AN INVESTIGATION OF THE STUDENTS' DIFFICULTIES
IN WRITING A NARRATIVE TEXT IN THE THIRD GRADE OF
SMAN 2 SELAYAR
(A Descriptive Research at the Third Grade Students of SMAN 2 SELAYAR,
Kabupaten Kepulauan Selayar)

A THESIS

Submitted as the Fullfillment to Accomplish Sarjana Degree
at Faculty of Teacher Training and Education
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Yang Membuat Perjanjian

NUR FADHILAH M

Motto

"Confidence and beliefe if you can do anything more than you think"

ABSTRACT

Nur Fadhilah M, 2017. *An Investigation of the Students' Difficulties in Writing a Narrative Text (A Descriptive Research at the Third Grade Students of SMAN 2 SELAYAR, Kabupaten Kepulauan Selayar)*. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and M. Astrianto Setiadi

The final project is about an investigation of the students difficulties in writing a narrative text to the third grade students of SMAN 2 Selayar, Kabupaten Kepulauan Selayar. The aim of the study is to find out the students' difficulties in writing a narrative texts in term of language use. The research use quantitative method. The subject of the study is the third grade students.

Based on the finding of this research, find out the students' writing ability in a narrative text in term of language use was poor, there are 15 (68,18%) out of 22 (100%) students get poor score that mean the students difficult in writing narrative text . The students' difficulties in writing narrative text because most of them are agree they are lack of vocabulary, there are 10 (45,45%) out of 22 (100%) students choose that. The student difficult in understanding the tenses used in writing a narrative text, there are 9 (40,91%) out of 22(100%) students choose undecided. The achievement could be used to give information about students' difficulties, so the teacher can help the students to solve their problem.

Keywords: investigation, difficulties, Narrative text, descriptive quantitative, language use

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Researcher

NUR FADHILAH M

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CHAPTER I

INTRODUCTION

This chapter is about background of the research. In this chapter, the researcher explain about background of the research, the research question of the data, objective of the study, significance of the study, and scope of the research .

A. BACKGROUND

English is one of the most study that we should learn in this time. Because it could be our modality to teach in the school or in the other place when we become a teacher, entrepreneur, lecturer, etc. English can also help us to communicate with the people from another country. As we know that English has become an important role in our daily life now.

Basically, English language has four main language skills, namely reading, listening, speaking and writing. These skills should be thought interestingly in order to enable students to express and get ideas, though speaking and writing and even absorb science and technologies trough reading and listening.

Writing is kind of activity where the writer expressed all ideas in his mind in the paper (print) from words to sentences, sentences to paragraph to essay. (Kroma in Herlina, 2011:8). Writing is an essential tool for communicating. It means that, with learn writing skill students will have enough knowledge to make some sentences or paragraph in English language. although writing is one of the difficult subjects for the

students in the school, but they have to learn it because writing is one of the important skill in English.

Based on the experience after surveying in the third grade of SMAN 2 SELAYAR the researcher get information from the teacher and also from the students that they still have low qualification in writing English skill specially in writing a narrative text. Some students possess limited vocabulary and poor understanding of grammar. So ,they get difficulties in doing their writing task. An example of a student's writing is related to his low understanding of grammar, the writer wants to be creative in developing teaching learning process to create good atmosphere, improve the students' writing skill, give attention to the writing components and make the lesson more interesting. For the reason, the researcher must choose the appropriate strategy which can be used to overcome the problems until the students have a good score and achieve target in writing English especially in writing a narrative text.

According to Knapp and Watkins (2005,221), Narrative continues to be such genre that students 'pick up' and write 'naturally' ; since Narrative Texts serve to tell story, at the same time, entertain and inform the readers by presenting the writer experience. This genre is characterized as a powerful, emotional and communicative text which shows the students ability to use the language in retelling what a person or a group has experienced. (Joyce and Feez in Utami, 2013 : 17). It means that, when the students will start to write a narrative text, they have to make a strategy before. Because this strategy can make the students easy to arrange their idea before they are start to write.

From the explanations above, the researcher wants to find out the specific difficult from the students in writing a narrative text. Therefore, the researcher determines the title AN INVESTIGATION OF THE STUDENTS' DIFFCULTIES IN WRITING A NARRATIVE TEXT. This research will be conducted in the third grade students of SMAN 2 SELAYAR.

B. Research Question

Many people have difficulties in writing. So that, the researcher formulated the research questions as follows:

What are the students' difficulties in writing a Narrative Text at the Third Grade Students of SMAN 2 Selayar?

C. Objective of the Study

In relation to the problem above, the main objective of the research is to find out:

To find out the students' difficulties faced in writing a Narrative Text at the Third Grade Students of SMAN 2 Selayar.

D. Significance of the Study

The result of this research are expected to be useful information and a reference for the English teacher in teaching narrative text, and for the students to solve their problem difficulties.

E. Scope of Research

Based on the problems and objectives of this research, the researcher focused on analyzing the students' difficulties in writing a Narrative text in terms of language use.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is about review of related literature. In this chapter, the researcher explain about the literature based on the title of the research .

A. Some Previous Related Research Findings

Dini Utami Mulyaningsih (2013) in her thesis *An Analysis of Students' Ability in Writing a Narrative Text.* She found that all students from all levels of achievement have been aware of the obligatory constituent structure of a narrative text that includes orientation, complication, and resolution. Furthermore, in terms of the narrative's language features, different student's from different levels of achievement have different ability in applying the features in the story. For instance, the low achiever student lacks knowledge of language features of narratives. The middle achiever has a better understanding and high achiever has a good understanding of language features of narratives.

Erry Silviana (2008) in her thesis *An Analysis of Students Difficulties in Translating Narrative Text*. She found that : (a) There are 210 difficulties of the students' difficulties in translating the narrative texts. The difficulties were categorized into using verbs 21, 9%, using adverbs 20%, and using nouns 20%. (b) The students' difficulties were categorized into writing nouns 20% difficulties, writing verbs 18, 1% difficulties, and writing adverb 0% difficult.

Intan Karolina (2006) in her thesis *Teaching Narrative Text in Improving Writing Skill*. She found that the students have more knowledge about what narrative texts are; among others are generic structure and many types of narrative texts. They seem know the steps to make a good writing and it is very useful for them when they write something. Therefore they can make a narrative text better than before. It was supported by the significant result of the pre- test that is lower (62.09%) than the post- test (79.71%).

Ratnaningsih (2014) in her thesis *Analysis of Grammatical Errors in Writing Narrative Paragraph*. She found that there are 199 errors in the students' English writing narrative paragraph which devided into four kinds of errors. Kinds of errors in error of omitton category showed 22 errors, error of addition category showed 7 errors, misinformation category showed 161 errors and misordering category showed only 9 errors in writing narrative paragraph.

Based on the previous findings above the researcher explains that her research is different from Dini, her writing concern to analyze the students' writing in terms of the narrative's language features. The other finding by Erry, her research was only concern to analyze the students' difficulties in translating the narrative text. Intan concern to increase the students' writing ability by narrative text. While Ratna concern to find out the grammatical errors by the students' in writing narrative paragraph which devided into four kinds of errors. The similarities of these research is analyze the students' difficulties in writing a narrativ text. While this research concern to find out the students' difficulties in wrriting a narrative text in term of language use.

B. Some Pertinent Idea

   1. **The Concept of Writing**

   a. **Definiton of Writing**

According to Harmer in Faisal (2013: 240),writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media.

According to Oshima,et.al (1997 : 2),writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to said it. Then after you finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action, it is a process that has several steps.

According to Richard, et.al (2013:3), writing is a complex process that includes various subskills, from the basics of handwriting and spelling to the subtler nuances of tone and organization. Unlike the ability to speak, acquired in early childhood without formal instruction, writing skills are developed later, usually in school.

Writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzel, & Fargo, 2010).

From the definitions above, it can be concluded that writing is a process of action or process in building a larger unit of ideas, thoughts and feelings to form

words in a sentence or paragraph, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

b. Difficulties in Writing

Learning to write the second language is not easy for students. They face some difficulties, such as : how to start writing, how to generate ideas, how to produce unified paragraphs, how to organize ideas logically, how to make grammatical sentences, how to beef up students' low motivation in learning English.

There are some problems faced by students in learning writing as follows:

1) Organizing Idea

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing, students usually write the content which is not suitable with the theme. It happens because students get difficulties in developing their idea and sometimes they don't know what they will write.

2) Lack of Vocabulary

Vocabulary also becomes an important part in writing. If we are not mastering the vocabularies well, of course we will get difficult in writing. Most of the students face this problem because they are not mastering the vocabularies. So, they often write sentence which is not communicative. They usually choose incorrect words they want to write something in their composition.

3) Grammar Accuracy

Most of beginner students do not master English grammar well. They just start to learn English so their competence is still low especially in grammar. It becomes a problem when they have to make composition which consist of sentences. (Nurgiyantoro in Nafis, 2012:13)

From the problems above, it can be concluded that the students can learn writing easier if they can organize their idea, mastery of vocabulary, and also mastery of grammar.

c. Components of Writing

Jacobs, et.alin Ariani (2012:9) state that point out the five significant components in writing as follows:

1) Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and competed. This term is usually known as unity and completeness, which become characteristic of good writing.

The good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If we start to discuss a new idea, should begin a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

The complete paragraph means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complete writing. it is expected that the content of writing will be clear and understandable for the readers.

2) Organization

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. Coherence in writing means that sticking together and in coherent essay, all the idea sticks together. A coherence paragraph is paragraph that all of the idea are put in right order and never confused.

3) Language Use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific noun and strong verbs give a reader a mental image description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. More explanation about that can we start from the definition of grammar and past tense it self.

a. Definition of Grammar

According to Harmer (2003:12), grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

According to Radford (1988:3), grammar of a language is a model of the linguistic compotence of the fluent native speaker of the language.

According to Sidney and Gerald (2002:278), the grammar is the set of rules for combining words into large units.

Two basic of grammar are word and sentence. One subcomponent of grammar called morphology, deals with the form of word, while the other called syntax, deals with the way words combine to form sentence. (Huddelston in Ratnaningsih, 2013:19)

From the definition above, it can be conclude that grammar is the description of a language or a set of rules and example dealing with the syntax and word structures (morphology).

b. Explanation of Past Tense

Tense is a form of a verb that shows the time of an action or condition. If someone wants to talk about tense, he or she may not escape from grammar because tense is a part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning. (Edwar in Ratnaningsih, 2014:19).

1. Simple Past Tense

Simple past tense is used for an action whose time is not given but which occupied a period of time now interminated, or occurred at a moment in a period of time now interminated. (Thomson and Martinet, 1986).

Simple past tense indicates that can activity or situation began and ended at a particular time in the past. (Azar in Ratnaningsih, 2014:19)

2. Past Continuous Tense

Thomson and Martinet (1986,13) says that past continuous tense is chiefly used for past actions which continued for some time but whose exact limits are not known and are important. Azar in Ratnaningsih (2014:22) describes that past continuous tense is both action occurred at the same time but one action began earlier and was in progress when the other action occured. Sometimes the past continuous is used in both parts of a sentence when two actions are in progress simultaneously.

