paragraph, it is my beautiful cup. Sometimes what I do, I give them a word and everyone have to write it down to expand the word, I have a pen, I have read pen, I have read and long pen expands the sentences by adding someone lattes I hope that will help them, will achieve them to gain knowledge in English, hopefully.

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MAN 2 Aceh Besar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/ Genap
 Tahun Pelajaran : 2020/2021
 Materi Pokok : Teks Naratif
 Alokasi Waktu : 6 JP

A. Kompetensi Inti *)

1. Pengetahuan

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional

2. Keterampilan

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi • Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks dan unsur kebahasaan teks naratif sesuai konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi
- Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks dan unsur kebahasaan teks naratif sesuai konteks penggunaannya

D. Materi Pembelajaran

- Fungsi Sosial
 - Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain
- Struktur teks
 - Pengenalan tokoh dan setting
 - Komplikasi terhadap tokoh utama
 - Solusi
 - Akhir cerita
- Unsur Kebahasaan
 - Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - Modal auxiliary verbs.
 - Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*
- Topik
 - Teks naratif lisan dan tulis berbentuk legenda sederhana.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi

F. Media Pembelajaran

1. Media
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
2. Alat/Bahan
 - ❖ Laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi ini di kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Teks naratif lisan dan tulis berbentuk legenda sederhana.

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran

Kegiatan Pembelajaran

Stimulation
(stimulasi/
pemberian
rangsangan)

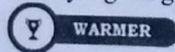
KEGIATAN LITERASI

Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Teks naratif lisan dan tulis berbentuk legenda sederhana.

dengan cara :

→ **Melihat** (tanpa atau dengan Alat)

Menayangkan gambar yang relevan.



STORY TELLING

Your teacher will read you a familiar story.
Use the following headings to discuss the story.

- When did the story happen?
- Who are the characters?
- Where did the story take place?
- What is the problem (complication)?
- What is the ending (resolution)?

→ **Mengamati**

- Lembar kerja Teks naratif lisan dan tulis berbentuk materi legenda

sederhana

☐ **READING COMPREHENSION**

Task 1:
Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cat cry: "Waa! Waa!"



Source: <http://www.illustration.com>
Illustration: AAAAAAAK, Illustration: AAAAAAAK
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They looked and saw a crying baby who looked not like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child Isumboshi," they said.

They raised Isumboshi with much care, but Isumboshi never grew bigger.

"Hey, Isumboshi, do you want to be eaten by a frog?" Isumboshi was always being bullied by the children of the village and often went home feeling unhappy. Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Isumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Isumboshi's mind would not be changed. At once they began to prepare for his trip.

Isumboshi sheathed a needle sword in a straw case, put on a cap for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Isumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him out.

Isumboshi went on the trip with a big wish in a small body.

At last, Isumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask them at once."

At long last Isumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh, How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Isumboshi said so, a bee came buzzing by. "Yhai!" Isumboshi yelled, stabbing the bee.

" Bravo! I employ you. It would be good if you became the Princess's man."



Source: <http://www.illustration.com>
Illustration: AAAAAAAK, Illustration: AAAAAAAK
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Page 12

"Oh! What a cute fellow he is!" said the Princess, putting Isumboshi on her palm.

"I will defend you upon my life," said Isumboshi.

Data collection (pengumpulan data)

kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.

KEGIATAN LITERASI

Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:

→ **Mengamati obyek/kejadian**

Mengamati dengan seksama materi teks naratif lisan dan tulis berbentuk legenda sederhana yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

→ **Membaca sumber lain selain buku teks**

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi teks naratif lisan dan tulis berbentuk legenda sederhana yang sedang dipelajari.

→ **Aktivitas**

- ✓ Peserta didik diminta untuk mengamati teks yang telah guru sajikan pada kegiatan mengamati

Peserta didik diminta untuk mengamati Teks naratif lisan dan tulis berbentuk legenda sederhana



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates.

couple (noun)	terhormat
gun (noun)	bersimbah; beribadah
rage (verb)	ini
bully (verb)	menikam
respectable (adjective)	memburakan
ambush (verb)	haduh
retainer (noun)	ketabuh
stab (verb)	pejalan
wrath (noun)	paungin
daemon (noun)	menglekatnya

- ✓ Peserta didik diminta untuk mengerjakan latihan sebagai berikut:

Task 2:

Create as many questions as you can based on the story. Use question words such as *who, where, where, why, how*. Then, exchange your questions with a classmate sitting next to you. Discuss them together.

