

An Analysis of Students' Ability and Difficulty in Writing Narrative Text
*(A Descriptive Research at Second Grade Students' of MA Muallimin
Muhammadiyah Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Education in English Department*

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2019



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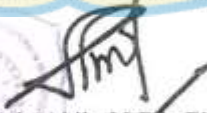
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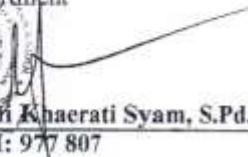
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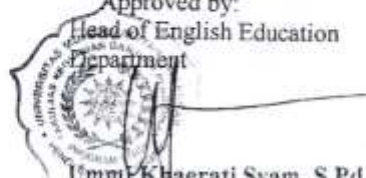
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Dengan ini menyatakan:

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4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya akan bersedia menerima sanksi dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang Membuat Perjanjian

FENI AULIA

MOTTO

“ Work hard, Play hard”

Kesuksesan bukanlah sebuah akhir

Dan kegagalan bukanlah sebuah awal



ABSTRACT

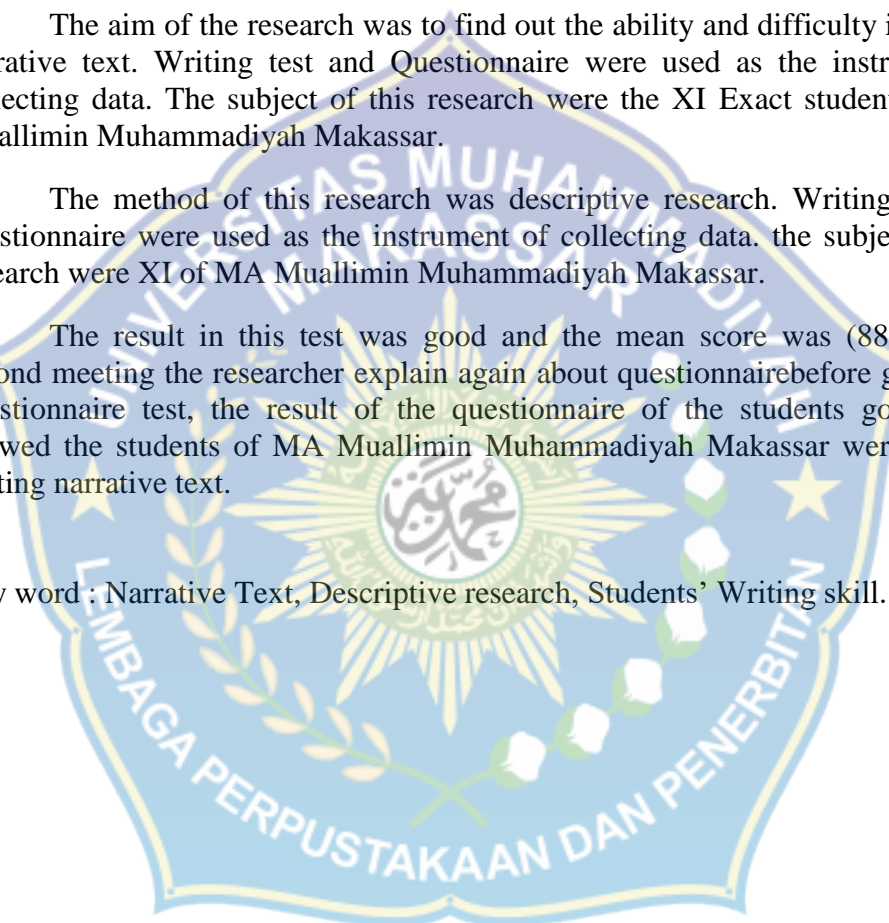
FENI AULIA. 2019. *An Analysis Of Students' Ability and Difficulty in Writing Narrative Text Made by Class XI Students of MA Muallimin Muhammadiyah Makassar*, A Thesis English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by H. Bahrin Amin and Radiah).

The aim of the research was to find out the ability and difficulty in writing narrative text. Writing test and Questionnaire were used as the instrument of collecting data. The subject of this research were the XI Exact students of MA Muallimin Muhammadiyah Makassar.

The method of this research was descriptive research. Writing test and questionnaire were used as the instrument of collecting data. the subject of this research were XI of MA Muallimin Muhammadiyah Makassar.

The result in this test was good and the mean score was (88,73). The second meeting the researcher explain again about questionnaire before giving the questionnaire test, the result of the questionnaire of the students got (43,78) showed the students of MA Muallimin Muhammadiyah Makassar were easy to writing narrative text.

Key word : Narrative Text, Descriptive research, Students' Writing skill.



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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is not perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Makassar, Agustus 2019