3. Past Perfect Tense

Thomson and Martinet (1986:175) says that past perfect tense can be used similarly for an action which began before the time of speaking in the past, and was still continuing at that time, stopped at that time or just before it. But note that the past perfect can also be used for an action which stopped sometime before the time of speaking.

Azar in Ratnaningsih (2014: 26) describes that past perfect tense express an activity that was completed before another activity or time in the past. This tense is also used in reported, speech, third conditional sentences, or to show dissatisfaction with the past.

Azar (2000:1-5) explained four form of past tense:

1) *Simple Past*

Example : It ***snowed*** yesterday

Tom ***watched*** television last night

Meaning : *At one particular time in the past,* this happened. It began and ended in the past

2) *Past Progressive*

Example : Tom ***was sleeping*** when I arrived

Meaning : He was still asleep. His sleep began before and in *was in progress at a particular time in the past.* It continued after I arrived

3) *Past Perfect*

Example :   Tom ***has*** already ***eaten*** when his friend arrived

Meaning :   First Tom finished eating. Later his friend arrived. Tom's eating was completely *finished before another time in the past*

4) *Past Perfect Progressive*

Example :   Tom ***had been studying*** for two hours before his friend came

Meaning :   Event in progress : studying.

When ? *Before another event in the past*

How long? For two hour

4) Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

5) Mechanic

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

a) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, correct capitalization also helps the reader to differentiate one sentence to others.

b) Punctuation

It can be used as a unit of meaning and suggest how the units of its relation to each other.

c) Spelling

There are three important rules followed in using spelling, they are suffix addition, plural addition, and handling error within the words.

d. Process of Writing

According to Heard and Ted (1998:44) that there are seven steps in the writing process as follows :

a) Assessing the Assignment

In this step determining what is to be written, for whom, and where to get the information needed. Consideration must be given to the audience and the purpose of the composition. The audience will set style or manner of expression and vocabulary use. The tone may be serious, humorous, personal, impersonal, formal, or informal. The purpose of the composition will determine the rhetorical form used.

b) Generating Ideas

In this step brainstorming, clustering, and free writing activities can be used to help the writer develop ideas. Keep in mind that if only a paragraph is being written, the topic must be narrowed sufficiently so the topic is not too broad.

c) Organizing your Ideas

In this step, the authors have to think in advance the most logical way to present information before starting to write. Outlining is one method to use when organizing your paper. When outlining, first determine the main topic and list it. Another method to use to organize

your thoughts is a tree diagram. A tree diagram is a more visual format than an outline. In a tree diagram, place the main idea at the top of the page and use lines to connect the supporting ideas to the main point.

d) Writing the First Draft

In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on until the last. The first draft is written after your ideas are generated and organized through the use of an outline or tree diagram. In writing the draft, you will develop the ideas outlined in your paper.

e) Revising

After writing the first draft, the writer making the changes. Revision involves adding or eliminating material and reorganizing it by moving sentences around so the paragraph is more logical and understandable. When you revise, you change what you have written in order to improve it. You can change, rearrange, add or delete all for the goal of communicating your thoughts more clearly.

f) Editing

In this step,the writer focus on checking spelling, grammar, punctuation, vocabulary, sentence structure, and page layout. When editing, check the following points:

a) Spelling

Does the reader use American or British English? Remember that there are spelling differences between some

American and British English words. Whichever is used, be consistent and don't use both British and English spelling in the same work.

b) Punctuation

Is there a period, question mark, or exclamation mark at the end of each sentence? Are there ending and closing quotation marks? Are commas, colons, and semi-colons used appropriately to separate dependent and independent clauses.

c) Grammar

Do all sentences have subject-verb agreement? Is there number agreement of nouns, pronouns, and possessives? Are there any sentence fragments? Are the correct verb tenses used?

d) Vocabulary

Is just the right word used to express your meaning? Are too many words repeated unnecessarily? Remember, using the same word over and over again results in boredom for the reader.

e) Sentence Structure

Is there are some sentences be rewritten, using a different structure, so they are more easily understood by the reader?

f) Page Layout

Is the composition visually appealing? Are new paragraphs indented? If a block design paragraph form is used, does a space separate paragraphs?.

g) Publishing

In this stage the final copy of the composition is completed; the one that will be submitted for review. In most instances the final product should be done on a computer or typed.

2. The Concept of Narrative text

a. Definition of Narrative text

Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener (Anderson in Karolina,2006:25) .

Narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome – it shows how people or groups of people overcome a problem or crisis in their lives (Joyce and Feez in Emilia, 2010:135).

Narrative is to tell a story or tale that orderly account of events in speech of writing (Hornby, 1974:561).

According to Keraf in Silviana (2008:2), Narrative is a form of discourse which attempted to narrate an event or events that it seems as if the reader see or experience the events.

Narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them (Meyers in Intan, 2006 : 25).

From the definition above, it can be conclude that narrative story is a story tells us about something interesting that purpose to amuse, entertain or the readers.

b. The Purpose of Narrative Text

People write narrative text might be basically for pleasure, to gain and hold the reader' interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience. This is one idea to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener. It is also to entertain the readers or listener by presenting a story. (Anderson in Romli, 2014:20)

According to Millan (2001:11), the purpose of writing a personal narrative is to communicate between thoughts and feelings about a particular experience. It is also to interest or entertain the audience—the reader.

From the explanation above, it means that the social function of narrative text is to emuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

c. The Types of Narrative Text

Narrative can be imaginary or factual .Anderson and Kathy in Romli (2014:20) describe many different types of narrative; namely humour,

romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

According to Neo in Karolina (2006:29) that there are many different types of narrative texts as follow:

1) Humor

    A humorous narrative is one of that aims to make audience laugh as a part of telling story.

2) Mystery

    The mystery genre is a type of fiction in which a detective (or other professional) solves a crime or series of crimes.

3) Romance

    The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

    The fantasy genre is a type of fiction that commonly uses magic and other supernatural phenomena as a primary plot, element, theme, or setting.

5) Crime

    Crime is a genre of fiction that deals with crimes, detection and motives.

6) Science Fiction

    Science fiction narratives ese the setting involving science and technology.

7) Diary Novels

This type of narrative has the text presented like diary entries.

8) Adventure

Adventure is a genre of fiction in which an adventure, an exciting undertaking involving risk and physical danger, forms the main storylin.

d. The Schematic Structure of Narrative Text

The generic structures of narrative texts are orientation, complication, sequence of events, resolution, and Coda. A more detailed generic structure of narrative text has been proposed by Anderson in Romli (2014:21) who argue that a narrative text includes as follows:

1) *Orientation* that sets the scene (when and where) and introduces participants/character (who).

2) *Complication* where a crisis arises and something happened unexpectedly.

3) *Resolution* when the crisis is resolved in which the characters finally sort out the complication.

4) *A coda* which is closing to the narrative (an optional step).

According to Joyce and Feez in Emilia (2010:135) that all Narratives must have an orientation, and complication with an evaluation and a resolution. Those structures are the main things in the Narrative schematic structure and only sometimes give their Narratives a coda. More completely, here is the function of structures in a Narrative.

According to Joyce & Feez in Emilia (2010:105) that the function of each schematic structure in narrative text as follows:

1) *Orientation* : (1) Introduces the characters and sparks the reader's interest in the characters (2) Tells the reader when, where, who, what and why (3) Give a hint about the problems which the characters will encounter

2) *Complication* : (1) Is where something happens which the characters do not expect (2) Is where the reader discovers the problem

3) *Evaluation* : (1) Which can occur as a separate stage but is also woven into the complication (2) Is where the story teller comments on the events and makes them significant for the reader (3) Makes the reader care about what happens to the characters (4) Slows the action down and creates suspense which makes the reader want to find out what happens next

4) *Resolution* : Is where the problem is solved.

5) *Coda* : Rounds off the story with a short comment on what happened or with a comment about the future lives of the characters. For example, many fairy tales have a coda such as "And they lives happily ever after."

e. **The Linguistic Features of Narrative Text**

Like other genres, narratives also have linguistic features, these the linguistic features can be listed as follows :

1. It sequences in time, and this is signaled by a range of time connectives: *once upon a time, after a while, first, then.*

2. It uses the past tense.

3. It uses many actions verbs which express material processes that describe what happens: *blew, wrapped, shone, exhausted*

4. It contains dialogues and uses a number of "saying verbs" (verbal processes), such as: *said, asked, and replied*. Sometimes these saying verbs also indicate how something is said. For example, instead of writing "He **said** "What is that?" one might say: "He **whispered "What is that?"**

5. Many Narratives also use thinking verbs that gives us information about what participants are thinking or feeling, such as *wondered, remembered, thought, felt, disliked.*

6. Narratives use descriptive language to describe people and things: *bitterly cold day, long, thick, warm coat, cold North Wind, gentle Sun a*nd to describe how actions occur : *easily, harder, tightly, and warmly.* (Gibbons, et; al, in Emilia, 2010:136)

Derewianka in Dini (2013:17) also suggest that narratives have some linguistic features as follows:

1. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.

2. Mainly use action verb (material processes), that describe what happens.

3. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.

4. Normally use past tense

5. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.

6. Descriptive language is use to enhance and develop the story by creating image in the reader's mind.

7. Can be written in the first person (I, We) or third person (he, she, they). (In choose- your-own-adventures, the reader is involved in the story as a major character and addressed as "you".)

C. Conceptual of Framework

The conceptual framework underlying in this research is given below:

```
┌──────────────────────┐
│       Writing        │
└──────────────────────┘
           │
           ▼
┌──────────────────────┐
│    Narrative Text     │
└──────────────────────┘
           │
           ▼
   ╭──────────────────────╮
  (    Students' difficulties   )
   ╰──────────────────────╯
           │
           ▼
    ┌──────────────────┐
    │   Language use    │
    └──────────────────┘
```

Based on the conseptual framework above, it means that the researcher want to describes target in process of writing narrative text. In writing narrative text, the researcher focuses on language use. The researcher describes targets in the process of analysis difficulties of the students in writing a narrative text.

CHAPTER III

METHOD OF THE RESEARCH

This chapter is about method of the research. In this chapter, the researcher explain the process how to collect the data, including research design, research variable, subject, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

In this research the researcher used the Quantitative Method to describe the difficulties in writing a narrative text by the Third Grade Students of SMAN 2 SELAYAR.

B. Research Variable

1. Variable

   The Variable of the research was writing narrative text in terms of language use

2. Indicator

   The indicators of this research were:

   a. The indicator of language use was past tense.

C. Subject

1. Population

   The population of this research was the Third Grade Students of SMAN 2 SELAYAR. In the Academic Year of 2015-2016. It consisted of

seven classes, they were XII IPA.1: 21 students, XII IPA.2: 22 students, XII IPA.3: 21 students, XII IPA.4: 21 students, XII IPS.1: 24 students, XII IPS.2: 27 students, XII IPS .3: 22 students. The total number of population was 158 students.

2. Sample

The researcher applied purposive sampling technique with XII IPA.2, the sample consisted of 22 students. In this research, the researcher only took one class to represent all of the population.

