

**AN ANALYSIS OF STUDENTS' ABILITY AND
DIFFICULTIES IN WRITING NARRATIVE TEXT
(A STUDY AT FIRST GRADE STUDENTS OF SMP PLUS MAULANA
MALIK IBRAHIM BOJONEGORO)**

THESIS

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART EDUCATION
IKIP PGRI BOJONEGORO
2023**

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THESIS

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By

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APPROVAL SHEET

THESIS

AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN
WRITING NARRATIVE TEXT

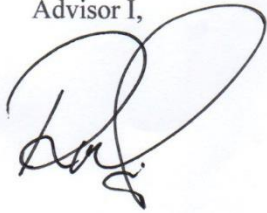
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LEGITIMATION

THESIS





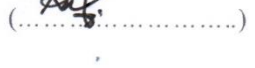
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This is to certify that the Sarjana's thesis
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Declare that this skripsi and the work presented in it are my own and have been generated by me as the result of my own original research.

If in the future it is proven or can be proven that this skripsi is the result of plagiarism, in whole parts, than I am willing to accept sanctions for such actions in accordance with applicable regulations.

Bojonegoro, 25 July 2023

The research



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ABSTRACT

Rosyida, Riza Fatya. 2023. An Analysis of Students Ability and Difficulties in Writing Narrative text (A Study at Second Grade of SMP Plus Maulana Malik Ibrahim Bojonegoro). Thesis, English Education Department Faculty of Language and Art Education IKIP PGRI Bojonegoro, Lecturer: 1) Dr. Refi Ranfo Rozak, M.Pd. 2) Oktha Ika Rahmawati, S.Pd. M.Pd.

Keywords: writing, narrative text

Writing is one of the language skills in learning English that must be mastered by students even though there are difficulties considering the fact that there are several aspects needed to score goals in writing. The researcher formulates the objective of study as follows: To know the ability of student in writing narrative text. To know the difficulties in writing narrative text. The researcher use descriptive method because it is very useful to get data from the research and it is easy to understood because researcher must not uses a complex statistic techniques. Based on the analysis of the students ability in writing descriptive, the total mean score of the students was 66. It means that the students ability in writing narrative text was classified as poor. The score of the students writing ability in content categories was 72. It was classified good. The score of the students in organization was 72. It was classified good. The score of the students in vocabulary was 70. It was classified fair. The score of the students in grammar was 59. It was classified poor. And the mean score of the students in mechanic was 58. It was classified poor. The result of the students test showed that all of the students got difficulties in writing narrative text. The students' difficulties in writing narrative text consist of describing object in detail and grammar mastery such as simple present tense. In addition, majority of the students are difficult to create the sentences and write correct spelling words. Moreover, lack of vocabulary makes them write a lot of repetition word in their writing.

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The Researcher

RIZA FATYA ROSYIDA
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MOTTO

*When you focus on problems, you will have more problems, when you
focus on possibilities, you will have more opportunities*

DEDICATION

My beloved father and mother, they all for me, they have guided me, they shine a light for me, their love strong enough to life me up, and treated me to be the way I am now, for their sacrifice, nothing is enough.

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
LEGIMATION	iii
STATEMENT OF AUTHENTICITY	iv
ABSTRACT	v
ACKNOWLEDMENT	vi
MOTTO	viii
DEDICATION	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of the study.....	1
B. Problem Statement	5
C. Objective of the Study.....	5
D. Significance of the Study.....	5
E. Definition of Key Terms	6
CHAPTER II LITERATURE REVIEW	
A. Theoretical Review	10
1. Writing	10
a. Definition of Writing	10
b. Purpose of Writing	16

c. Process of Writing	18
d. Type of Writing	19
e. Evaluation of writing	21
f. Writing Problem	22
g. Teaching Writing	24
h. The Importance of Teaching Writing	26
i. Writing Process	28
2. Narrative text	28
a. Definition of Narrative text	28
b. Type of narrative text	32
c. Generic Structure of Narrative text	33
d. Characteristics of Narrative Text	35
e. Language Features of Narrative Text	36
B. Review of Related Literature	37
C. Conceptual Framework	40
CHAPTER III RESEARCH METHODOLOGY	
A. Research Approach	42
B. Research Design	43
C. Research Focus	43
D. Research Data and Sources	44
E. Instrument of the Research	44
F. Data Collection Techniques	45
G. Data Validity Technique	46
H. Data Analysis Techniques	47

**CHAPTER IV DATA PRESENTATION, RESEARCH FINDINGS
AND DISCUSSION**

A. Data Presentation	51
B. Research Findings	53
C. Discussion	58

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion.....	67
B. Suggestions	68