Example

- 1 Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest.
Where did the old couple live?
- 2 One day from the household Shinto altar they heard a voice say, "Wa! Wa!".
What did they hear from the household Shinto altar?
- 3 Isumboshi was always being bullied by the children of the village and often went home feeling unhappy.
How did Isumboshi feel when he was bullied?

→ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi teks naratif lisan dan tulis berbentuk legenda sederhana yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

- **Mendiskusikan**
Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi teks naratif lisan dan tulis berbentuk legenda sederhana
- **Mengumpulkan informasi**
Mencatat semua informasi tentang materi teks naratif lisan dan tulis berbentuk legenda sederhana yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
- **Mempresentasikan ulang**
Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan pemahamannya.
- **Saling tukar informasi** tentang materi :
teks naratif lisan dan tulis berbentuk legenda sederhana

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data processing (pengolahan Data)

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

- **Berdiskusi** tentang data dari Materi :
teks naratif lisan dan tulis berbentuk legenda sederhana
- Mengolah informasi dari materi teks naratif lisan dan tulis berbentuk legenda sederhana yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
- Peserta didik mengerjakan beberapa soal mengenai materi teks naratif lisan dan tulis berbentuk legenda sederhana

Verification

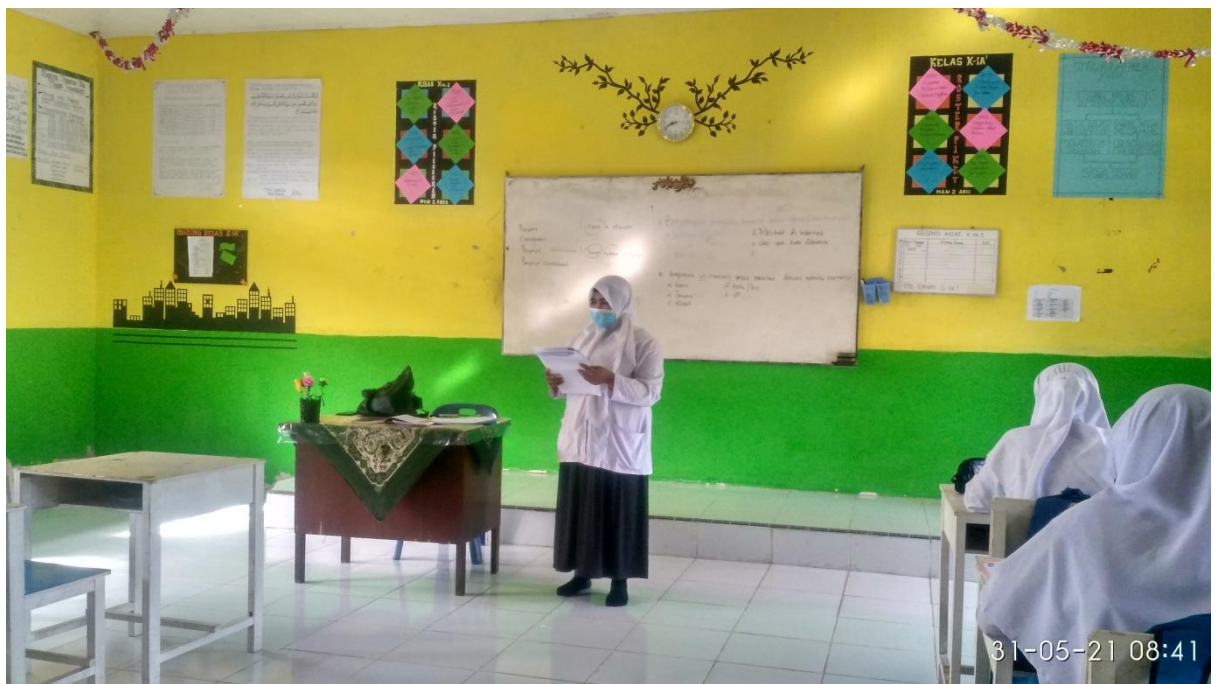
CRITICAL THINKING (BERPIKIR KRITIK)

