**CHAPTER IV**

**FINDING AND DISCUSSION**

In this chapter, the researcher will focus on the analysis writen narrative of students. There are structural, thematic and linguistic analysis that will be analysing. Before, the researcher analysis about it, firstly the researcher wants to show the research finding, that have got.

In analysis the data. Firstly, the researcher analysis about structural analysis based on one the best known for the model of analysing a narrative in socio-linguistic-cally, oriented model of Labov (1967 and 1972), Anderson and Anderson (2004) and Joy and Fee (2000) which consisting. Abstract, Orientation, Complicating, Evaluation, Resolution and Coda. Following this, an analysis on structural conponent and how the component revals and something huge impacted experienced by the narrator. Nor only structural who will analysis but the themes who they took on their narratives. The last one is, linguistic analysis. The researcher wil be highlight linguistic devices that have been incorporated into the narratives and work to constract the speaker in the particular ways.

This research took the data during Pandemic COVID-19. It is most difficulties because the researcher used WhatsApp, Email and Message to give them questionaire. And the researcher did interview by calling. the researcher took the data from March until now. It is purpose to, when the participants have confused with the quesionaire. Finally, the researcher got six participants who spent time to help this research. And this CHAPTER was intended to answer the problem of this study.

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* 1. **Research Finding**
     1. **Students’ and Reason choosed English Departement**

**4.1. Table of Students' Responding**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Participant** | **What is your ?** | **What is your reason ?** |
| 1 | *IR* | *My in my life is always be polite, good and honest in life* | *I came to this university want to have many friends and with study i will be successman in the fucture* |
| 2 | *RA* | *If you are working on something that really care about, you dont have to pushed the vission to pulls you* | *I just looking for new experiences and relation* |
| 3 | *MA* | *My perents are my motivate because they are always beside me* | *My reasons are want to get a knew knowladge and get many friends* |
| 4 | *RY* | *Kegagalan adalah awal dari sebuah kesuksesaan* | *I only followed my friend but that is my pleasure to coming Muhammadiyah University* |
| 5 | *RN* | *I always to be a good son to my perents and make them so pround of me* | *My reasons are want to study in high level and get knowladge* |
| 6 | *SA* | *Never give up* | ***A****ctually, my perents forsaked me to study in university. Is not my choiches. Really hate it* |

* + 1. **Students' identities**

**4.2. Table of students' identities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Participants | Date of birth | Gender | Hobby | Favorite music |
| **1** | *IR* | *October, 11th 2000* | *Male* | *Reading Al-quran and playing football* | *Pop and religi* |
| **2** | *RA* | *November, 28th  1999* | *Male* | *Adventure and playing football* | *Rock, pop and metal* |
| **3** | *MA* | *March, 25th 2000* | *Female* | *Reading and cooking* | *K-pop* |
| **4** | *RY* | *July,26th 2000* | *Female* | *Singing* | *K-pop* |
| **5** | *RN* | *June, 29th 2001* | *Male* | *Playing foot ball* | *Metal* |
| **6** | *SA* | *Agust, 21st 1999* | *Male* | *Playing football and listening to the music* | *Slow rock, and classic* |

* + 1. **Narrative Analysis ( William Labov. 1972)**

William labov is the most figures in narrative theory. He is known across the human and social sciences for his work on narratives of personal experiences. Wiliam Labov proposed an approach to personal experiences that was “both formal, in that it employed clause-by-clause linguistic analysis to describe the ‘invariant structural units’ of personal experience narratives must accomplish if they are seem ‘normal’” (Martin. 2019). Labov means that, he seems to view, how human everday language as ‘normal’ narrative that individuals take part in.

According to Labov (2006:37), a narrative commences when a person is prompted to tell others about something. There are version of the construction of a narrative out by Labov and Waletzky (1967) :

The *abstract* is the insertion of the narrative into the framework of conversational turn taking. It usually signals the beginning of the narrative. *Orientation* , is the speaker ensures that the audience is aware of the time, places, actors and activity within the narrative. The next part is Complicating action is orginezed through temporal juncture. The complicationg action is the event order or the plot of the narrative and always deals with crisis and/or turning point. Than *Evaluation* is the segment of the narrative where the the actions are evaluated by a comparison of the real and potential events. *Evaluation* take places the narrator steps back from events he is telling and comment on meaning and communicate emotion. *Resolution* recapitulates the final key event of the narrative , the outcome of the plot. Finally is *Coda* concludes the narrative and returns the time frame and the audience to the present (Martin. 2019).