BIBLIOGRAPHY

APPENDIX

LIST OF TABLE

Table 2.1 Purposes For Description.....	40
Table 3.1 Criteria scoring writing	48
Table 4.2 Students ability in writing narrative text	54

LIST OF APPENDICES

Appendix 1 Lesson About Narrative text.....	72
Appendix 2 Interview Sheet To Student	74
Appendix 3 Students' Assignment.....	75
Appendix 4 Table Students' Score of Writing Narrative text	76

CHAPTER I

INTRODUCTION

A. Background of the study

Writing is one of the four skills in English that is necessary to be taught. Many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. Writing is admitted widely as one of the most difficult skills that students ever do, either in foreign language or in their native language. Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. According IB Rifa'i · (2019:1) Writing is not just an individual process; it is a social skill involving observation, storytelling, collaboration and communication. It is a means of self expression that can in still a positive sense of self-achievement and boost selfesteem. Writing also necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing. Richards and Renandya (2002) state that writing is the most difficult skill for second or foreign language learners to mastered. Students have already been thinking about what thier are going to say and how they are going to say it. Then after they have finished writing, they read it and make a correction of it. Therefore, writing is a never a one-step action. Students almost like to listen and read narrative story. We can use creative writing as the narrative to teach writing to them. We come inside

and closer to them by using creative writing. The students are in progress thinking. They have much curiosity of anything in front of them. Delivering a narrative story of their culture and region is a good way to get their attention.

From statement above, it can be assumed that writing is a very important subject because we have to share idea from our brain in writing. It is not easy to choose the words and combine them into a good writing. Beside that we have to pay attention in the grammatical sentence. So it is normal, if the students think that writing is difficult subject because they have to pay attention many things such as; idea, concept, vocabulary and grammar.

Writing is one of the language skills in learning English that must be mastered by students even though there are difficulties considering the fact that there are several aspects needed to score goals in writing. According to Sharples (2010) actually writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey the ideas that are in their minds by compiling them into a good text so that others can know them and can think critically. Mastery of vocabulary and tenses is the main key to getting a good writing. We have to choose the right vocabulary and arrange the words into sentences and develop them into paragraphs.

Brown (2011) states that writing is a thought process, because writing is a process of putting ideas on paper to turn thoughts into words and deliver them. On the other hand, writing is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that writing is difficult. By using writing, we can share our idea, feeling or anything that exist in

our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. White and Arndt's cited in Alves (2018) describe writing as a form of problem solving that involves the process. as generating ideas, finding a 'voice' for writing, planning, setting goals, monitoring and evaluating what will be written and what has been written and looking for language to express the right meaning.

Furthermore, Alkautsar (2015:2) states that writing is a skill that is acquired through learning. Writing is one of the English skills that must be taught in an integrated manner, but is considered the most difficult language skill for students to learn. It is often considered the most difficult language skill because it requires a more productive level of language control than any other skill. In fact, students are not able to make good writing. The reason they cannot write well is because of poor vocabulary, difficulty in generating their ideas, poor grammar and so on. From these theories, it can be concluded that writing is a complex cognitive activity using graphic symbols in which the researcher takes ideas. In Indonesian schools, students are required to learn to write various types of texts. There are several types of texts that must be studied by tenth graders, namely: recount, narrative, procedural, news item and narrative text. However, for this study, the researcher focused on narrative text.

A narrative is typically written in the first person (did this or that), but don't go overboard. Not every sentence-or even every other sentence-should include. Writing skills are categorized as the last language skills that must be mastered by

all students. as a language skill, writing is not only a difficult skill for students but also a challenging activity and also frightening. Writing is considered as a difficult skill because it involves many aspects. According to Joyce & Feez, (2000:24) narratives are stories about person or a group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. Narrative text has several components, such as generic structure, characteristic and others which is the students are able to identify the generic structure, the characteristic/language feature of narrative text, arrange and write narrative texts by giving attention to grammar, spelling, punctuation and vocabulary, which is credible and appropriate to the context well.