D. Instrument of the Research

In this research, the researcher used two kinds of instrument as follows :

1. Writing Test

Writing test as an instrument in collecting data the students write the narrative text to know the students' difficulties in writing a narrative text. The students had choose one of three optional topics as follows:

a. Fairy tale

b. Embarrassing moment

c. Interesting moment

2. Questionnaire

Questionnaire was given to find out the students' difficulties in writing a narrative text and to support the accuracy of data collection. The researcher used questionnaire to all of the students and each students got one paper questionnaire. The students had responded the questionnaire with a series of

statements by indicating whether one strongly agree (SA), agree (A), Undecided (UN), Disagree (D), Or Strongly disagree (SD) in each statement. Each respond was associated with a point value and individual's score, which was determined by summing with a point value of each statement. The point value would be assigning to response the positive and negative statements. The total students gave questionnaire by the writer were 22 students.

E. Procedure of Collecting Data

The researcher collected the data through three steps as follows:

1. Preparing

   In this step the researcher asked for permission to the headmaster of SMAN 2 SELAYAR and consulted to the English teacher of the school.

2. Collecting Data

   The researcher collected the data from writing test and questionnaire, the procedure as follows:

   a. Firstly, the researcher reminded the student about narrative text

   b. The researcher explained how to work out the writing test and questionnaire.

   c. The researcher gave the test to the students.

   d. The researcher asked the students to do the test

   e. The researcher collected the students' writing test.

   f. After that, the researcher gave questionnaire to the students

   g. The last, the researcher gave scores by using scoring criteria as follows:

Language Use (Past Tense)

Classification	Score	Language Use
Excellent	90-100	Effective complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition
Good	70-89	Effective but simple construction. Minor problems in complex constructions. Several errors of agreement, tense, number, word/order function, article, pronoun, preposition but meaning seldom obscured
Fair	50-69	Major problems in simplex / complex constructions, frequent errors of negation, agreement, tense, number, or fragments. Run-on sentence. Meaning confused or obscured.
Poor	30-49	Virtually no mastery of sentence construction rules. Dominated by errors of tense, number, articles, pronouns, and preposition. Does not communicate. OR not enough to evaluate.

(Jacob, et al in Yuharniaty, 2002: 23)

After collecting the data, the students' score classified into the following criteria :

No.	Categories	Score
1.	Excellent	90-100
2.	Very Good	80-89
3.	Good	70-79
4.	Fair	60-69
5.	Poor	0-59

(Depdikbud, 2009: 19)

3. Processing Data

After the researcher got the data from the research object, the researcher processed it to discussed in thesis.

F. Technique of Data Analysis

In this research, the researcher used the Descriptive Method and the data obtained from the test and questionnare then analyzed the data as follows:

1. Data Analysis on Writing test

   To know the mean score of the test, the formula used as follows:

   $$X = \frac{\sum X}{N}$$

   x = Mean score

   $\sum x$ = Sum of all scores

   N = The total number of sample

   (Gay, 1981: 286)

2. Data analysis on questionnaire

   To analyze questionnaire, the researcher used percentage of the students' score by using the following formula:

   $$P = \frac{F}{N} x \ 100\%$$

   Where :

   P   : Percentage

F   : the frequency of items

N   : the total respondent   (Sudjana, 1990 : 85)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is about finding and discussion of the research. In this chapter, the researcher analyzed the data has been collected from the observation before. Here, the researcher answered the research question. It wasabout the students' difficulties in writing a narrative text at the Third Grade Students of SMAN 2 SELAYAR.

A. FINDINGS

The findings of this research based on the result of the data analysis and dealing with the answer of the research question which aimed to know the students' difficulties students faced in writing a narrative text in term of language. The data analysis consisted of two sections: those were the data analysis through writing test and questionnaire.

1. The Analysis of Data Collected Through Writing Test

   a. The findings present the result of score percentage students' writing narrative text in term of language use ability. The score percentage by the third grade students of SMAN 2 SELAYAR was shown as follows :

Table 4.1The Score Percentage of Students' Writing Narrative Text in Term of Language Use

No.	Classified	Score	Frequency	Percentage
1.	Excellent	90-100	-	-
2.	Very Good	80-89	-	-
3.	Good	70-79	7	31.82 %
4.	Fair	60-69	-	-
5.	Poor	0-59	15	68,18 %
Total			22	100 %

The table above showes that there are 0 (0%) students get excellent score, 0 (0%) students get very good score, 7 (31,82%) student get good score ,0 (0%) students get fair score, and 15 (68,18%) get poor score. It means that none of the third grade students of SMAN 2 SELAYAR get excellent and very good score.

The highest students' score in writing a narrative text in term of language use is 70 and lowest score is 30. The table showes that there are 7 students get 70-79

score, 0 students got 60-69 score and 15 students got 0-59 score. The mean score of the students' ability in writing a narrative text in term of language use is 47,5. It mean that the students difficult in writing a narrative text in term of language use.

Frequency

Figure 4.1 The Score Percentage of Students' Writing Narrative Text in Term of Language Use

From the graph above showes that interval from the students' who get excellent to the students' who get poor it's so far, there are 7 (31,82%) student get good score ,0 (0%) students get fair score, and 15 (68,18%) get poor score. It mean

that none of the third grade students of SMAN 2 SELAYAR get excellent and very good score.

The highest students' score in writing a narrative text in term of language use is 70 and lowest score is 30. The table showes that there are 7 students get 70-79 score, 0 students got 60-69 score and 15 students got 0-59 score. The mean score of the students' ability in writing a narrative text in term of language use is 47,5. It mean that the students difficult in writing a narrative text in term of language use.

Based on the result of calculation above, it can be interfered that the achievement of the third grade students of SMAN 2 SELAYAR in writing a narrative text in term of language use is low. It can be proved from the result of the mean score of students is 47,5. This score is categorized as poor. It mean that the students difficult in writing a narrative text in term of language use.

b. The findings present the result of total score percentage of students' ability in writing a narrative text. The total score percentage by the third grade students of SMAN 2 SELAYAR was shown as follows :

Table 4.2TheTotal Score Percentage of Students' Writing Narrative Text

No.	Classified	Score	Frequency	Percentage
1.	Excellent	90-100	-	-
2.	Very Good	80-89	-	-
3.	Good	70-79	7	31,82%
4.	Fair	60-69	-	-
5.	Poor	0-59	15	68,18%
	Total		22	100 %

The table above showes that there are 0 (0%) students get excellent score, 0 (0%) students get very good, 7 (31,82%) students get good score, 0 (0%) students get fair score, and 15 (68,18%) get poor score. It mean that none of the third grade students of SMAN 2 SELAYAR get excellent and very good score.

The highest students' score in writing a narrative text is 70 and lowest score is 30. The table showes that there are 7 students get 70-79 score, 0 students get 60-69 score and 15 students get 0-59 score. The mean score of the students' writing narrative text is 47,5.
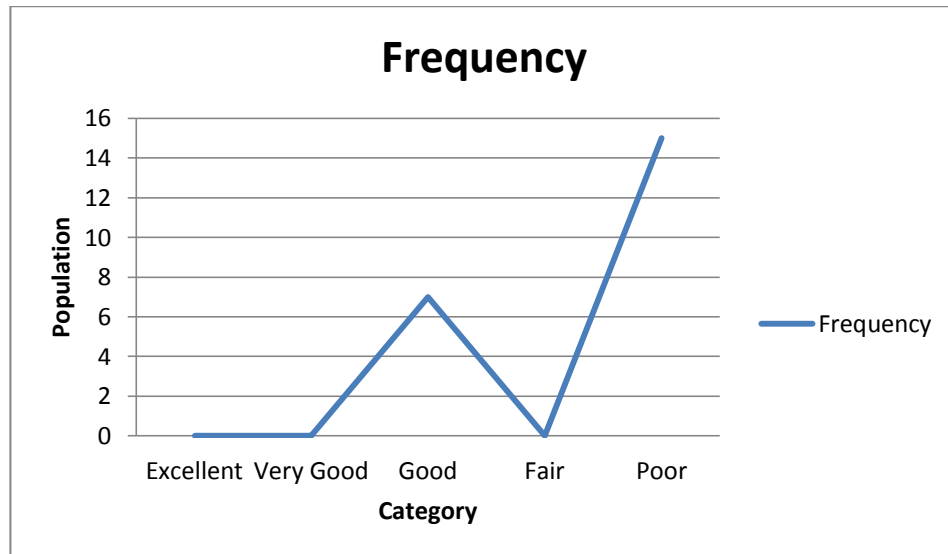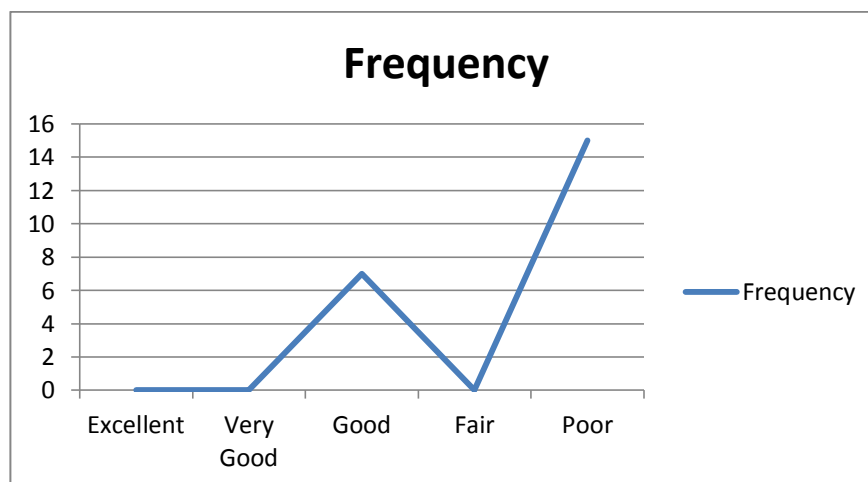
Figure 4.2 The Total Score Percentage of Students' Writing Narrative Text

From the graph aboveshowes that interval from the students' achievement in the percentage is same, which there are 7 (31,82%) students get good score, 0 (0%) students get fair score, and 15 (68,18%) get poor score. It mean that none of the third grade students of SMAN 2 SELAYAR get excellent and very good score.

The highest students' score in writing a narrative text is 70 and lowest score is 30. The table showes that there are 7 students get 70-79 score, 0 students get 60-69 score and 15 students get 0-59 score. The mean score of the students' writing narrative text is 47,5.

Based on the result of calculation above, it can be interfered that the achievement of the third grade students of SMAN 2 SELAYAR in writing a narrative text is low. It can be proved from the result of the mean score of students is 47,5. This score is categorized as poor.

2. The Analysis of Data Collected Through Questionnaire

The Questionnaires were distributed to the Third Grade Students of SMANegeri 1 SELAYAR and XII IPA.2 as the sample which consisted of 15 items. The following presentation described further explanation about the items of questionnaire.