* + - 1. **Structural Analysis**

By examining the content and structure of narrative account, the researcher can illuminate the relationship that exist between meaning and action, which is useful when the focus in how people make sense of their lived experiences (Ahmed. 2012, p. 233). A structural narrative approach that only focuses on the plot allows for the “complexity of decision-making processes, action and experiences to be understood and placed in context” (Ibid, p.241). It is very useful when one wishes to understand agency, the motives add individuals and how they make sense of their lived experincences.

In this section want to present a stuructural analysis based on students narrative abaout their own experiences followed Labov Theory (1972) about the structure of narrative. The method for extracting and referencing from the narrative will be as follow: firstly, narrative will be divided up by each sentence that makes up the structure of the analysis and will be numbered from I and onwards. The text will remain verbatim, with the errors included. Then, in the discussion the researcher refers to the original number when speaking about a specific extract and when particular extract is use again in different section of the analysis, the number will appear again, this time sequentially along with the original numbering in round brackets and with the student’s name added.

* + - * 1. **IR’s Narrative**

The following will be presents structural analysis of the IR’s narrative

1. *Okey,my name is IR ,I am nineteen years old* [ ORIENTATION]
2. *I have a good relationship with my classmate. Expecially with my best friend* [ORIENTATION]
3. *Sometimes we often study together, go out together even cook together like ‘lem’ (gul)* [ORIENTATION]
4. *Nowdays,during RM, I wake up at. 04.00 o’clock every morning and eat Sahur with my family and than pray Subuh together.* [ORIENTATION]
5. *After that online classes from 08.00 until 12.00 o’clock and than pray Ashar and playing with my friend* [ORIENTATION]
6. *I went to university because I wanted to have many friends* [ORIENTATION]
7. *I choosed English because I really like foreign languages,* [ORIENTATION]
8. *I learn English English, Germany, Arabic and I want to learn French.* [EVALUATION]
9. *I had been follow many organisation in campus that will shape my mentality and construct my self to be a good person because I want to be a bussisnesman* [COMPLICATION ACTION]
10. *Always be polite good and honest in life because with all we will get success* [CODA]
11. *In my village to many children dropped out of school, either because of the economy or the wrong mindset* [ COMPLICATION ACTION]
12. *I don’t know why, that’s is why I went to university hoping I could teach them leter* [RESOLUTION]
13. *There are some person who really important in my life ,they are:*
14. *My father because he work-hard for my study. He always give me what I need for my study.* [ORIENTATION]
15. *The second is my mother because she gave birth to me and the last is my little sister because she is my inspiration to study* [COMPLICATION ACTION]
16. *So.I will get a job , I hoping I can give what she needs later,* [EVALUATION]

In the IR's narrative. He Orientes, firstly introduction him self consisting name and his age ‘okey, my name is IR, I am nineteen years old’ (1) while (6) can see that he has a reason go to University ‘ because I wanted many friends’. It is clear he used the singular ‘I’ *(see extract* *(6))* it provide that he is an actor in his choice. After that, he start to interpretation the character in his narrative, see extract (2)‘ I have a good relationship with my classmate……’ . Here he try to orientes his friend and relation with them and orientates the reader of the story-place-situation and time. According to Martin (2019) the Orientation is really important because it provides with the details and that the speaker Believes the listerner will need in order to interpret the story. In his Orientation segment of the narrative (3,4,5,6, and 15), he want to focus in his daily activities, and in extract (14) IR tell to the reader about the person who influenced himself. Complicating action is to give the main event sequence and show a crisis, problem or turning point (Cortazzi. 2002, p. 196). In extract (11) he tell about of a turning point or crisis ‘ in my village to many children drooped out of school’ . Here he want to offers the problem in his village, expecially the children who drooped out because economy factor or wrong mindset and his turning point more is about his decission ‘I choosed English because I want learn language’ (7) also in extract (9) ‘ follow the organisation to shape my mentality …….’ So clear from his statement he believe to him ownself to construct hisself . Extract (3) IR giving the main event with his friend ‘study, cook and go out together’; and she has gave bith to me and sister is my inspiration (15).