(pembuktian)	<ul style="list-style-type: none"> ➤ Guru akan memverifikasi hasil dari pembelajaran yang dilakukan yang kemudian disampaikan ke siswa agar lebih jelas. ➤ Peserta didik memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan selama pembelajaran berlangsung.
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi teks naratif lisan dan tulis berbentuk legenda sederhana berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>teks naratif lisan dan tulis berbentuk legenda sederhana</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang teks naratif lisan dan tulis berbentuk legenda sederhana dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi teks naratif lisan dan tulis berbentuk legenda sederhana yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>teks naratif lisan dan tulis berbentuk legenda sederhana</i> → Menjawab pertanyaan tentang materi <i>teks naratif lisan dan tulis berbentuk legenda sederhana</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi teks naratif lisan dan tulis berbentuk legenda sederhana yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi teks naratif lisan dan tulis berbentuk legenda sederhana yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran teks naratif lisan dan tulis berbentuk legenda sederhana berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi teks naratif lisan dan tulis berbentuk legenda sederhana 	

- Mengagendakan pekerjaan rumah untuk materi pelajaran teks naratif lisan dan tulis berbentuk legenda sederhana yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran teks naratif lisan dan tulis berbentuk legenda sederhana
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran teks naratif lisan dan tulis berbentuk legenda sederhana kepada kelompok yang memiliki kinerja dan kerjasama yang baik.





KEPUTUSAN
WAKIL KETUA BIDANG AKADEMIK
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP)
BINA BANGSA GETSEMPENA BANDA ACEH
NOMOR: 0786/133018.1.1.01/SK/VIII/2020

Tentang
PENUNJUKAN DOSEN PENKAJI PROPOSAL SKRIPSI

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pengkaji Proposal Skripsi dan ditetapkan dengan surat keputusan.
- Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulis Akhir Mahasiswa.
b. Hasil Rapat Kerja Senat STKIP Bina Bangsa Getsempena Banda Aceh tanggal 14 Februari 2017 tentang Prosedur dan Pembimbing Skripsi dan Hasil Rapat Kerja STKIP Bina Bangsa Getsempena Banda Aceh tanggal 27-28 Februari 2017.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada STKIP Bina Bangsa Getsempena Banda Aceh tahun 2010.

MEMUTUSKAN

- Menetapkan :
Pertama : Menunjuk Saudara : Rosdiana, M.Pd sebagai **Pengkaji I**

Untuk mengkaji Proposal Mahasiswa

Nama/NIM : Fatimah Putri /1711060007
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Proposal : The Influence Of Using Chain Writing Method in Teaching Procedure Text In Improving Students Writing Skill

Kedua :
Dengan Ketentuan

1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 (enam) bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : Banda Aceh
Pada Tanggal : Rabu, 12 Agustus 2020



Mik. Salmira, M.Mat
NIDN: 1313128701

TEMBUSAN:

1. Ketua Program Studi
2. Yang bersangkutan
3. Arsip



KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
NOMOR: 0335/133018.1.1.01/KM/III/2021

Tentang

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.
- Mengingat : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulis Akhir Mahasiswa.
b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.
d. Hasil Seminar Proposal Skripsi tanggal 22 Januari 2020 pada Program Studi S1 Pendidikan Bahasa Inggris

MEMUTUSKAN

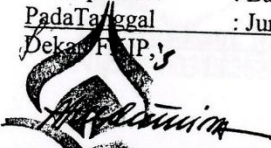
- Menetapkan :
Pertama : Menunjuk Saudara/i : **Rosdiana, M.Pd** Sebagai Pembimbing I
Hijjatul Qamariah, M.Pd, M.TESOL Sebagai Pembimbing II

Untuk membimbing skripsi mahasiswa

Nama/NIM : **Fatimah Putri / 1711060007**
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis Of Students' Ability in Writing Narrative Text (A Qualitative Research at The First Grade MIPA I of MAN 2 Aceh Besar

- Kedua : Dengan Ketentuan:
1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : Banda Aceh
Pada Tanggal : Jumat, 28 Mei 2021
Dekan FKIP, S


Dr. Marsdiani, M.Pd
FKIPUBS 126364



UBBG

**UNIVERSITAS BINA BANGSA GETSEMPENA
FAKULTAS KEGURUAN DAN
ILMU PENDIDIKAN**

Jl. Tanggul Krueng Lamnyong No. 34
Rukoh, Banda Aceh 23112 Indonesia
bbg.ac.id info@bbg.ac.id
+62823-2121-1883

Nomor : 0524/131013/F1/PN/VI/2021
Lampiran : -
Hal : *Izin Melaksanakan Penelitian Skripsi*

Kepada Yth,
Kepala Departemen Agama Kab. Aceh Besar
Di _____
Tempat _____

Dengan hormat,

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Ibu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama : **Fatimah Putri**
NIM : **1711060007**
Program Studi : **S1 Pendidikan Bahasa Inggris**

Untuk mengumpulkan data-data di MAN 2 Aceh Besar dalam rangka penyusunan skripsi yang berjudul :

“An Analysis Of Students' Ability in Writing Narrative Text (A Qualitative Research at The First Grade MIPA I of MAN 2 Aceh Besar)”.