Table 4.3Item 1 : Students' Opinion About They Know Clearly the Definiton of Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	10	45,45 %
2	Agree	11	50%
3	Undecided	1	4,55%
4	Disagree	0	0 %
5	Strongly Disagree	0	0 %
	Total	22	100 %

The Item (1) showes that there are 10 (45,45 %) students' Strongly Agree, 11 (50 %) students' Agree , 1 (4,55 %) students' Undecided, 0 (0 %) students' Disagree and 0 (0 %) students' Strongly Disagree. It mean that there are 10 students Strongly Agree the statement that they know clearly the definiton of narrative text, then 11 students' Agree , 1 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement. Based on the table it shows that 11 out of 22 students' Agree they are know clearly the definition of narrative text
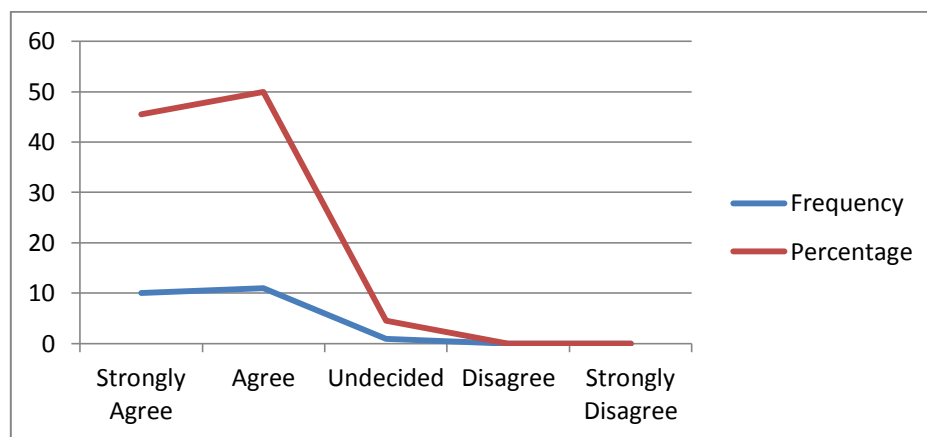
Figure 4.3 The graph showes that there are 10 students' choose Strongly Agreeas a percentage (45,45 %) , 11 students' choose Agree as a percentage (50 %) , 1students' choose Undecided as a percentage (4,55 %) , 0 students' choose Disagree as a percentage (0 %) and 0 students' choose Strongly Disagree as a percentage (0%). It mean that there are 10 students Strongly Agree the statement that they know clearly the definiton of narrative text, then 11 students' Agree , 1 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.4Item 2 : Students' Opinion About They Know the Generic Structure of Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	5	22,73 %
2	Agree	12	54,54 %
3	Undecided	5	22,73 %
4	Disagree	0	0 %
5	Strongly Disagree	0	0 %
	Total	22	100 %

From the table above showes that there are 5 (22,73 %) students' Strongly Agree, 12(54,54%) students' Agree , 5 (22,73 %) students' Undecided, 0 (0%) students' Disagree and 0 (0 %) students' Strongly Disagree. It mean that there are 5 students Strongly Agree the statement that they know the generic structure of narrative text, then 12 students' Agree , 5 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement. Based on the table, it showes that there are 0 students Strongly Disagree, it mean none students did not know the generic structure of narrative text.
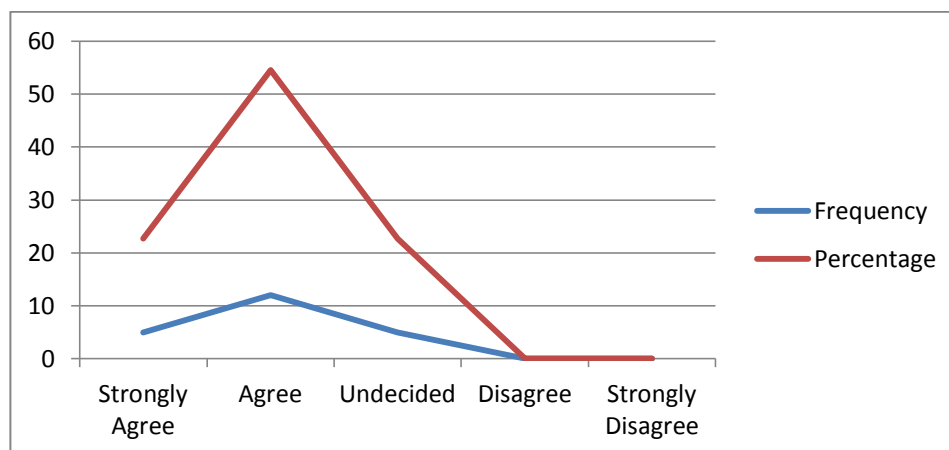
Figure 4.4The graph showes that there are 5 students' choose Strongly Agree as a percentage (22,73 %) , 12 students' choose Agree as a percentage (54,54%) , 5 students' choose Undecided as a percentage (22,73 %) , 0 students' choose Disagree as a percentage (0%) and 0 students' choose Strongly Disagree as a percentage (0%). It mean that there are 5 students Strongly Agree the statement that they know the generic structure of narrative text, then 12 students' Agree , 5 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.5 Item 3 : Students' Opinion About They Know Clearly the Definition of Orientation, Complication, Resolution and Coda in Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	12	54,54%
2	Agree	9	40,91%
3	Undecided	1	4,55%
4	Disagree	0	0%
5	Strongly Disagree	0	0 %
	Total	22	100 %

The Item (3) showes that there are 12 (54,54 %) students' Strongly Agree, 9 (40,91%) students' Agree , 1 (4,55%) students' Undecided, 0 (0%) students' Disagree and 0 (0 %) students' Strongly Disagree. It mean that there are 12 students Strongly Agree the statement that they know clearly the definiton of orientation, complication, resolution and coda in narrative text, then 9 students' Agree , 1 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement. Based on the table, it showes that there are 0 students Disagree, it mean none students did not

know clearly the definiton of orientation, complication, resolution and coda in narrative text.

Figure 4.5The graph showes that there are 12 students' choose Strongly Agree as a percentage (54,54 %) , 9 students' choose Agree as a percentage(40,91%) , 1 students' choose Undecided as a percentage (4,55%) , 0 students' choose Disagree as a percentage (0%) and 0students' choose Strongly Disagree as a percentage (0 %). It mean that there are 12 students Strongly Agree the statement that they know clearly the definiton of orientation, complication, resolution and coda in narrative text, then 9 students' Agree , 1 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.6 Item 4 : Students' Opinion About They Able to Differentiate BetweenOrientation and Complication in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	13	59,09%
2	Agree	5	22,73%
3	Undecided	4	18,18%
4	Disagree	0	0%
5	Strongly Disagree	0	0 %
Total		22	100 %

The Item (4) showes that there are 13 (59,09%) students' Strongly Agree, 5 (22,73%) students' Agree , 4 (18,18%) students' Undecided, 0 (0%) students' Disagree and 0 (0 %) students' Strongly Disagree. It mean that there are 13 students Strongly Agree the statement that they able to differentiate between orientation and complication in writing a narrative text, then 5 students' Agree , 4 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement. Based on the table, it showes that there are 0 students Disagree, it mean

none students can not differentiate between orientation and complication in writing a narrative text.

Figure 4.6The graph showes that there are 13students' choose Strongly Agree as a percentage (59,09%) , 5 students' choose Agree as a percentage (22,73%), 4 students' choose Undecided as a percentage (18,18%) , 0 students' choose Disagree as a percentage (0%) and 0 students' choose Strongly Disagree as a percentage (0%). It mean that there are 13 students Strongly Agree the statement that they abletodifferentiate between orientation and complication in writing a narrative text, then 5 students' Agree , 4 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.7Item 5 : Students' Opinion About They Able to Differentiate Between Resolution and Coda in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	10	45,45%
2	Agree	9	40,91%
3	Undecided	3	13,64%
4	Disagree	0	0%
5	Strongly Disagree	0	0 %
	Total	22	100 %

The Item (5) showes that there are 10 (45,45%) students' Strongly Agree, 9 (40,91%) students' Agree , 9 (40,91%) students' Undecided, 3 (13,64%) students' Disagree and 0 (0 %) students' Strongly Disagree. It mean that there were 10 students Strongly Agree the statement that they able to differentiate between resolution and coda in writing a narrative text, then 9 students' Agree , 3 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement. Based on the table, it showes that none students can not differentiate between resolution and coda in writing a narrative text.
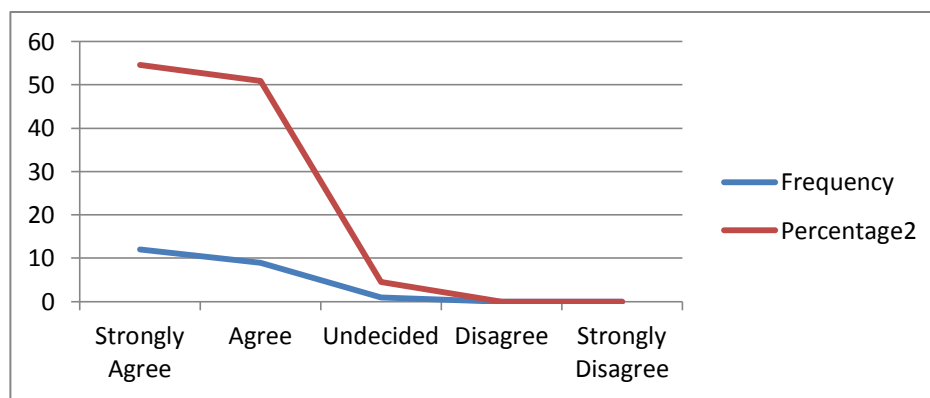
Figure 4.7The graph showes that there are 10students' choose Strongly Agree as a percentage (45,45%) , 9 students' choose Agree as a percentage (40,91%),9 students' choose Undecided as a percentage (40,91%),3 students' choose Disagree as a percentage (13,64%) and 0 students' choose Strongly Disagree as a percentage (0 %) . It mean that there were 10 students Strongly Agree the statement that they able to differentiate between resolution and coda in writing a narrative text, then 9 students' Agree , 3 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.8Item 6 : Students' Opinion About They Know Clearly the Tenses Used in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	2	9,09 %
2	Agree	11	50%
3	Undecided	8	36,36%
4	Disagree	1	4,55%
5	Strongly Disagree	0	0 %
	Total	22	100 %

The Item (6) showes that there are 2 (9,09%) students' Strongly Agree, 11 (50%) students' Agree , 8 (36,36%) students' Undecided, 1 (4,55%) students' Disagree and 0 (0%) students' Strongly Disagree. It mean that there are 2 students Strongly Agree the statement that they know clearly the tenses used in writing a narrative text, then 11 students' Agree , 8 students' Undecided, 1 students' Disagree and 0 students' Strongly Disagree about the statement. Based on the table, it showes that there are 1 students Disagree, it mean there were 1 students do not know clearly the tenses used in writing a narrative text.
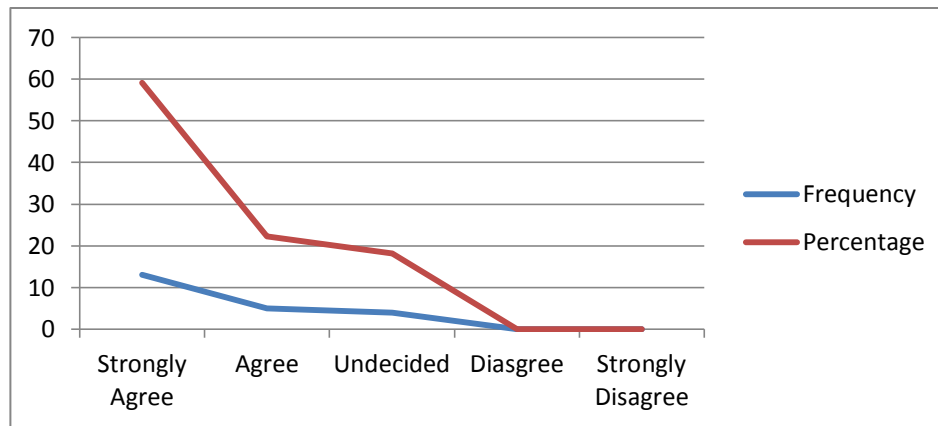
Figure 4.8The graph showes that there are 2students' choose Strongly Agree as a percentage (9,09%), 11 students' choose Agree as a percentage (50%),8 students' choose Undecided as a percentage (36,36%) , 1 students' choose Disagree as a percentage (4,55%) and 0 students' choose Strongly Disagree as a percentage (0%) . It mean that there are 2 students Strongly Agree the statement that they know clearly the tenses used in writing a narrative text, then 11 students' Agree , 8 students' Undecided, 1 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.9Item 7 : Students' Opinion About They Do Not Know Clearly the Definition of Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	1	4,55%
3	Undecided	0	0%
4	Disagree	2	9,09%
5	Strongly Disagree	19	86,36%
	Total	22	100 %