However, IR's evaluations of the event as well as his resolution are much optimistic : in his resolution he states that “ I don’t know why, that’s is why I went to university hoping I could teach them leter” (12). IR also evaluated his narrative by sentence “I hoping I can give what she needs later.(16). Finally, in his Coda there are good value that the reader can learn. ‘Always be polite good and honest in life because with all we will get success’. This sentence by IR to ask every person to be a good and polite and also be a honest always, everywhere,whenever and whatever always stay a kind people for ownself or orther.

* + - * 1. **RA's Narrative**

The following is an analysis of RA's Narrative . who started his story from his experience when he in boarding school.

1. *First, when I went to boarding school I got lot of experience for my life how to do everything independently* [ORIENTATION]
2. *How to make friends and even live side by side with people of different places and some even from my foreign countries have a lot of life experiences there*.[ORIENTATION]
3. S*econdly, I used to go with my friends from Java*
4. *We went Kalimantan using a ship.*[ORIENTATION]
5. *It was the first time, I boarded a ship with duration 24 hours* [COMPLICATING ACTION]
6. *Unlike, when I lived in Lombok the boat was only to bali or to Sumbawa .The trip did not take long* [COMPLICATION ACTION]
7. *I have a lot of lesson in that trip and during my story in Kalimantan about 2 weeks* [EVALUATION]
8. *I have closed relation with my mother and with my bestfriend* [EVALUATION]
9. *My in my life is if you are working on something that you are working on something that you really care about, you don’t have to be pushed the vision pulls you*.[CODA]

RA only foccus in his experience include his story who first time went to boarding school (17). He explaind how to make a relationship with orther people who many differences. In his complication action ‘it was my first time I boarded a ship with duration 24 hours… (21). Here RA want to tell the readers how he got a new experience. In his calause, he want to tell the reader thathe has afraid about it because it is become a first time. In his evaluation (23) and (24) ,he got a lesson from all his trip, in his narratives seems like he is an active agent i and RA offered the messege that really good for the reader as (coda) "........dont have to be pushed the vision pulls you ". It is good value that the reader can follow. In conclucion, RA's Narrative only focus in his experiences with his friend. There us no story about may be he ever 'fall' or 'lost'

* + - * 1. **MA's Narrative**

The following ia an analysis of MA’s narratives, who begin her narrative how she handle the traumatic.

1. *I woke up at 5 o’clock and tidy up my bed* [ORIENTATION]
2. *After that, I went to the bathroom for making Wudhu and Shalat Subuh*
3. *I had a breakfast at 7 o’clock and went to stall, I reterun home at 06 o’clock*
4. *I prayed Magrib and read Qu’ran while I wait Isya*
5. *At 8 o’clock I went to bed , I do my homework from my lecture before I felt sleepy.*
6. *Usually I sleep at 10 p.m or 11 p.m*
7. *Actually before I came to this University* [ORIENTATION]
8. *I had been accepted in STIBA of Malang University and I took Sastra Inggris* [RESOLUTION]
9. *But I felt lazy to back in Malang* [COMPLICATION ACTION]
10. *When I was back home . I thought it is so far from my village and because of incident in Tanjung Periuk* [COMPLICATION ACTION]
11. *When the plane felt on the sea.*
12. *I know that incident was very long but I was afraid of this incident* [EVALUATION]
13. *And finally, I decided to enter in Lombok university but when I was looking for the register it was only Muhammadiyah University still opened* [EVALUATION]
14. *And registered at university of Muhammadiyah in the last ( gelombang )* [RESOLUTION]
15. *Every perent loves their children*
16. *Of course, my perents too*
17. *My father is more close than my mom.*
18. *Every day he always cooks with me. He also advise me when I do something wrong* [EVALUATION]
19. *My father is not my father but he is also my teacher*
20. *My on my life is my perents cuz they are always beside me* [CODA]
21. *They naver say no when I asked something*
22. *Sometimes it makes me shy to make them disappointed with me* [COMPLICATION ACTION]