The researcher assumes based on her experience in learning English especially in writing narrative text that there are some difficulties. They are content, form organization, vocabulary or style, language use or grammar and mechanic. One way that can be used to determine students' knowledge of writing is by analyzing students' texts/writings which can help English teachers to find out the abilities and difficulties of students, which usually stems from students' weak learning abilities general ideas; they have no idea what to write first. Second, students have difficulty in making writings that are relevant to the topic. Students also have difficulty in choosing words due to lack of vocabulary. In addition, students tend to be bored and have low participation in writing classes. Therefore, the researcher is interested in focusing the research on analyzing students' abilities and difficulties in writing, especially in narrative texts. The researcher intends to

conduct a qualitative descriptive research with the title "**Analysis of Students' Ability and Difficulty in Writing Narrative text (Study in First Grade Students SMP Plus Maulana Malik Ibrahim Bojonegoro)**"

B. Problem Statement

Considering the background above, the researcher formulated the research question as follows:

1. How is the ability of SMP Plus Maulana Malik Ibrahim Bojonegoro first grade students in writing narrative text?
2. How are the difficulties of SMP Plus Maulana Malik Ibrahim Bojonegoro first grade students in writing narrative text?

C. Objective of the Study

The researcher formulates the objective of study as follows:

1. To know the ability of SMP Plus Maulana Malik Ibrahim Bojonegoro first grade students in writing narrative text.
2. To know the difficulties of SMP Plus Maulana Malik Ibrahim Bojonegoro first grade students in writing narrative text.

D. Significance of the Study

The findings of this study will be expected as follows:

1. Theoretically, this research is expected to provide a real picture of the abilities and difficulties of Indonesian students in writing narrative texts, they have

new knowledge through real conditions in the learning process so that student achievement in writing narrative texts will increase.

2. Practically, this research is expected to provide a lot of information about students' difficulties, so that in the future students will be careful in writing and English teachers can help students to solve the difficulties they face.

E. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The definitions of key terms are as follows:

1. Narrative text

Barbara as cited in Khusnul (2017), the purposes of narrative text are to entertain, to express the feelings, to inform and to persuade the readers. It also has another function that is about to deal with actual or various experiences in different ways.

McQuillan (2000:85) “a narrative text is a story that is told in language and converted into language signs”

Mark and Anderson (in Sari, 2015) state that the narrative text is constructed to appeal to our emotion and imagination that can make us laugh or cry think about our life or consider our benefit. If the students understand about the content of narrative text, they will feel the situation of the story.

Based on the definition above, the writer concludes that narrative text is an imaginative story with a clear beginning, middle and ending. Narrative

text tells about something interesting that has purpose to assume or entertain the reader.

2. Writing

Meyers (2005:2) say that writing is a way to produce language, which you do naturally when you speak. Writing is communication with others in a verbal way. Writing is also an action a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them.

Harmer (2004:31) writing is often time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or others.

Writing is about more than making our thoughts and ideas visible and concrete (Ghaith, 2002).

From the definition above the research concludes that writing is a way to produce language that comes from our thoughts. Writing is also an important expression language activity, and Jensen has an opinion that writing is a process of expressing thoughts, of thinking and feeling and of shaping experiences, and it is an important medium for self-expression, for communication, and for the discovery of meaning.

3. Ability

Chaplin in Kusumaningrum (2016) states that ability (capability, skill, aptitude, talent or competence) is power to do something. From those

statements, we can conclude that ability is someone's competence in doing something because of one's skill or training.

Chalijah Hasan (1995:63) The word ability is derived from adjective "able" which has the similar meaning as "can". Hasan says that ability is the skill or competence in doing something. Ability shows a performance that can be done right now, meanwhile talent needs practice education in order a performance can be done in future. Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.

Robbin in Kusumaningrum (2016) said there are two factors of ability; they are intellectual ability and physical ability. Intellectual ability is an ability that is needed to do several activities of thinking, reasoning and problem solving. While, physical ability is activities that require energy, stamina, skill or power. Every people have different ability, whether it is from their intellectual or physic or even both of them.

From definition above the research concludes that ability of the students to be creative can be seen in many ways. One of those ways is the students' ability in making question. An individual needs an intellectual ability to create questions because they have to include their thinking. They require producing something useful for example something that they want to know. They will own their sentences or questions to be asked. In making

questions, they use their intellectual ability because they have to think critically and creatively

4. Difficulties

Djamarah, (2011), difficulty is a condition in which the student does not can learn naturally, due to threats, obstacles, or distractions in the study. b.

Westwood, (2008), difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, sue phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.

Difficulty is emerging body of work measures how much people endorse difficulty as importance and difficulty as impossibility when considering their own tasks and goals. These studies build on the availability of brief, reliable, and validated difficulty as importance and difficulty as impossibility scales (Fisher & Oyserman, 2017)

Based on the explanation of the difficulties from the experts above, the researcher concludes that the difficulty is a condition where students experience learning disorders, this is because students are difficult to understand words, sentences, or paragraphs in reading. So that the learning process does not go well.