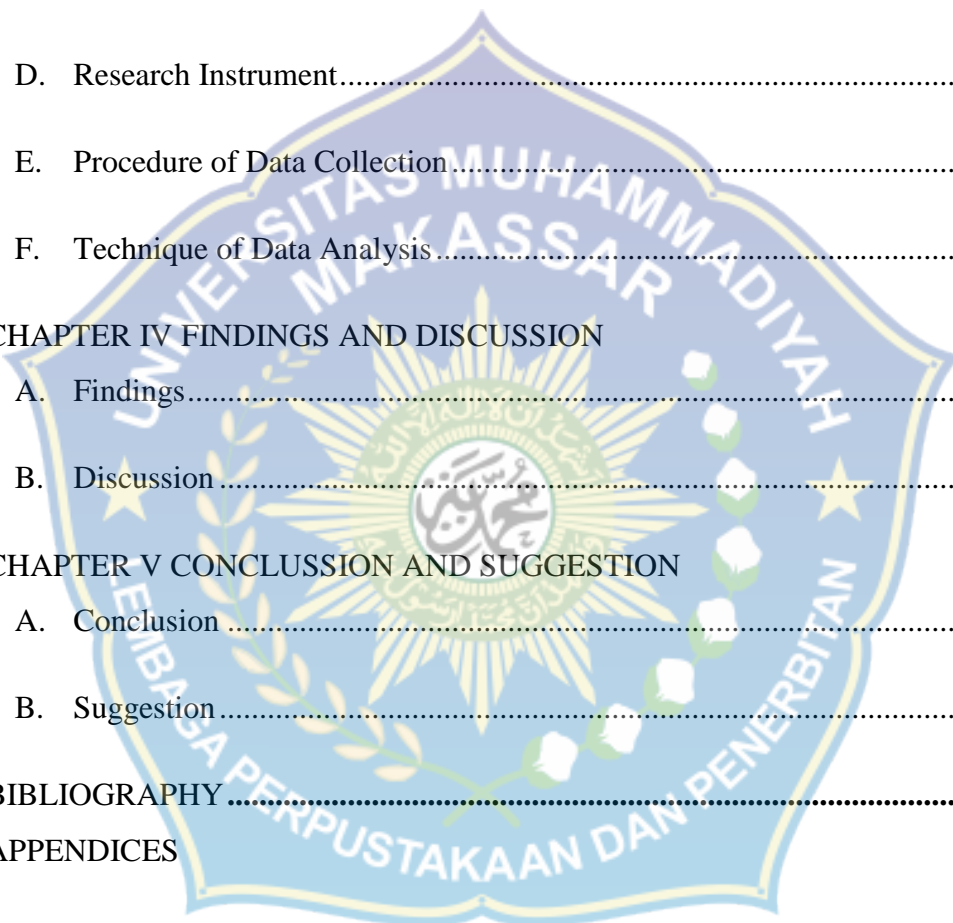
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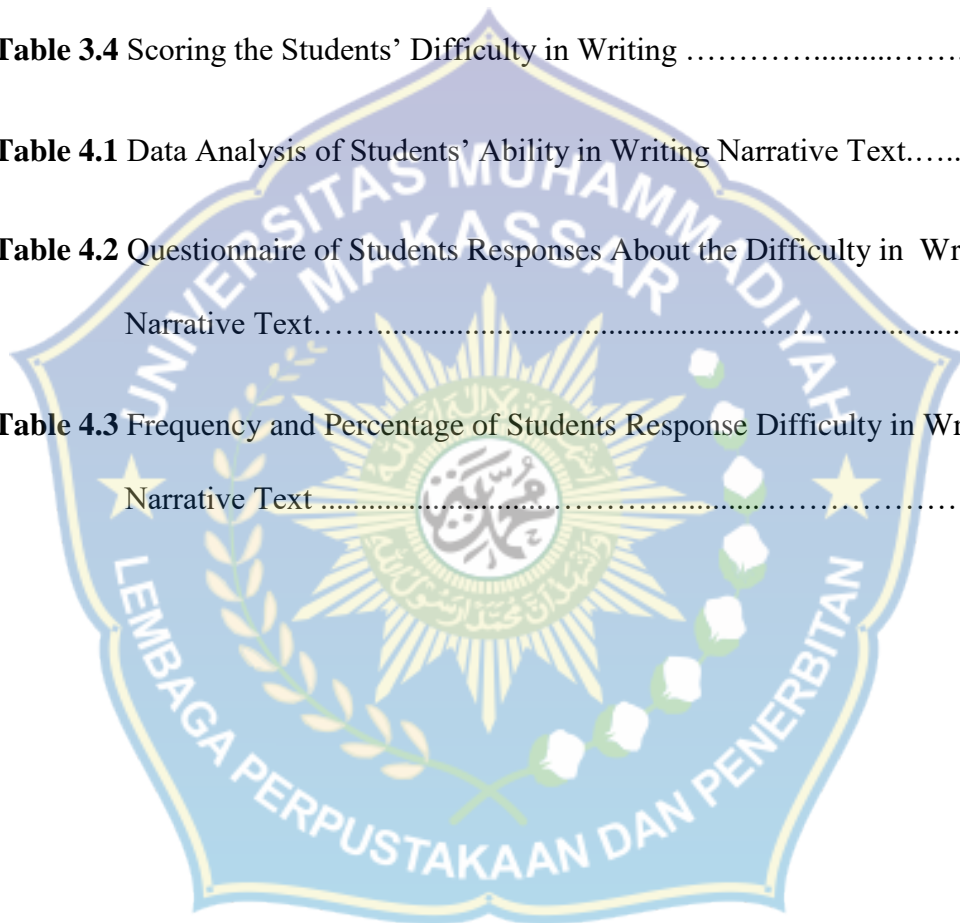
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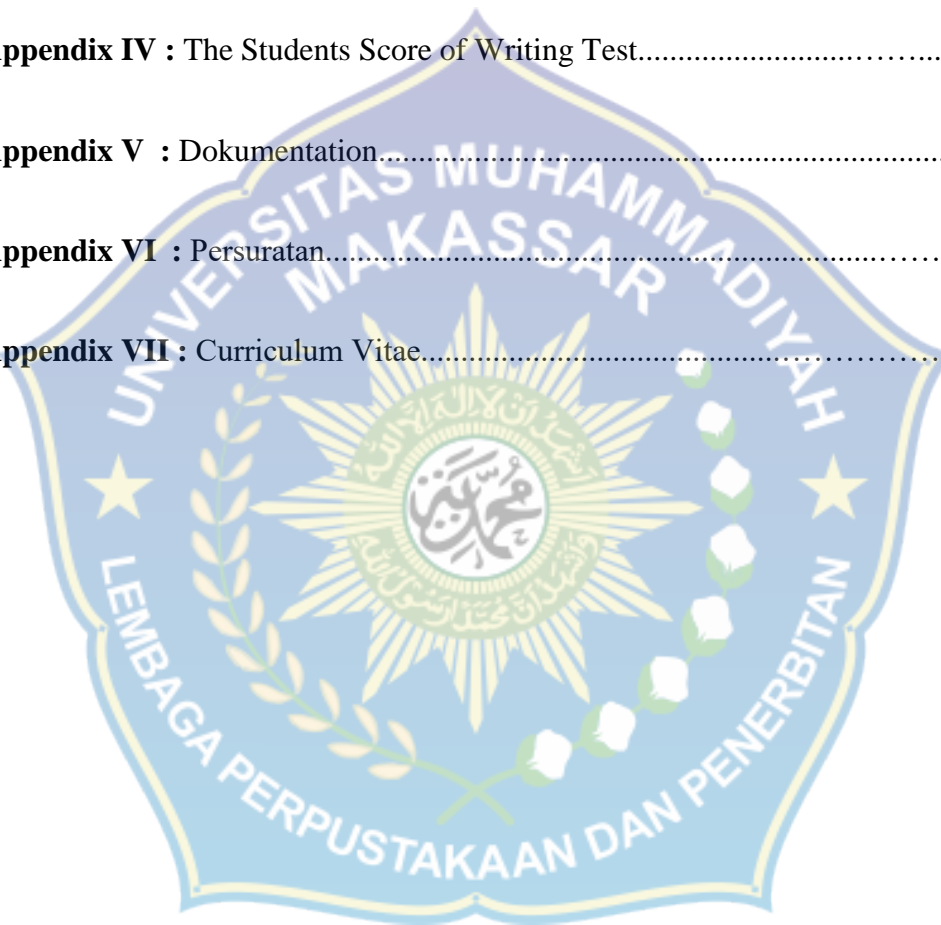
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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective the research, significance of the research, and scope of the research.