Well next to the MA's narrative. She really memorized about her past story, before she came to the university and her past event very challenge. But she began her narrative talked about how she handle everyday routine. In her Orientation “I woke up at 5 o'clock and tidy up my bed " She want to tell the reader that MA usually do her everyday routine. MA's problem point ( Cortazzi. 2002, p. 192) extract (34-35) her complicating action mean that she has a crisis that she afraid to study in STIBA Malang because there is an Incident that she never forget. It is makes she traumatic, so MA's lazy to plane to Malang. In another hand extract (47) she really respect to her parents and don’t want them dissapointed. She has a spirit to construct her own self. And her Resolution" She register at Muhammadiyah University” She realize that education is very importent, that is why she came and registered in Muhammadiyah at the last-Wave (gelombang). She is really can construct her self, from her traumatic. Evaluation is the process how the writer evaluate her story based from complication and resolution. Extract (37), (38) MA evaluated that she knows the incident was very long but she still scared about it and try to entry in muhammadiyah university. And finally she decided. Coda more important in a narrative. Coda and abstract is optional categories. To minimize the intuitive element in arriving at these top level categories they used bottom-up approach (Pogner, Karl-Heinz,et all. 1997. p. 15). MA's narrative offering the with her in her life who her parents is the . It is really interest coda. She want to tell the reader, how really influenced the family in her life and she handle his traumatic.

* + - * 1. **RY's Narrative**

RY’s narrative tell us about her disappointed. the story is following **:**

1. *There was a night, a man who i called 'kakek' asked me and my father to send me in UNRAM, and he said that you will be granted 100%* [ABSTRACT]
2. *At the night, me and my father were worked hard to collected all the documents* [ORIENTATION]
3. *Soon, my grandfather talked with my father which his friend is lecturer in UNRAM*
4. *And at the moment, UNRAM have to opened recruitment for new students*
5. *Tomorrow comes, i have bussier worked all the documents who i wanna bring*
6. *'You will granted 100℅ i promise' he said to me. So, here i was heppier* [RESOLUTION]
7. *After one week, me and my father enclose the document and my grandfather called my dad to ask me, soon going to mataram to submit all the documents to grandfather's friend* [ORIENTATION]
8. *In the first day, me and my father take a rest.*
9. *Second day, we meet my grandfather's friend and give all the ducuments*
10. *The next day, me and my father back to my village.*
11. *Exactlly, on 16th me and my friends go to mataram for selection* [COMPLICATING ACTION]
12. *After we arrived there, we have to prepared all the needs for doing selction such as ID-card and school-needs*
13. *The big days coming, we always study hard and we survey where the place to us selection*
14. *The killers days was come , it make me a lot of afraid but Alhamdullilah my examination flow like a river, all of it have done*
15. *Tomorrow morning i will coming home, i have been waiting during 1 week of the result*
16. *I have belive that i will be granted in UNRAM because my grandfather promised me, i really hope and believe it.* [RESOLUTION]
17. *The red day was came and my self really dissapointed of the result from my selection last, i was loser* [COMPLICATION ACTION]
18. *Really disapointed, my hope was fall down, really my grandfather just a bullshit*
19. *Me and my father also really dissapointed*
20. *He talked will be granted 100% and appear just a fake promise, until now i really dissapointed to my grandfather* [COMPLICATION ACTION]
21. *It always become a shadows who make me cant move on until now* [EVALUATION]
22. *And i came to Muhammadiyah University and choose English subject* [RESOLUTION]
23. *I choose this university because my own choice and little beat followed my friend*
24. *After all of that, i want to be patient because there are many my friends who always support me when i have lost* [EVALUATION]
25. *My self really motivated from my aunt who becomes a success woman althought his father just a farmer* [EVALUATION]
26. *It is so burning me. Remember that ‘awal dari kesuksesan adalah merasakan kegagalan dahulu’* [CODA]

RY's narrative is most interested, because she storied and the way her written not same with each other participants. In her Abstract ' there was a night ..... '(see extract 48. Abstract is optional, in her abstract she make a simplification of her story. Next she introduce the characters who indeed in her story. She tells her father and grandfather and little tell about the time and place in orientation extract (49), (50), (51), (52) and (54). Here, she try to storied her moment and somebody who help herself to readers, structurally. Complicating action is one crisis that someone describe in her/his story. Like RY's narrative. She's complicating action start from her grandfather promised to she will be granted in UNRAM (see extract, 53) but actually she is not graduated. She's crisis is disappointed to her grandfather. It is the top crisis" Really disappointed my hope falls down....... My grandfather just bullshit". In her complicating action, she really don’t accept this event who make herself can not move on. She feel that she is loser. see in extract (66, 67,68). The interesting Resolution that she take is " She came to muhammadiyah university and chose English subject". In here, RY want to tell that how she find a better place after she falls down and she chosen this because her own pleasure (extract 70) and her Evaluation is most good. She can tell the reader to be 'patient' see extract (71). It because there many friends that give her support. In extract (72) she gives value about her aunt who become a success woman in spite of her father is a farmer. RY's Coda " It's burning me, remmber that awal dari kesuksesan adalah merasakan kegagalan dahulu". Her coda gives beautiful teach how we rise up from our falling down and burning ourself to fight with all the crisis in our life. And RY is really has a most spirit in got her dream, how important college for her.