The Item (7) showes that there are 0 (0%) students' Strongly Agree, 1 (4,54%) students' Agree , 0 (0%) students' Undecided, 2 (9,0%) students' Disagree and 19 (86,36%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they do not know clearly the definiton of narrative text, then 0 students' Agree , 0 students' Undecided, 2 students' Disagree and 19 students' Strongly Disagree about the statement. Based on the table, it showes that there are 19 students disagree that they do not know clearly the definiton of narrative text.
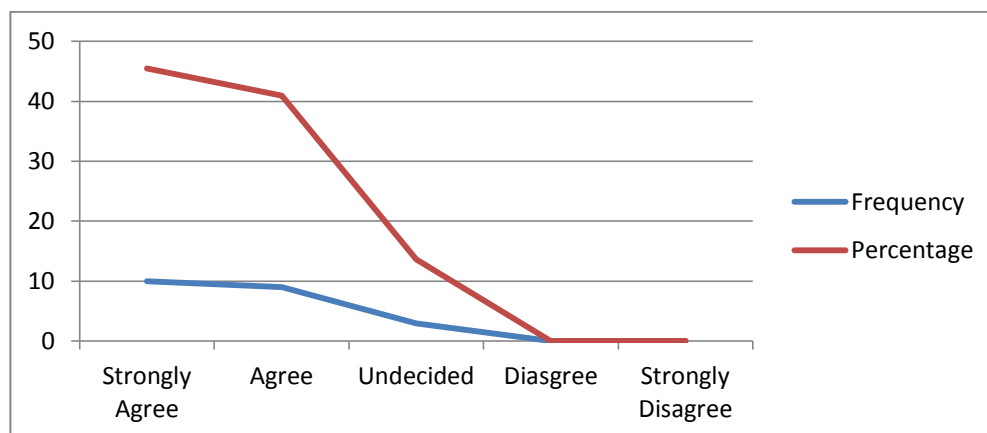
Figure 4.9 The graph showes that there are 0 students' choose Strongly Agree as a percentage (0%), 1 students' choose Agree as a percentage (4,54%),0 students' choose Undecided as a percentage(0%), 2 students' choose Disagree as a percentage (9,0%) and 19 students' choose Strongly Disagree as a percentage (86,36%) . It mean that there are 0 students Strongly Agree the statement that they do not know clearly the definiton of narrative text, then 0 students' Agree , 0 students' Undecided, 2 students' Disagree and 19 students' Strongly Disagree about the statement.

Table 4.10Item 8 : Students' Opinion About They are Lack of Vocabulary that Make Them Difficult in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	10	45,45%
3	Undecided	4	18,18%
4	Disagree	7	31,82%
5	Strongly Disagree	1	4,55%
	Total	22	100 %

The Item (8) showes that there are 0 (0%) students' Strongly Agree, 10 (45,45%) students' Agree , 4 (18,18%) students' Undecided, 7 (31,82%) students' Disagree and 1 (4,55%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they are lack of vocabulary that make them difficult in writing a narrative text, then 10 students' Agree , 4 students' Undecided, 7 students' Disagree and 1 students' Strongly Disagree about the statement. Based on the table, it showes that there are 10 students Agree, it mean there are 10 students lack of vocabulary so that make them difficult in writing a narrative text.
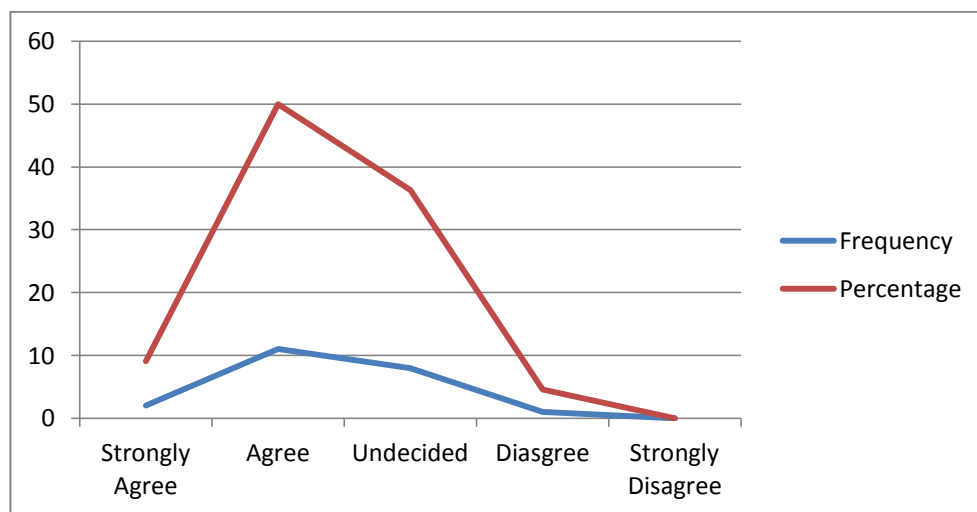
Figure 4.10 The graph showes that there are 0 students' choose Strongly Agree as a percentage (0%), 10 students' choose Agree as a percentage (45,45%) , 4 students' choose Undecided as a percentage (18,18%), 7 (31,82%) students' Disagree and 1 (4,55%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they are lack of vocabulary that make them difficult in writing a narrative text, then 10 students' Agree , 4 students' Undecided, 7 students' Disagree and 1 students' Strongly Disagree about the statement.

Table 4.11Item 9 : Students' Opinion About They are Difficult in Make

Sentences that Make Them Difficult in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	7	31,82%
3	Undecided	9	40,91%
4	Disagree	4	18,18%
5	Strongly Disagree	2	9,09%
	Total	22	100 %

The Item (9) showes that there are 0 (0%) students' Strongly Agree, 7 (31,82%) students' Agree, 9 (40,91%) students' Undecided,4 (18,18%) students' Disagree and 2 (9,09%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they are difficult in make sentences that make them difficult in writing narrative text, then 7 students' Agree, 9 students' Undecided, 4 students' Disagree and 2 students' Strongly Disagree about the statement. Based on the table, it showes that there are 9 students difficult in make sentences in writing narrative text.
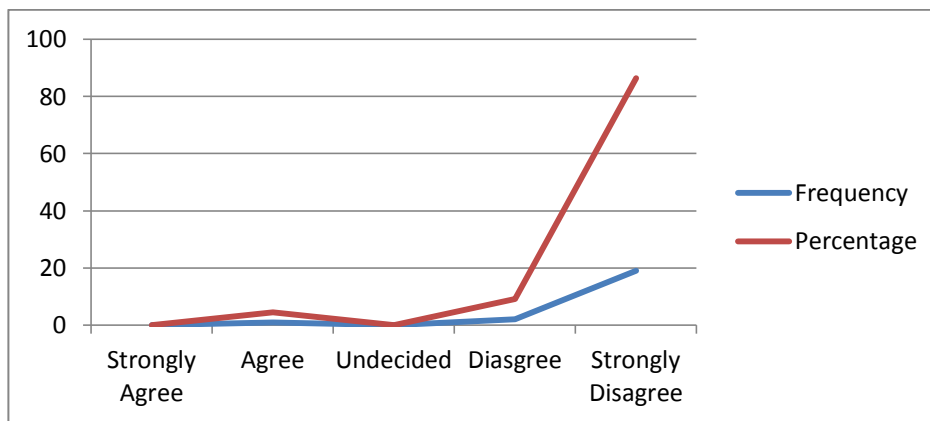
Figure 4.11 The graph showes that there are 0 students' choose Strongly Agree as a percentage (0%), 7 students' choose Agree as a percentage (31,82%) ,9 students' choose Undecided as a percentage (40,91%), 4 students' choose Disagree as a percentage (18,18%) and 2 students' choose Strongly Disagree as a percentage (9,09%) . It mean that there are 0 students Strongly Agree the statement that they are difficult in make sentences that make them difficult in writing narrative text, then 7 students' Agree, 9 students' Undecided, 4 students' Disagree and 2 students' Strongly Disagree about the statement.

Table 4.12Item 10 : Students' Opinion About They are Confused in the Use of Tensesin Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	1	4,55%
2	Agree	4	18,18%
3	Undecided	9	40,91%
4	Disagree	5	22,73%
5	Strongly Disagree	3	13,64%
	Total	22	100 %

The Item (10) showes that there are 1 (4,55%) students' Strongly Agree, 4 (18,18%) students' Agree , 9 (40,91%) students' Undecided, 5 (22,73%) students' Disagree and 3 (13,64%) students' Strongly Disagree. It mean that there are 2 students Strongly Agree the statement that they confused in the use of tenses in writing a narrative text, then 4 students' Agree , 9 students' Undecided, 5 students' Disagree and 3 students' Strongly Disagree about the statement. Based on the table, it showes that there are 9 students undecided, it mean there are 9 students still confused in the use of tenses in writing a narrative text.
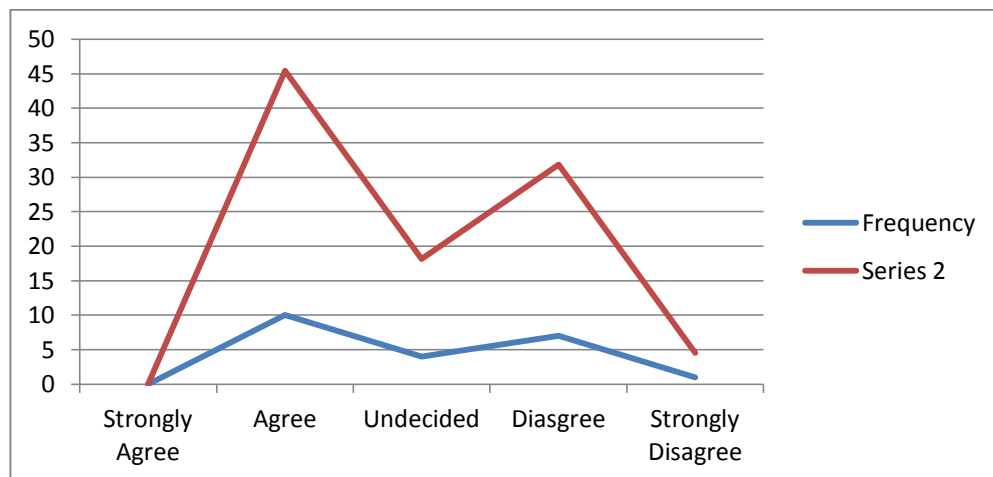
Figure 4.12 The graph showes that there are 1students' choose Strongly Agree as a percentage (4,55%) , 4 students' choose Agree as a percentage (18,18%) , 9students' choose Undecided as a percentage (40,91%), 5 students' choose Disagree as a percentage (22,73%) and 3 students' choose Strongly Disagree as a percentage (13,64%) . It mean that there are 2 students Strongly Agree the statement that they confused in the use of tenses in writing a narrative text, then 4 students' Agree , 9 students' Undecided, 5 students' Disagree and 3 students' Strongly Disagree about the statement.