A. Background

Language as a system of communication by sound is the crucial thing in our life, which is used to share information and communicate with the other to express our idea, feeling, and willingness (Pei and Gaynor, 1954: 119). Beside that, in Finocchiaro stated that language is a system of arbitrary, vocal, symbols wich permit all people in a given a culture or other people who have learned the system of that culture, to communicate or interact (Ba'dulu, 1974: 3)

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in elementary school, a compulsory subject in junior and senior high school and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading, and writing. Listening and reading skill are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.

Writing is form of communication through which people can express their idea, feeling and knowledge. It is widely accept that writing also crucial means

of communication that cannot be separated for human life. Oshima and Hogue (1997:2) define that writing is a progressive activity. This means that when you first write something down, you have already thinking about what you are going say and how to you are going to say it. Then after you have finish 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. On the other hand, According to Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes who gave the reasons for teaching writing: “We frequently have to communicate with each other in writing” and “Writing reinforces grammatical structures, idioms, and vocabulary.”

Based on the primary of observations, the researcher got informations about the students in class XI B at MA MualliminMuhammadiyah Makassar still have problems in writing a good text in English. The students' score in writing are still low. Only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good

paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

The researcher asked the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. Writing narrative text requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention in word spelling, punctuation marks, dictions, grammar, purpose of their writing, and idea of their writing itself. However, the researcher finds that it is difficult for students to generate narrative text based on their idea. They are confused about how they will write their idea and arrange it into good narrative text. It happens because usually they are only given examples of narrative text. After that they should write or produce their own narrative text with limited guidance. It is the main problem that the researcher wants to try to solve by conducting this research.

Regardless of the obstructions found by students, writing is a very important competence. It is because nowadays people, who take technology as their means of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages through mobile phones and to the more complex like making business letter via e-mail. The importance of writing is also seen from the fact that the skill has become a need 3 for people to compete in the global era. Students need to prepare themselves for their future. They need to be able to write an application letter when applying for a job and many other kinds of written texts when doing their job later. In

addition, writing is a means of expressing ideas or communicating with others. Based on the situation above, the writer conducts a research entitled “*An Analysis of Students’ Ability and Difficulty in Writing Narrative Text at Class XI of MA Muallimin Muhammadiyah Makassar*”.

B. Problem Statement

According to the statement above, the research question is formulated as follows :

1. How is the ability of students in writing a narrative text at Class XI in MA Muallimin Muhammadiyah Makassar?
2. What difficulties do the students find in writing a narrative text at Class XI MA Muallimin Muhammadiyah Makassar?

C. Objective the Research

Based on the research questions above, the objectives of this research are :

1. To know the students' ability in writing a narrative text at Class XI in MA Muallimin Muhammadiyah Makassar.
2. To know the students' difficulties in writing a narrative text at Class IX in MA Muallimin Muhammadiyah Makassar.

D. Significance of the Research

The significance of this research is expected to be useful contribution for teacher in teaching English writing to know and to analyze the students’ ability and difficulty in writing. It is expected also give useful information for teaching and learning process in improving the students ability to write narrative text and

for the researcher are interested in similar subject matter. For the students', this research is expected that the students could be more active in developing their activity in writing.

E. Scope of the Research

In this research, the researcher were observe the ability and difficulty of the students in Class XI B at MA Muallimin Muhammadiyah Makassar. The researcher only focus on the students' ability and difficulty to write narrative text especially in vocabulary refers to the students' achievements to use verb, and language use refers to the students' ability in writing the sentences in correctly tenses.



CHAPTER II

REVIEW OF RELATED LITERATURE

Review of literature provides research findings which can be the main chapter, or analysis, pertinent ideas (issues, theories or concepts) and related research studies that are relevant and helpful to this analysis, and the framework of the research.

A. Previous Research Findings

Some of researchers have conducted research that related with the present research as follows:

1. Hartani, 2009. *An Analysis of the Students' Ability Grammatical Errors in Writing English at MTs Al Islamiyah Gunung Bayu*. She found that the population of the third year student were 72 students and the sample were 42 students. She use the writing test as the instrument of collecting data. The result of the analysis showed that there were 32 (76%) students who made error in tense, 22 (52%) students who made error in conjunction, 18 (43%) students who made error in personal pronoun, and 5 (12%) students who made error in preposition.

2. Anwar, 2011. *An Analysis the Students' Ability in Writing Narrative Text*. He found that this research was aim at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing narrative text dealing with generic structure of narrative text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. The

researcher used writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing narrative text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.

3. Sumanti, 2009. *An Analysis of the Students' Ability in Transforming Verb Into Noun at Madrasah Aliyah Muallimin UNIVA Medan*. She found that the objective of this research was to describe the students' ability in transforming verb into noun at Madrasah Aliyah Muallimin UNIVA Medan. Population of this research was first years student of Madrasah Aliyah Muallimin UNIVA Medan school year 2009/2010. The result that the students' ability was low because there were 18 students (38%) who were able to understand and 29 students (61,7%) who were unable to understand to transforming verb into noun from whole sample.

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

B. Concept of Writing

1. Definition of Writing

Brereton (1982: 2) states that writing differs from speaking in one very important way: the next has to carry all the meaning, because the writer is never around to explain. Writing is a kind of activities where the writers express all the ideas in their mind in the paper, from words to sentences, sentences to paragraphs and paragraphs to the essay. Basically, writing means producing message into written language. According to Nystrand (1989: 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences.

Writing is a productive skill (Harmer, 1991: 139), which involves thought and emotion. It is a medium of communication. Writing cannot be mastered at one but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience and point of view. Writing is one way to recognize our ideas and help us to absorb and process information that can be transferred for the others. In addition, writing is one of the instruments or media of thinking that is used to execute cognitive activities mentally, to organize information strategically and to make meaning of different forms of knowledge.

Writing can be developed into some ways. Brereton (1982) classifies the ways of developing essay into six ways namely: description, narration, definition, process, comparison and contrast and persuasion. Meanwhile,

Kirzner and Mandell (1980) point out nine ways of developing essay. They are narration, description, exemplification, process, cause and effect, comparison and contrast, division and classification, definition and argumentation. From the opinions above, it can be stated that there are four majors of text. They are narrative, expository, descriptive, and argumentative.

2. The Necessity of Writing

Hairston (1986: 2) states that writing is important for some reasons as follows:

- a. Writing is a tool for discovering, we stimulate out thought process by the act writing and take into information and image, we have our conscious mind.
- b. Writing generates new ideas by helping us to make connection and relationship.
- c. Writing helps us to recognize our ideas. We can arrange them in coherent form.
- d. Writing helps us to absorb and process information when we write a topic, we learn it better.
- e. Writing enables us to solve the problems by putting the element of them into written form, we can examine and manipulate them.
- f. Writing on a subject makes us active learners rather than passive learners of information.