Atas pemberian izin dan bantuan Bapak/Ibu kami ucapkan terimakasih.

Banda Aceh, 07 Juni 2021
Dekan FKIP,

Dr. Musdiani, M.Pd
NIDN: 003126364

lampiran:

1. Yang bersangkutan
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR

Jalan Bupati Bachtiar Panglima Polem, SH. Telpon 0651-92174. Fax 0651-92497
KOTA JANTHO – 23911

email : kabacehbesar@kemenag.go.id

Kota Jantho, 09 Juni 2021

Nomor : B-713/KK. 01.04/PP.00.03/06/2021
Lampiran : -
Perihal : Mohon Bantuan dan Izin Mengumpulkan Data
Penyusunan Skripsi

Kepada Yth.

Kepala MAN 2 Aceh Besar

di -

Tempat

Sehubungan dengan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Banda Aceh, Nomor : 0524/131013/F1/PN/VI/2021 tanggal 07 Juni 2021, Perihal sebagaimana tersebut di atas, maka dengan ini memberi izin kepada mahasiswa/i yang tersebut namanya dibawah ini :

Nama : **Fatimah Putri**

Nim : **1711060007**

Pogram Studi : **S1 Pendidikan Bahasa Inggris**

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk menyelesaikan studinya pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Banda Aceh, di MAN 2 Aceh Besar, dengan judul Skripsi:

" An Analysis Of Students' Ability in Writing Narrative Text (A Qualitative Research at The First Grade MIPA I of MAN 2 Aceh Besar) ".

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

A.n. Kepala Kementerian Agama Kab. Aceh Besar
Kepala Sub Bag Tata Usaha



Khalid Wardana

Tembusan :

1. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Banda Aceh
2. Mahasiswa ybs



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. ACEH BESAR
MADRASAH ALIYAH NEGERI 2 ACEH BESAR
Alamat Jln. Mesjid Jamik Montasik No. 3 Kode Pos 23362
Manmontasik423956@gmail. Com Telp. 06517556589

Nomor : B-175/Ma.01.34/TL.00/06/2021
Lampiran : 1 (Satu)
Perihal : **Pengumpulan Data**

kepada Yth :
Kepala Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena
Banda Aceh

Dengan Hormat,

Sehubungan dengan surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena Banda Aceh, Nomor : 0524/131013/F1/PN/VI//2021 Tanggal, 07 Juni 2021.

Sehubungan dengan hal tersebut, Kepala Madrasah Aliyah Negeri (MAN) 2 Aceh Besar, Menerangkan bahwa :

Nama : Fatimah Putri
NPM : 1711060007
Prodi : S1 Pendidikan Bahasa Inggris

Telah melaksanakan pengumpulan data penelitian pada MAN 2 Aceh Besar dalam rangka menyelesaikan skripsi dengan judul "*An Analysis Of Students Ability in Writing Narrative Text (A Qualitative Research at The First Grade MIPA I of MAN 2 ACEH BESAR* ".

Penelitian dilaksanakan pada tanggal 28, 29 dan 31 Mei 2021.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan seperlunya.



Montasik, 11 Juni 2021

Kepala,

Drs. Burhanuddin

Nip. 196501011999051002

AUTOBIOGRAPHY



Fatimah Putri was born on June 6, 1999 in Dusun Mutuah. Her father, Alm. Adi Doa Ibu was an entrepreneur and her mother, Septiana is a farmer. She is the eldest of four siblings. She started her study at SDN 2 Puja Mulia in 2006. She graduated in 2011 then she continued her study at SMPN 1 Bandar. After graduating in 2014, she continued her study at SMK Business School. Then, in 2017, she continued her study to obtain a bachelor's degree at the Bina Bangsa University Getsempena Banda Aceh, by majoring in the English Education Study Program. And she finished the recruitment for the degree of sarjana pendidikan (S1) in 2021.