Table 4.13Item 11 : Students' Opinion About They are Difficult to Differentiate Between Present Tense and Past Tense

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	5	22,73%
3	Undecided	10	45,45%
4	Disagree	4	18,18%
5	Strongly Disagree	3	13,64%
	Total	22	100 %

The Item (11) showes that there are 0 (0 %) students' Strongly Agree, 5 (22,73%) students' Agree , 10 (45,45%) students' Undecided, 4 (18,18%) students' Disagree and 3 (13,64%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they were difficult to differentiate between present tense and past tense then 5 students' Agree , 10 students' Undecided, 4 students' Disagree and 3 students' Strongly Disagree about the statement. Based on the table, it showes that there are 10 students Undecided, it mean there were 10 students still confused to differentiate between present tense and past tense.
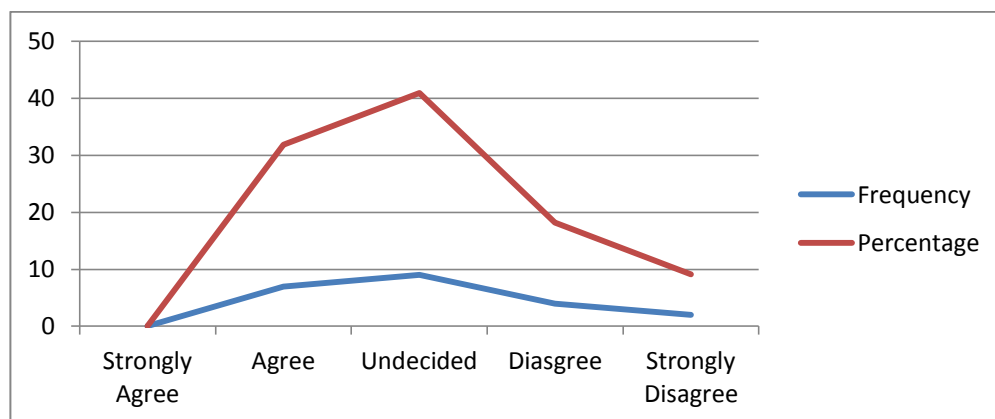
Figure 4.13 The graph showes that there are 0students' choose Strongly Agree as a percentage (0 %), 5 students' choose Agree as a percentage (22,73%) , 10 students' choose Undecided as a percentage (45,45%), 4 students' choose Disagree as a percentage (18,18%) and 3 students' choose Strongly Disagree as a percentage (13,64%) . It mean that there are 0 students Strongly Agree the statement that they were difficult to differentiate between present tense and past tense then 5 students' Agree , 10 students' Undecided, 4 students' Disagree and 3 students' Strongly Disagree about the statement.

Table 4.14Item 12 : Students' Opinion About They are Lack Of Verb 2 that

Make Them Difficult in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	5	22,73%
3	Undecided	10	45,45%
4	Disagree	6	27,27%
5	Strongly Disagree	1	4,55%
	Total	22	100 %

The Item (12) showes that there are 0 (0 %) Strongly Agree ,5(22,73%) Agree, 10 (45,45%) Undecided, 6 (27,27%) Disagree and 1(4,55%) Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they lack of verb 2 that make them difficult in writing a narrative textthen 5 students' Agree , 10 students' Undecided, 5 students' Disagree and 1 students' Strongly Disagree about the statement. Based on the table there are 10 students Undecided, it mean that 10 out of 22 students still confused, whether they lack of verb 2 or not.
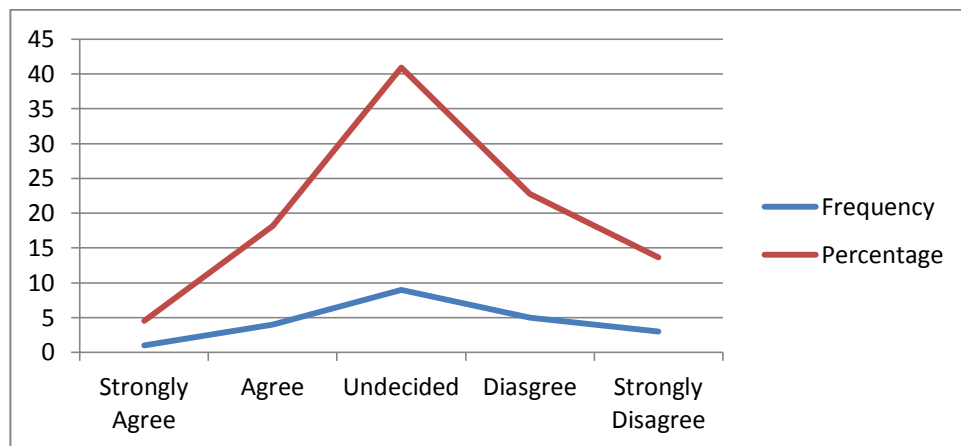
Figure 4.14 The graph showes that there are 0students' choose Strongly Agree as a percentage (0 %) , 5 students' choose Agree as a percentage (22,73%) , 10students' choose Undecided as a percentage (45,45%), 6 students' choose Disagree as a percentage (27,27%) and 1 students' choose Strongly Disagree as a percentage (4,55%) . It mean that there are 0 students Strongly Agree the statement that they lack of verb 2 that make them difficult in writing a narrative textthen 5 students' Agree , 10 students' Undecided, 5 students' Disagree and 1 students' Strongly Disagree about the statement.

Table 4.15Item 13 : Students' Opinion About They are Lack Understand How

To Used Tenses that Make Them Difficult in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	7	31,82%
3	Undecided	10	45,45%
4	Disagree	4	18,18%
5	Strongly Disagree	1	4,55%
Total		22	100 %

The Item (13) showes that there are 0 (0 %) students' Strongly Agree, 7 (31,82%) students' Agree , 10 (45,45%) students' Undecided, 4 (18,18%) students' Disagree and 1 (4,55%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they lack understand how to used tenses that make them difficult in writing a narrative textthen 7 (31,82%) students' Agree , 10 (45,45%) students' Undecided, 4 (18,18%) students' Disagree and 1 (4,55%) students' Strongly Disagree about the statement. Based on the table, it showes that there are 10 students Agree, it mean there are 10 students lack understand how to used tenses that make them difficult in writing a narrative text.
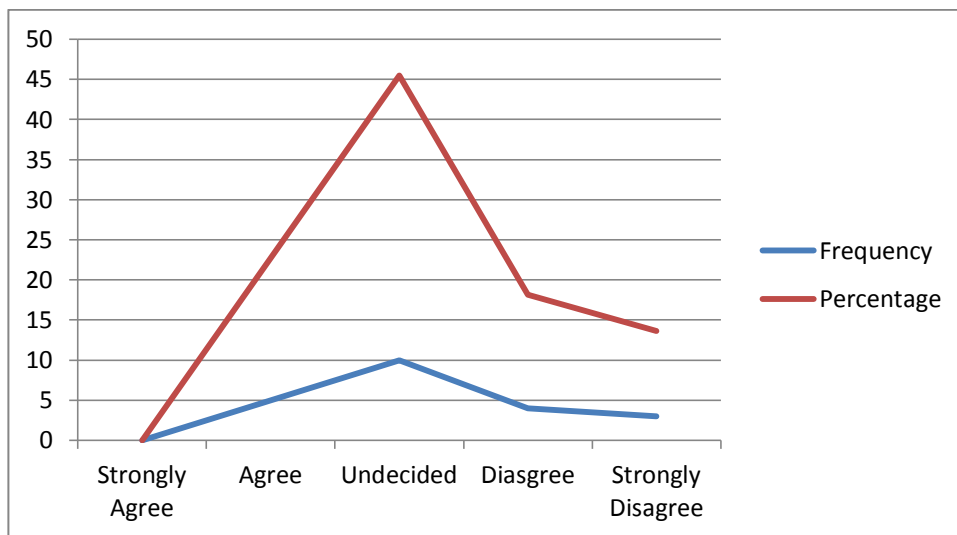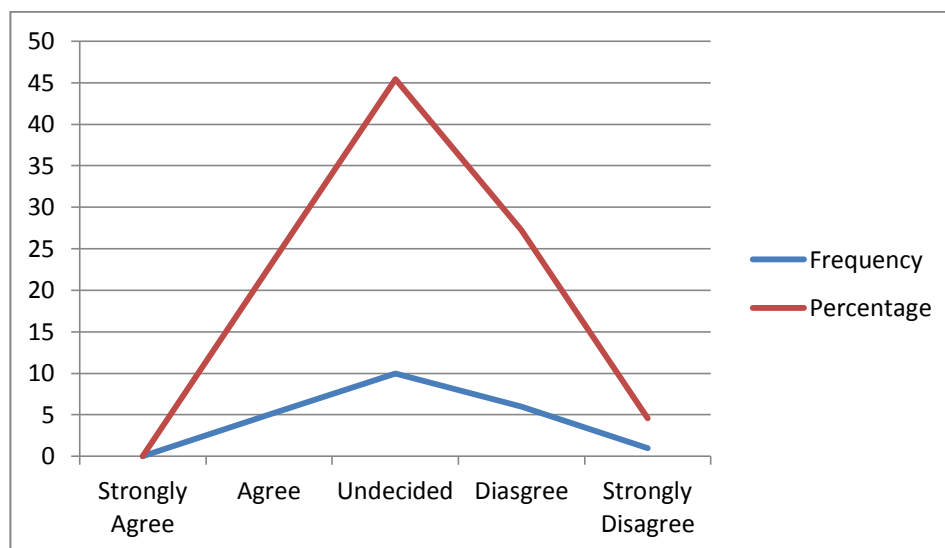
Figure 4.15 The graph showes that there are 0students' choose Strongly Agree as a percentage (0 %), 7 students' choose Agree as a percentage (31,82%) , 10 students' choose Undecided as a percentage (45,45%), 4 students' choose Disagree as a percentage (18,18%) and 1 students' choose Strongly Disagree as a percentage (4,55%) . It mean that there are 0 students Strongly Agree the statement that they lack understand how to used tenses that make them difficult in writing a narrative textthen 7 (31,82%) students' Agree , 10 (45,45%) students' Undecided, 4 (18,18%) students' Disagree and 1 (4,55%) students' Strongly Disagree about the statement.