3. The Component of Writing

Jacob et.al. (1981:31) point out five significant components in writing they are :

a. Content

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

b. Organization

In organization of their writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

1.) Clarity

Clarity is a characteristic of a speech or a prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice.

2.) Logical

Logical describe something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course of action.

c. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentence into paragraphs until day can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d. Language use

Language use in writing involves correct language and point grammar. And adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language. There are three parts of grammar in this case, they are below:

1) Subject/Verb Agreement

Subject is the part of a sentence or clause that commonly indicates (a) what is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. Put simply, this means that we have to remember to add an *-s* to the verb if its subject is singular and not to add an *-s* if the subject is plural. It's really not a hard principle to follow as long as we can identify the subject and verb in a sentence. For one thing, our speech habits sometimes interfere with our ability to apply the principle of agreement. If we have a habit of dropping the final *-s* from words when we talk, we need to be particularly careful not to leave off the *-s* when we write.

2) Singular/Plural Nouns

Singular is the simplest form of a noun (the form that appears in a dictionary): a category of number denoting one person, thing, or increase. Contrast with plural. Plural is the form of a noun that typically denotes more than one person, thing, or instance. Contrast with singular.

3) Regular/Irregular Verbs

Regular verb is the verb that forms its past tense and past participle by adding *-d* or *-ed* (or in some case *-t*) to the base form. (Also known as a weak verb). Contrast with Irregular verb. Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a *strong verb*. Verbs in English are irregular if they don't have a conventional *-ed* form (*like asked or ended*). Contrast with Regular Verb.

e. Mechanic

There are at least three main parts of mechanic in writing, they are:

- 1) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.
- 2) Punctuations. It can be used as a unit of meaning and suggest on how the units of it relate to each other.

3) Spelling. There are three important rules followed in using spelling appropriately. They are suffixes addition, plural information, and handling error within the words.

4. The Types of Writing

Brereton (1982) states that there are four types of writing. They are:

1. Narration

A narrative tells a story, a series of connected incidents or an action. In narrative, the incidents that make up the story are usually told in one order in which they would really happen. In writing a narrative text, it is best to relate events chronologically. The general outline for stories should be as follows (1) before the events, (2) the event, and (3) after the event.

2. Description

A descriptive text give sense impressions about feeling, sound, taste and look of things. It helps the reader. Through his/her imagination, to visualize a scene or a person or to understand a sensation or an emotion. In longman dictionary of contemporary English, the word descriptive defined as describing how a language is used. While a descriptive text refers to a text which say what a person or thing like with the purpose is to describe and reveal a particular person, place, or things.

3. Argumentation

For argument, we must discover a tone that uses fact when it is relevant. We present opinion modestly and reasonably. Allow time and space to address the doubts, and build a segment argument by paragraph steps that the reader can follow.

4. Comparison and Contrast

Comparison and contrast is a kind of essay developed by comparison emphasizes similarities or likeness between people, places or abstraction. This research just wants to observe one type of writing; it is descriptive text.

C. The Concept of Narrative Text

1. Definition of Narrative text

Oshima and Hogue (1997: 27), state that narration is story writing. When you write a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentences. Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Meanwhile, Keraf (1989: 136), state that narrative is a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. Anderson & Anderson (2003a), explain that a narrative is

a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

2. Generic Structure of Narrative Text

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for 24 reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening

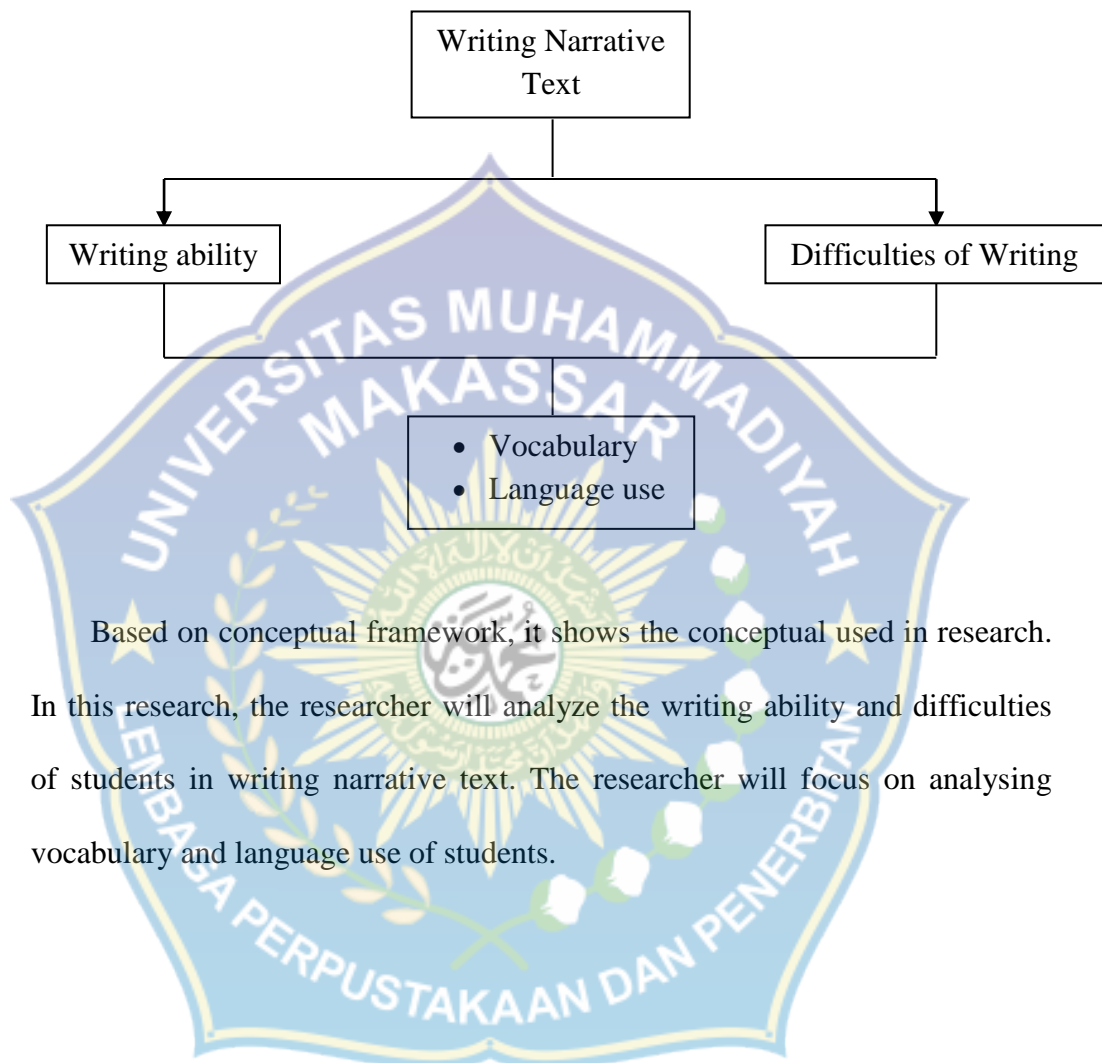
story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