Table 4.16Item 14 : Students' Opinion About They are Know Structure In Every Kinds Of Tenses in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	5	22,73 %
2	Agree	8	36,36%
3	Undecided	9	40,91%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	22	100 %
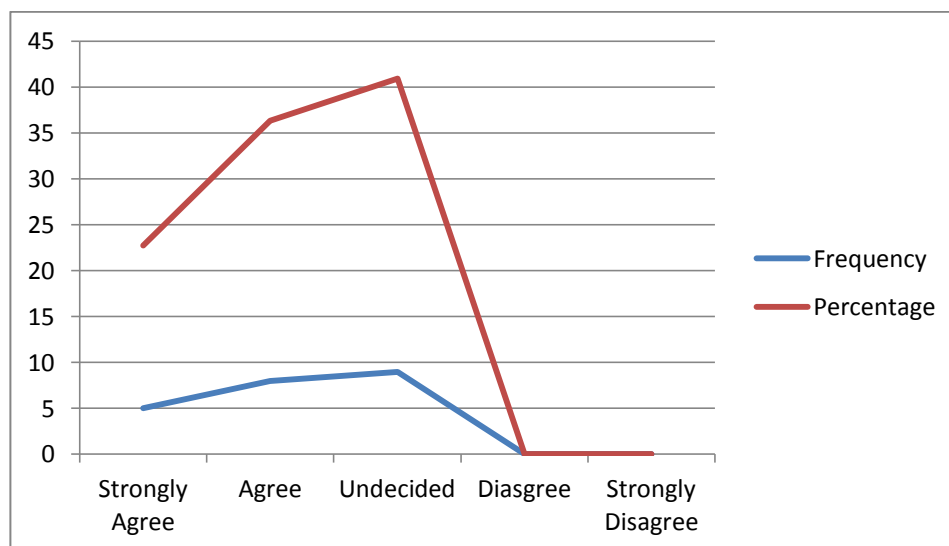
Figure 4.16 The graph showes that there are 5students' choose Strongly Agree as a percentage (22,73 %) , 8 students' choose Agree as a percentage (36,36%) , 9 students' choose Undecided as a percentage (40,91%) , 0 students' choose Disagree as a percentage (0%) and 0 students' choose Strongly Disagree as a percentage (0%) . It mean that there are 5 students Strongly Agree the statement that they are know structure in every kinds of tenses that make them difficult in writing a narrative textthen 8 students' Agree , 9 students' Undecided, 0 students' Disagree and 0 students' Strongly Disagree about the statement.

Table 4.17Item 15 : Students' Opinion About They are Lack In Every Kinds Of Tenses that Make Them Difficult in Writing a Narrative Text

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0 %
2	Agree	5	22,73%
3	Undecided	10	45,45%
4	Disagree	5	22,73%
5	Strongly Disagree	2	9,09%
	Total	22	100 %

The Item (15) showes that there are 0 (0 %) students' Strongly Agree, 5 (22,73%) students' Agree , 10 (45,45%) students' Undecided, 5 (22,73%) students' Disagree and 2 (9,09%) students' Strongly Disagree. It mean that there are 0 students Strongly Agree the statement that they lack in every kinds of tenses that make them difficult in writing a narrative textthen 5 students' Agree , 10 students' Undecided, 5 students' Disagree and 2 students' Strongly Disagree about the statement. Based on the table, it showes that there are 10 studentsundecided, it mean there are 10 students still confused that they are lack in every kinds of tenses that make them difficult in writing a narrative text
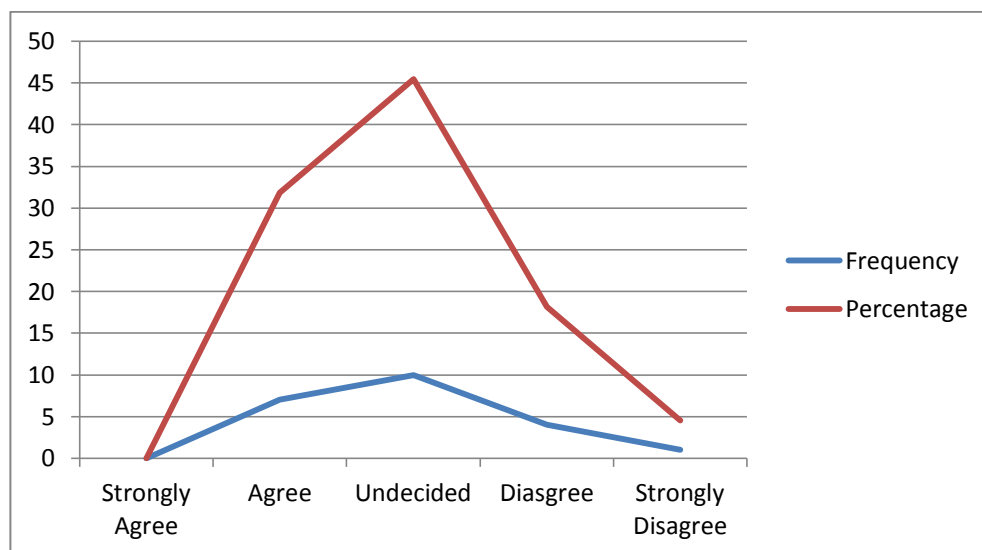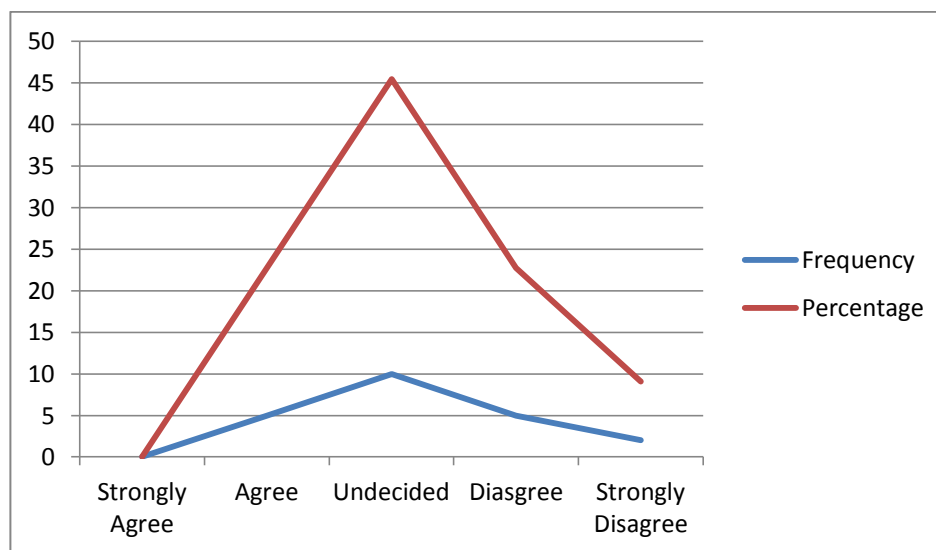
Figure 4.15 The graph showes that there are 0students' choose Strongly Agree as a percentage (0 %) , 5 students' choose Agree as a percentage (22,73%) , 10 students' choose Undecided as a percentage (45,45%), 5 students' choose Disagree as a percentage (22,73%) and 2 students' choose Strongly Disagree as a percentage (9,09%) . It mean that there are 0 students Strongly Agree the statement that they lack in every kinds of tenses that make them difficult in writing a narrative textthen 5

students' Agree , 10 students' Undecided, 5 students' Disagree and 2 students' Strongly Disagree about the statement.

B. DISCUSSION

This section deals with the interpretation of the findings and also the description of the data from the students' score percentages in writing test and questionnaire.

1. The Discussion of the Finding through Writing a NarrativeText in term of Language Use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. (Jacobs, et.al in Ariani, 2012:9)

Based on the finding result, it showed that there were 7 students got good score, 0students got fair score, and 15 got poor score. Based on the result of the data, the researcher found out that the students' writing a narrative text in term of language use was poor which there were 15out of 22 (100%) students got poor score. It mean that the students difficult in writing a narrative text in term of language use

2. **The Discussion of the Finding through Total Score of Students in Writing a NarrativeText**

      Based on the finding result, it showed that there were 7 students got good score, 0students got fair score, and 15 got poor score. Based on the result of the data, the researcher found out that the students' language use ability in writing a narrative text was poor which there were 15out of 22 (100%) students got poor score

3. **The Discussion of the Finding through Questionnaire**

The result which found through questionnaire showed that students faced some difficulties in writing a narrative text as follows :

a. The first item is about the students' opinion that they know clearly the definiton of narrative text. Based on the result, it showed that still there students did not know the definition of narrative text. It consisted of 11 students agree that they are know about the meaning, while the other 10 students strongly agree, and 1 students that still confused.

b. The second item is about students' opinion that they were know generic structure of narrative text. Based on the result, it showed that still

there student did not know the generic structure of narrative text. It consisted 5 students strongly agree, 12 students agree, and 5 students still confused.

c. The third Item is about students' opinion that they know clearly the definition of orientation, complication, resolution, and coda. Based on the result, it showed that still there students did not know the definition of orientation, complication, resolution, and coda. It consisted 12 students strongly agree they are know about that point in the item 3, while the other 9 students agree, and 1 students still confused.

d. The fourth item is about students' opinion that they are able to differentiate between orientation and complication. Based on the result, it concluded that students were not difficult to differentiate orientation and complication, because 13 of them strongly agree that they are able to differentiate between orientation and complication, while in the other side there are 5 students agree, and 4 students still confused.

e. The fifth item is about students' opinion that they able to differentiate between resolution and coda. Based on the result, it concluded that students were not difficult to differentiate resolution and coda, because 10 students of them strongly agree that they are able to differentiate between resolution and

coda, while in the other side there are 9 students agree, and 3 students that still confused.

f. The sixth item is about students' opinion that they were know clearly tenses used in writing a narrative text. Based on the result, some of the students know the tenses used in writing a narrative text. It consisted that there are 2 students strongly agree, 11 students agree, 8 students still confused, and 1 students that disagree about that.

g. The seventh item is about students' opinion that they do not know clearly the definition of narrative text. Based on the result, it showed that still some students did not know the definition of narrative text, it consisted 1 students agree, 2 students disagree, and 19 strongly disagree about that.

h. The eight item is about students' opinion that they were lack of vocabulary that make them difficult in writing a narrative text. Based on the result, 10 of the students' Agree. It concluded that the students lack of vocabulary so that they difficult writing a narrative text. Vocabulary also becomes an important part in writing. If we are not mastering the vocabularies well, of course we will get difficult in writing. Most of the students face this problem because they are not mastering the vocabularies. So, they often write sentence which

is not communicative. They usually choose incorrect words they want to write something in their composition. (Nurgiyantoro in Nafis, 2012:13)

i. The ninth item is about students' opinion that they were difficult in make sentences that make them difficult in writing a narrativetext. Based on the result, 7 ofthe students' Agree, 9 students undecided, 4 students disagree, and 2 students strongly disagree. It concluded that the students not easy or difficult in make sentences to write a narrative text.

j. The tenth item is about students' opinion that they were confused in the use of tenses in writing a narrative text. Based on the result, it concluded that the students confused in the use of tenses in writing a narrative text, because 1 students strongly agree, 4 students agree, 5 students disagree, 3 students strongly disagree, and 9 out of the 22 students choose undecided.

k. The eleventh item is about students' opinion that they difficult to differentiate between present tense and past tense. Based on the result showed that 5 students agree, 4 students disagree, 3 students strongly disagree, and10 students' undecided, it mean that the students still confused, and it mean that they faced difficult to differentiate between present tense and past tense.

l. The twelvth item is about students' opinion about they were lack of verb 2 that make them difficult in writing a narrative text. Based on the result showed that 5 students agree, 6 students disagree, 2 students strongly disagree, and 10 students' undecided, because they are still confused, it concluded that the students were lack of verb 2 and it make them difficult in writing a narrative text.

m. The thirteen item is about students' opinion about they are lack understand how to used tenses in writing narrative text. Based on the result showed that 7 students' Agree, 4 students disagree, 1 students strongly disagree, and 10 students undecided. They still confused, It concluded that the students were lack understand how to used tenses in writing narrative text.

n. The fourteenterm is about students' opinion about they are know structure in every kinds of tenses in writing narrative text. Based on the result showed that 5 students strongly agree, 8 students agree, and 9 students undecided. It conclude that the students still confused to know structure in every kinds of tenses.

o. The fifteen item is about students' opinion about they are know every kinds of tenses in writing narrative text. Based on the result showed that 5

studentsagree, 5 students disagree, 2 students strongly disagree, and 10 students undecided. It conclude that they still confused to know every kinds of tenses.