25 Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

D. Conceptual Framework

Figure 2.1 Conceptual framework

The conceptual framework underlying in this research is given below:



Based on conceptual framework, it shows the conceptual used in research. In this research, the researcher will analyze the writing ability and difficulties of students in writing narrative text. The researcher will focus on analysing vocabulary and language use of students.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, population and sample, research variable and indicators, research instrument, procedure of data collection, and technique of data analysis.

A. Research Design

In this study, the researcher used Descriptive Method. The purpose is to analyze the students' ability and difficulty in writing narrative text. According to Sugiyono (2005: 21) states that the descriptive method is a method used to describe or analyze the results of a study but not used to make broader conclusions. It can be said that descriptive research is a study that seeks to describe a phenomenon, an event that occurs at the present time or an actual problem.

B. Population and Sample

1. Population

In conducting a research, the population of this research was taken from students of MA Muallimin Muhammadiyah Makassar. The total numbers of population were 30 students.

2. Sample

Sample of this research was taken from students of MA Muallimin Muhammadiyah Makassar. The total numbers of population were 30 students. In this research take one class as sample by using random sampling technique XI B consisted of 23 students.

C. Research Variables & Indicator

In this research consists of two variables there are independent and dependent variables, dependent variable that is writing narrative text, Then independent variable in this research is students ability and difficulty at Class XI B of MA Muallimin Muhammadiyah Makassar. The indicators are language use (tenses) and vocabulary.

D. Research Instrument

1. Written test

This written test aimed to find out the students' ability to write narrative text. The students have to write down a narrative text in two paragraphs. The topics of the narrative are "My idol, My daily activity, and My family".

Table 3.1 Scoring the Students' Ability in Writing in Vocabulary

(Verbs):

Classification	Score	Criteria
Excellent to Very good	85 – 100	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
Good to average	70 – 84	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
Fair to poor	55 – 69	Limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
Very poor	25 – 54	Essentially translation, little knowledge of English vocabulary.

(Jacobs et al, 1981)

Table 3.2 Scoring the Students' Ability in Writing in Language Use**(Tenses):**

Classification	Score	Criteria
Excellent to Very good	85 – 100	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
Good to average	70 – 84	Effective but simple construction, minor, problems in complex constructions, several errors of agreement, tense, number, word/function, articles, preposition but meaning seldom obscured.
Fair to poor	55 – 69	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
Very poor	25–54	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

(Jacobs et al, 1981)

The classification of students' mean score as follows:

Table 3.3 Classification of Students' Mean Score

No	Classification	Score
1.	Excellent to very good	85 – 100
2.	Good to average	70 – 84
3.	Fair to poor	55 – 69
4.	Very poor	25 – 54

(Jacobs et al, 1981)

2. Questionnaire

The questionnaire aimed to find out the students' difficulties in writing the narrative text. Students' were given some questions to know the writing difficulty in narrative text.

Table 3.4 Scoring the Students' difficulty in Writing

Classification	Score	Criteria
Always	1	Every sentences are strong and expressive with varied structure.
Often	2	Setting and characters are detail.
Sometimes	3	Errors in tenses.
Never	4	Not interesting story and unclear or notrelated to the topic.

E. Procedure of Data Collection

The procedures stages in collecting data for each instrument in this research was as follows:

1. Writing Test

- a. The first, the researcher explain about the aim of the written test and what should they do at the paper.
- b. Next, the researcher ask the students to write a narrative text based on the topic that had been given.
- c. The researcher then given time opportunity to the students to do test is about 50 minutes.
- d. Exactly at the 50th minutes the researcher will ask to stop to write.
- e. After that, the students will ask to collect their writing.

2. Questionnaire

- a. First, the researcher explain about the questionnaire to the students.
- b. Next, the researcher explain about the purposes of the questionnaire.

- c. The researcher then distribute the questionnaire to the students.
- d. After that, the researcher explain how to answer the question of the questionnaire.
- e. The researcher ask the students to answer it.
- f. The researcher give time to the students to answer the questionnaire about 10th minutes.
- g. After answering the questionnaire, the researcher collect it from the students.
- h. Next, the researcher say thanks to the students for their time to answer the written test and the questionnaire.

F. Technique of Data Analysis

1. To percentage the students' score in the data from the test, which have been given to the students and to know how many percents the students right in answering the test. The following steps were implemented for analyzing data:
 - a. Scoring the result of the students' answer
 - b. Determining and analysis the students' ability by using the passing grade standard at MA Muallimin Muhammadiyah Makassar (KKM) of the students is 75, based at MA Muallimin Muhammadiyah Makassar.
 - c. Determining the percentage the students ability by using the following formula:

$$\Sigma = \frac{x}{N} \times 100$$

Where:

Σ = gained score

\times = sum of excellent writing

N = maximum score

100 = fixed score

The researcher computed the students' mean score by using formula as recommended by Arikunto (2006):

Where:

$$M = \frac{\Sigma x}{N}$$

M = mean score

Σx = total score

N = number of students

To know the percentage of the students' writing test by using the following formula:

$$\% = \frac{F}{N} \times 100$$

Where :

% = the percentage of students' writing

F = the frequency of students

N = total number of students

(Sudjana, 2017)

- To find out the difficulties in writing narrative text from the questionnaires, the researcher use the percentage technique as follows:

Where:

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

P : Percentage

F : Frequency of Respondent's Answer

N : Total Sample

(Sudjana, 2012 : 25)

The researcher computed the students' mean score by using formula as recommended by Arikunto (2006):

Where:

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

M = mean score

$\sum x$ = total score

N = number of students

To rate the students' responses percentage of communication strategy, the researcher will use the criteria as follows:

1. Score 84.01-100% is categorized excellent
2. Score 68.01-84% is categorized very good
3. Score 52.01-68% is categorized good
4. Score 36.01-52% is categorized fair

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter concern with the data analysis of the research and the discussion.