Based on the result of data analysis through writing test and questionnaire, it can be concluded that the ability of the third grade students of SMAN 2 SELAYAR in writing a narrative text was poor ,with most difficulties faced by students in writing a narrative text were the students lack of vocabulary, their were still confused in make sentences, the students still confused in the use of tenses, the students still confused in differentiate between present tense and past tense, their were lack of verb 2, their lack understand how to used tenses, students still confused about structure in every kinds of tenses, and their also lack in every kinds of tenses.

BAB V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion of findings of the research and the other one deal with suggestion.

A. CONCLUSION

Based on the result of data analysis in the previous chapter, the researcher concluded that :

1. The students' writing a narrative text in term of language use was poor which there were 15 out of 22 (100%) students got poor score that mean the students difficult in writing a narrative text in term of language use.

2. The students' difficulties in writing a narrative text are the students lack of vocabulary, , their are still confused in make sentences, the students still confused in the use of tenses, the students still confused in differentiate between present tense and past tense, they are lack of verb 2, they are lack understand how to used tenses, students still confused about structure in every kinds of tenses, and they are also lack in every kinds of tenses, that's the indicated which the students still difficult in writing a narrative text.

B. SUGGESTION

Based on the result of the Data analysis and Conclusion, the researcher suggests as follows :

1. The students still lack in vocabulary and confused to use tenses, so teacher should have interest method in teaching English to help the students to improve their ability in writing a narrative text in term of language use

2. To improve the students ability, the teacher should know the students difficulties faced in writing a narrative text

3. To increase the quality in teaching English especially in writing should be more intensively

4. To get knowledge about writing skill the students of SMAN 2 SELAYAR should be active, focused or serious in studying English

5. For the further research, this thesis has interpreted some problem that students faced in writing especially in writing a narrative text, hopefully can help the further research as a comparison or completely, for a little suggest the further research should give fun method, so it can help the students to solve their problem easily.

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APPENDIX

APPENDIX I

Instrument of Writing Test

Name   :

Class   :

Time   : 60 minutes

INSTRUCTION

Choose one of the topics below and write a narrative text!

d. Your favourite fairy tale

e. Your embarrassing moment

f. Your Interesting moment

APPENDIX II

ANGKET

Angket ini bertujuan untuk mengumpulkan data tentang kesulitan yang Anda hadapi serta hal-hal yang dianggap mempengaruhi kesulitan Anda dalam menulis sebuah narrative text. Untuk itulah Anda diharapkan memberikan jawaban yang sejujurnya sehingga hasil penelitian dapat diperoleh dengan seobyektif mungkin. Kejujuran dan kesungguhan Anda adalah harapan peneliti dan sekaligus merupakan sumbangan Anda dalam penelitian ini. Atas partisipasi Anda diucapkan banyak terima kasih.

Petunjuk

a) Silahkan beri tanda centang (√) pada pernyataan-pernyataan yang sesuai dengan kondisi anda. Angket ini berjumlah 15 soal dimana 7 nomor diantaranya adalah pernyataan positif dan 8 nomor lainnya berisi pernyataan negatif, dimana:

SS (Sangat Setuju)

S (Setuju)

RR (Ragu- Ragu)

TS (Tidak Setuju)

STS (Sangat Tidak Setuju)

b) Anda dapat bertanya pada peneliti jika ada yang kurang jelas.

Nama   :

NIS   :

L/P   :

NO	PERNYATAAN	SKALA LIKERT				
		SS	S	RR	TS	STS
1	Saya mengetahui dengan jelas apa yang dimaksud dengan *narrative text*					
2	Saya mengetahui dengan jelas bagaimana *structure generic* dari *narrative text*					
3	Saya mengetahui dengan jelas apa yang dimaksud *orientation, complication, resolution dan coda* dalam *narrative text*.					
4	Saya mampu membedakan antara *orientation* dan *complication* dalam menulis sebuah *narrative text*.					
5	Saya mampu membedakan antara *resolution* dan *coda* dalam menulis sebuah *narrative text*					
6	Saya mengetahui dengan jelas tenses yang digunakan dalam menulis sebuah *narrative text*					
7	Saya tidak mengetahui apa yang dimaksud dengan *narrative text*					
8	Saya kekurangan kosa kata bahasa inggris, oleh karena itu saya terkendala dalam menulis sebuah *narrative text*.					
9	Saya kesulitan dalam membuat kalimat dalam bahasa inggris sehingga saya terkendala dalam menulis sebuah *narrative text*.					
10	Saya bingung dengan penggunaan tenses dalam menulis sebuah *narrative text*					
11	Saya sulit membedakan antara present tense dan past tense					
12	Saya tidak mengetahui banyak kata kerja bentuk kedua sehingga saya terkendala dalam menulis sebuah *narrative text*.					
13	Saya tidak mengetahui banyak tentang bagaimana					

	penggunaan *tenses* dalam membuat *narrative text.*					
14	Saya mengetahui *structure* dari setiap jenis *tenses* dalam membuat *narrative text.*					
15	Saya tidak banyak mengetahui jenis *structure tenses* apa yang digunakan dalam membuat *narrative text.*					

APPENDIX III

The Score of Students' Writing Narrative Text in Term of Language Use

NO	NAMA	Language Use	Classification
1	A	70	Good
2	NAF	30	Poor
3	NAU	50	Poor
4	ARR	30	Poor
5	MAM	70	Good
6	M	30	Fair
7	ALF	30	Poor
8	MR	50	Poor
9	BA	30	Poor
10	CPS	30	Fair
11	AS	30	Poor
12	NRP	50	Poor
13	AR	50	Fair
14	NS	70	Good
15	HWA	50	Poor
16	KM	70	Good
17	ASR	70	Good
18	HA	70	Good
19	AM	70	Good
20	AA	30	Poor
21	NAY	35	Poor
22	AIP	30	Poor
Total		1045	

APPENDIX IV

The Total of Students' Score in Writing Narrative Text

No	Name	Criteria Language use	Score	Classification
1	A	70	70	Good
2	NAF	30	30	Poor
3	NAU	50	50	Poor
4	ARR	30	30	Poor
5	MAM	70	70	Good
6	M	30	30	Poor
7	ALF	30	30	Poor
8	MR	50	50	Poor
9	BA	30	30	Poor
10	CPS	30	30	Poor
11	AS	30	30	Poor
12	NRP	50	50	Poor
13	AR	50	50	Poor
14	NS	70	70	Good
15	HWA	50	50	Poor
16	KM	70	70	Good
17	ASR	70	70	Good
18	HA	70	70	Good
19	AM	70	70	Good
20	AA	30	30	Poor
21	NAY	35	35	Poor
22	AIP	30	30	Poor
Total		1045	1045	

APPENDIX V

Analysis of the Data Obtained Through Items of Questionnaire

Items	Frequency					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	10	11	1	0	0	22
2	5	12	5	0	0	22
3	12	9	1	0	0	22
4	13	5	4	0	0	22
5	10	9	3	0	0	22
6	2	11	8	1	0	22
7	0	1	0	2	19	22
8	0	10	4	7	1	22
9	0	7	9	4	2	22
10	1	4	9	5	3	22
11	0	5	10	4	3	22
12	0	5	10	6	1	22
13	0	7	10	4	1	22
14	5	8	9	0	0	22
15	0	5	10	5	2	22

APPENDIX VI

The Percentage Data of Questionnaire

Items	Frequency					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	45,45 %	50 %	4,55 %	0 %	0 %	100 %
2	22,73 %	54,54%	22,73%	0 %	0 %	100 %
3	54,54%	40,91 %	4,55 %	0 %	0 %	100 %
4	59,09 %	22,73 %	18,18%	0 %	0 %	100 %
5	45,45%	40,91 %	13,64 %	0 %	0 %	100 %
6	9,09 %	50 %	36,36%	4,55%	0 %	100 %
7	0 %	4,55 %	0 %	9,09 %	86,36 %	100 %
8	0 %	45,45 %	18,18%	31,81 %	4,55%	100 %
9	0 %	31,81 %	40,91 %	18,18 %	9,10 %	100 %
10	4,55 %	18,18 %	40,91 %	22,73 %	13,64%	100 %
11	0 %	22,73 %	45,45 %	18,18 %	13,64%	100 %
12	0 %	22,73 %	45,45 %	27,27 %	4,55%	100 %
13	0%	31,81%	45,45%	18,18%	4,55%	100%
14	22,73%	36,36%	40,91%	0%	0%	100%
15	0%	22,73%	45,45%	22,73%	9,09%	100%

APPENDIX VII

The Students' Mean Score of Writing Test

$$X = \frac{\sum X}{N}$$

Criteria	Mean Score $x = \frac{\sum X}{N}$
Language Use	$X = \frac{1045}{22} = 47,5$
Total	$X = \frac{1045}{22} = 47,5$

Attendance List of Third Grade Students of SMAN 2 SELAYAR (XII IPA.2)

NO	NAMA	Observation	Test
1	A	√	√
2	NAF	√	√
3	NAU	√	√
4	ARR	√	√
5	MAM	√	√
6	M	√	√
7	ALF	√	√
8	MR	√	√
9	BA	√	√
10	CPS	√	√
11	AS	√	√
12	NRP	√	√
13	AR	√	√
14	NS	√	√
15	HWA	√	√
16	KM	√	√
17	ASR	√	√
18	HA	√	√
19	AM	√	√
20	AA	√	√
21	NAY	√	√
22	AIP	√	√

CURRICULUM VITAE

Nur Fadhilah M, was born on September 25th, 1994 in Mardekaiya Selayar, South Sulawesi. She is the second child on her family from the marriage of her parents, Machmud, S.Pd.I (Father) and Sitti Nurhaebah (Mother)

In 2002 the researcher registered as a student of elementary school in SD Inpres Borong-borong Selayar and graduated in 2007. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 1 Bontomatene in Selayar regency and graduated in 2010. Then the researcher continued her study at SMA Negeri 1 Bontomatene and knew the school changes the name to be SMAN 2 SELAYAR and graduated in 2013. In the same year, the researcher registered to study of English department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with title *"An Investigation of the Students' Difficulties in Writing a Narrative Text (A Descriptive Research at the Third Grade Students of SMAN 2 SELAYAR, Kabupaten Kepulauan Selayar)"*