A. Findings

This section presents the analysis of the students' ability and difficulty in writing narrative text at class XI of MA Muallimin Muhammadiyah Makassar. The data collected 23 students has analyzed in to two analyses, namely; the students' ability and the students' difficulty in writing narrative text.

1. Data Analysis of the Students' Ability in Writing Narrative Text

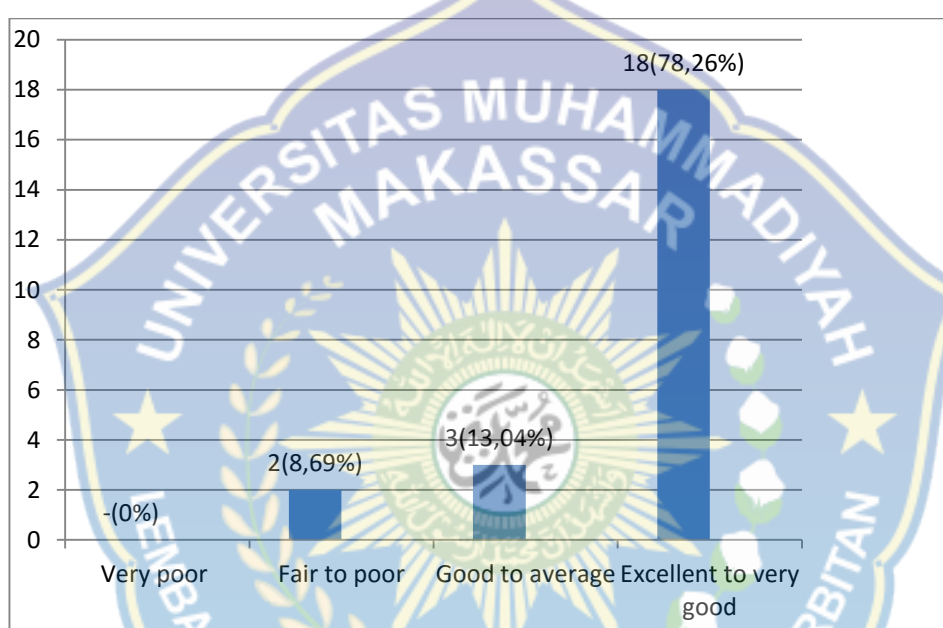
To answer the research question in the first chapter, the researcher was obtained by using writing test which consist of 3 question. The mean score was found by dividing the sum of all score of the students Ability in writing narrative text in learning English is 88,73 refers the previous classification of the score, the researcher points out that the students of MA Muallimin Muhammadiyah Makassar. Have good competence of their ability in writing narrative text in learning English.

Table 4.1 Data Analysis of Students Ability in Writing Narrative Text

No	Categories	Frequency	Percentage	Abilities Categories
1	85-100	18	78,26%	Excellent to Very good
2	70-84	3	13,04%	Good to average
3	55-69	2	8,69%	Fair to poor
4	54-25	-	0%	Very poor

The data in the table above shows that 18 students got Excellent to very goodscore (78,26%), 3 students got good to average score (13,04%), 2 students got Fair to poorscore (8,69%), and none students got very poor. The mean score was found by dividing the sum of all score of the student's ability in writing narrative text is (88,73). It is more clearly shown in the chart, below:

Figure 4.1 Data Analysis of Students Ability in Writing Narrative Text.



The chart shows that much of them students especially at the first year students in MA Muallimin Muhammadiyah Makassar got high score in writing narrative text. Based on the rage percentage above, it is found that there are 18 students got excellent to very good score (78,26%) and 3students got good to average score (13,04%), the mean score also indicates that it is good (88,73). Refers to the previous classification of the score, the researcher points out that the students of MA Muallimin Muhammadiyah Makassar had good competence of their ability in writing narrative text in learning English. It can be caused that the

students in MA Muallimin Muhammadiyah Makassar had high competence and interest in English particularly in Writing Narrative text.

2. The Students Score on Questionnaires

In collecting the data of questionnaire the researcher using the instrument, respondents are asked to choose their retort to signify one of the numbers from 1 to 4 based explanation for the numbers, that are:

- a. Always, respondents got score (1)
- b. Often, respondents got score (2)
- c. Sometimes, respondents got score (3)
- d. Never, respondents got score (4)

The make use of ability and difficulty in writing narrative text at MA Muallimin Muhammadiyah Makassar was presented clearly in the following table :

Table 4.2 Questionnaire of Students Responses about the Difficulty in Writing Narrative Text in Class XI MA Muallimin Muhammadiyah Makassar

No.	Questions	Students responses			
		Always	Often	Sometimes	Never
1	I can't write quickly in English.	5	-	16	2
2	I can't use my own independent thinking in my writing.	1	4	13	5
3	I can't write a good academic paragraph.	1	10	8	4
4	I can't accurate quotations in English.	-	7	11	5
5	I can't write a clear topic sentences.	2	2	14	5
6	I can't edit my writing	7	7	6	3

	to improve the wording, grammar, punctuations, spelling.				
7	I can't identify problems in my writing and see what should be improve.	1	12	7	3
8	I can't revise my own writing to improve verb and tenses.	1	5	14	3
9	I can't effectively brainstorm to gather ideas before writing.	1	7	7	7
10	I can't logically support and develop my main point when I write a paragraph.	2	5	10	6
11	I can't use a variety of sentence structures.	4	3	9	7
12	I can't write a good narrative text.	3	6	10	4
13	I can't use appropriate vocabulary and word forms to effectively communicate with the reader.	3	7	9	4
14	I can't take good notes on readings and then use them to help support my ideas in my writing.	1	9	4	9
15	I can't effectively write under time constrains.	5	4	11	3
16	I can't write sentence regulaar/irregular verbs.	2	2	9	10
17	I can't differentiate between singular/plural nouns.	6	4	9	4
18	I can't use of formal language in writing	5	6	8	4
19	I can't identify the subject and verb in a sentence.	1	8	6	8
20	I can't differentiate between noun, noun phrase, or pronoun.	4	3	7	9
TOTAL		55	111	188	105
		459			

Table 4.3 Frequency and Percentage of Students Response Difficulty in Writing Narrative Text

Category	Frequency (<i>F</i>)	Persentase (%)
1	55	11,98
2	111	24,18
3	188	40,95
4	105	22,87
Total	459	100

Based on the table 4.3 it shows most of students had difficulty in writing narrative text, it can be seen from students responses. Most of students chosesometimes category with the total 188 (40,95%) students responses. Some of students had not difficulty in writing narrative text, it can be seen from students responses chose always category with the total 55 (11,98%). And the average value of students responses in writing narrative text is 43,78%. Through the result of questionnaire that has been doing from students. It's found that most of students have difficulty in writing narrative text. It means that students have difficulty in organize their idea. They can't improve their ability in writing, about wording, grammar, punctuations and spelling.

B. Discussion

Before giving the test while the researcher given explanation about narrative text, the researcher does observation early. The researcher does it observation with the first meeting it's aimed to know the ability and difficulty in

writing narrative text using writing test. The result in this test was good and the mean score was (88,73). The second meeting the researcher explain again about questionnaire before giving the questionnaire test, the result of the questionnaire of the students got (43,78) showed the students of MA Muallimin Muhammadiyah Makassar were easy to writing narrative text.

Based on the rage percentage above, it is found that there are 18 students got excellent to very good score (78,26%) and 3students got good to average score (13,04%), the mean score also indicates that it is good (88,73). Refers to the previous classification of the score, the researcher points out that the students of MA Muallimin Muhammadiyah Makassar had good competence of their ability in writing narrative text in learning English. It can be caused that the students in MA Muallimin Muhammadiyah Makassar had high competence and interest in English particularly in Writing Narrative text.

Some of students had not difficulty in writing narrative text, it can be seen from students responses chose always category with the total 55 (11,98%). And the average value of students responses in writing narrative text is 43,78%. Through the result of questionnaire that has been doing from students. It's found that most of students have difficulty in writing narrative text. It means that students have difficulty in organize their idea. They can't improve their ability in writing, about wording, grammar, punctuations and spelling.

The result of the findings shows that the 23 students of MA Muallimin Muhammadiyah Makassar were mostly interested in learning English to find out the ability and difficulty in writing narrative text. English writing through easy to

learn English especially to find out the ability and difficulty in writing narrative text. This was proved by the narrative test of the students from the writing test. This research related with the thesis of Anwar, 2011. With the title *An Analysis the Students' Ability in Writing Narrative Text*.



CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consist of two parts, the first part is conclusion that describe about the answer of problem statements of this research and the second part is suggestion for students, teacher and the next researcher.

A. Conclusion

As has been stated on the previous chapter, the present research investigated an analysis of students' ability and difficulty in writing narrative text. The research employed descriptive design at Class XI MA Muallimin Muhammadiyah Makassar. Therefore, based on the findings and discussion in the previous chapter, the researcher concludes as follows:

1. The ability of students writing narrative text is good. It was proved from the mean score of writing test in writing narrative text is 88,73.
2. The students' was still difficult in writing narrative text. It was proved from the mean score of questionnaire in vocabulary and language use at the second class for the first semester of senior high school Muallimin Muhammadiyah Makassar is 43,78.

B. Suggestion

Based on the conclusion above, the researcher whould like to give some suggestions to the students (learners), the English techer and the next researcher, as follow:

1. For the students at Class XI MA Muallimin Muhammadiyah Makassar
 - a. The students are expected to improve their writing ability narrative text.
 - b. The student also should know the tenses in order to make them easy to make sentence in English.
2. For the English Teacher MA Muallimin Muhammadiyah Makassar
 - a. The teacher pays attention in ability and difficulty in writing narrative text.
 - b. The teacher should create a good English language environment.
3. For the next researcher
 - a. The result of this research can also be used as an additional references or further research with different discussion for the next researchers.



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APPENDIX I**RESEARCH QUESTIONNAIRE**

(Difficulty in Writing)

NAME :

REG. NUMBER :

CLASS :

Read each statement on the following pages. Please respond to the statements as they apply to your study of English. Decide whether you agree or disagree with each statement. For example, if you strongly agree (SA), mark:

Always (A)	Often (O)	Sometimes (S)	Never (N)
X			

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the question. Please use a pen to mark your choices

No.	QUESTIONS	A	O	S	N
1.	I can't write quickly in English.				
2.	I can't use my own independent thinking in my writing.				
3.	I can't write a good academic paragraph.				
4.	I can't accurate quotations in English.				
5.	I can't write a clear topic sentences.				
6.	I can't edit my writing to improve the wording, grammar, punctuations, spelling.				
7.	I can't identify problems in my writing and see what should be improve.				

8.	I can't revise my own writing to improve verb and tenses.				
9.	I can't effectively brainstorm to gather ideas before writing.				
10.	I can't logically support and develop my main point when I write a paragraph.				
11.	I can't use a variety of sentence structures.				
12.	I can't write a good narrative text.				
13.	I can't use appropriate vocabulary and word forms to effectively communicate with the reader.				
14.	I can't take good notes on readings and then use them to help support my ideas in my writing.				
15.	I can't effectively write under time constraints.				
16.	I can't write sentence regular/irregular verbs.				
17.	I can't differentiate between singular/plural nouns.				
18.	I can't use of formal language in writing				
19.	I can't identify the subject and verb in a sentence.				
20.	I can't differentiate between noun, noun phrase, or pronoun.				

APPENDIX II

APPENDIX II
THE RESULT OF STUDENTS' LEARNING STYLE
QUESTIONNAIRE AT THE ELEVENTH GRADE STUDENTS OF
MA MUALLIMIN MUHAMMADIYAH MAKASSAR

Respo ndent	Question Number																				Sc ore
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	2	2	3	3	2	2	3	2	3	2	1	2	3	3	2	1	2	3	3	1	45
2	4	1	3	2	1	4	2	2	1	3	4	1	3	2	1	4	2	1	1	2	44
3	2	3	2	2	2	1	3	2	1	2	1	2	2	1	2	1	1	2	3	2	37
4	4	2	2	3	1	2	3	2	2	3	1	2	2	3	1	2	3	2	4	4	47
5	2	1	3	2	2	3	4	2	3	2	2	3	2	3	4	1	2	3	2	4	46
6	2	3	1	3	4	4	3	3	4	1	2	1	1	3	3	2	4	1	2	2	49
7	4	1	3	1	2	4	2	2	3	2	4	2	1	3	2	1	4	2	1	1	45
8	2	2	2	3	2	2	3	2	2	3	2	2	3	2	2	2	3	4	2	3	48
9	2	3	3	2	2	4	1	3	2	2	3	4	2	1	4	1	4	3	3	1	46
10	2	4	3	1	4	4	3	1	1	3	1	4	3	1	3	1	4	1	3	2	45
11	4	2	2	3	2	3	3	2	2	1	2	3	1	3	2	2	4	2	3	1	47
12	2	3	2	2	2	3	3	3	3	2	2	2	3	2	2	3	2	2	2	3	48
13	2	2	3	1	1	3	3	2	3	1	4	3	2	4	4	2	4	4	1	2	47
14	2	2	3	2	3	2	2	4	2	4	2	3	2	1	2	1	2	3	2	2	46
15	1	2	3	1	2	4	1	2	3	1	3	1	3	2	4	2	1	4	3	1	40
16	4	2	2	2	2	2	3	2	2	4	2	2	4	3	3	2	2	4	2	4	49
17	2	2	2	1	2	3	3	1	3	1	1	3	1	3	2	1	2	3	1	4	41
18	2	2	3	3	2	1	2	2	2	3	2	4	3	1	2	3	3	2	1	3	46
19	2	2	1	2	2	3	2	2	1	2	1	2	2	1	2	1	2	1	1	1	33
20	1	1	1	2	1	1	1	1	1	1	3	2	4	1	3	4	1	2	3	1	35
21	2	2	1	2	2	3	2	2	1	2	1	2	2	1	2	1	2	2	1	2	35
22	2	2	2	2	3	2	3	3	2	2	4	3	2	1	1	2	3	3	1	1	44
23	2	1	4	3	1	4	2	3	1	2	2	1	4	3	4	2	1	4	3	1	44
N=23	Total Score																				1007
	Mean Score																				43,82
	Category																				Fair

The researcher computed the students' mean score by using formula as recommended by Arikunto (2006):

Where:

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

M = mean score

$\sum x$ = total score

N = number of students

$$M = \frac{1007}{23}$$

$$M = 43,82$$



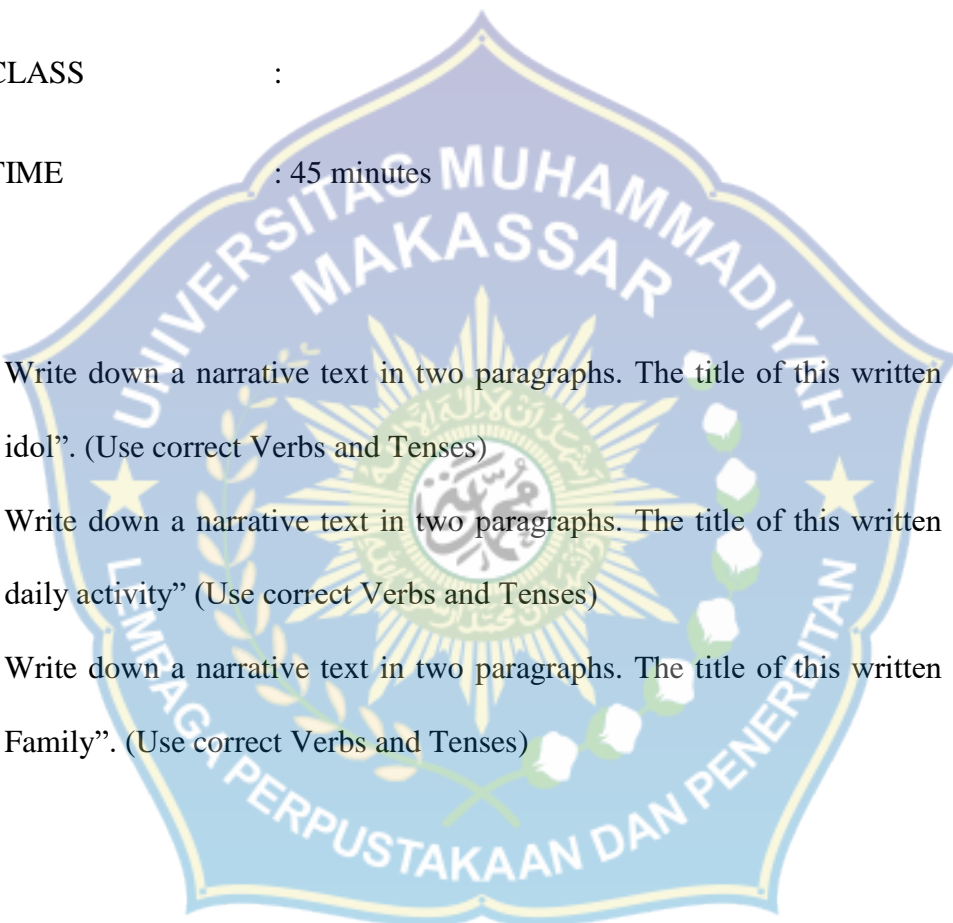
APPENDIX III**WRITING TEST**

(Students' Ability in Writing)

NAME :

CLASS :

TIME : 45 minutes

- 
2. Write down a narrative text in two paragraphs. The title of this written is "My idol". (Use correct Verbs and Tenses)
3. Write down a narrative text in two paragraphs. The title of this written is "My daily activity" (Use correct Verbs and Tenses)
4. Write down a narrative text in two paragraphs. The title of this written is "My Family". (Use correct Verbs and Tenses)

APPENDIX IV

Table 1 (The Students score of writing Test)

No.	Students' Name	Vocabulary	Language use	Total
1	Abdul Malik	50	45	95
2	AndiMuh. Fatwa	55	42	97
3	Akmal	45	40	85
4	AmaliaRamadhani	43	41	84
5	AnggaSaputra	52	40	92
6	Erwin	44	41	85
7	Hendra	54	44	98
8	Hendri	47	46	93
9	Hidayat	48	41	89
10	Ismawati	40	43	83
11	Irfandi	56	40	96
12	MuhDafa Al Gauzy	37	50	87
13	Muhammad Dandy	46	51	97
14	Muhammad Farid	50	47	97
15	Muhammad Ali Aryadhi	40	43	83
16	Muhammad RaihanIskandar	41	46	87
17	MuhRafli	55	41	96
18	M. Haidir Wahid	49	43	92
19	Randi	50	40	90
20	Rinaldy	45	48	93
21	RiniAndriani	35	31	66
22	Sarmila	41	50	91
23	Sriwahyuni	30	35	65
JUMLAH		1053	988	2041

The researcher computed the students' mean score by using formula:

Where:

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

M = mean score

$\sum x$ = total score

N = number of students

$$M = \frac{2041}{23}$$

$$M = 88,73$$

APPENDIX V

Documentation





UNIVERSITAS MUHAMMADIYAH
MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

CURRICULUM VITAE



Feni Aulia was born in Makassar, precisely on October 06, 1996. She is the second child of three siblings of the couple Bahktiar and Marlina. Began entering education at SD 41 INP. Batunapara Maros and graduated in 2008.

Then continued her education at SMPN 2 North Maros and graduated in 2011, after which it was continued to SMK KES. Terpadu BP Maros and graduated in 2014, the author continued her education at Muhammadiyah University Of Makassar (Unismuh) by choosing the faculty of teacher training and education, majoring in English Department. Then, in the 2019 the author complied this thesis with the title **“An Analysis of Students’ Ability and Difficulty in Writing Narrative Text”**.