* + - * 1. **RM's Narrative**

1. *Actually, i dont have the experience that affects when i want to get into a University*  [ABSTRACT]
2. *When, i graduated from high school, My perents immidiatelly enrolled me in a private campus in a city very far from them* [ORIENTATION]
3. *The people who very meritorious in my life were my perents and my siblings*
4. *They always support me all the time*
5. *They never left me when facing hard times*
6. *They were very meaningful in my life*
7. *Besides them, i have amazing friends also*
8. *I am very grateful for having many friends,my childhood friends until now,they have always been there for me* [EVALUATION]
9. *They always cheer me up anytime. I'm pround to heve them.*
10. *My in this life is my perents .I always try to be a good son and make them so pround of me* [CODA]

RM's narrative have no event that really influenced. He to the point said in his abstract ' Actually, i don’t have experience that influence me...... (Extract 74)". Orientation clauses is gives information of the time, place of the events of a narrative, the identities of the participants and their initial behavior ( Labov 1997). RM's orientation storied about the people who influence himself and tell the place. He also describe his relation with them ( extract : 75,76,77,78,79,80). RM's narrative no offered the complicating action that he got. In order hand, No complicating action, there is no resolution and evaluation, surely. In his last clause is " ....... I always try to be a good son and make them proud"(83). That is his Coda. Coda is final clause which returns the time of speaking precluding potential question and what happen than (Labov 1972). RM gives his coda (see extract 83 ). Like Labov (1972) said question what happen next? RM's narrative offered his coda that he want to be a good person to everyone else, make them proud to his parents actually.

* + - * 1. **SA's Narrative**

SA’s start his story from his high school until he felt loss of his self, the narrative following:

1. *May be this is become a sad story* [ABSTRACT]
2. *I was graduated from senior high school since 2018 years ago.* [ORIENTATION]
3. *All my classmates have to talked about go to university, they choosen the best campus to join*
4. *I'm just sitting down and dont talk about it because i know it will spent much money , while my perents have no enough money for it* [COMPLICATION ACTION]
5. *I have to lost who i loved . Heis my nephew* [COMPLICATION ACTION]
6. *I really miss and love him but God loved his better than me* [CODA]
7. *Start from it, i really lose my spirit to study even thougt i think that i can like as my friend who will go to university* [COMPLICATION ACTION]
8. *I just silence in my silence . That is even really hurted me*
9. *Next, i have dissapointed coz i'm not become what i want* [ORIENTATION]
10. *When i start in education, i wanna be a doctor* [COMPLICATION ACTION]
11. *But it just my imagine because my perents can not send me to there, yeah it all about bill*
12. *So, when i first time come to university , i am like a zombie who are not have a clear goal. What's for to coming here* [EVALUATION]
13. *There are 3 person that really significant in my live who changed me* [ORIENTATION ]
14. *They are my father and my mother*
15. *I had close relation with them. They are my inspiration, and everthing* [EVALUATION]
16. *I loved them so much* [CODA]

SA's narrative is so emotional. There are any event that make him not become his own self but he is so strong and able to rise up from all of that. His abstract said that " May be this is become a sad story". In his narrative there are many crisis’s that he offered to the reader,. Almost his narrative talk about his crisis and problem in SA's life. Complication Action is crisis or problem (Cortazzi. 2002, p. 192). His complication action start from "i just sitting down ..... Because i know my parents have no enough money for it" (See extract, 87). This is the first crisis that SA' write in his narrative. Next, his complication action describe in extract 88 " I have to lost who i loved..... My nephew”. From this, SA's narrative want to tell the reader how he so sad who he loved. And the last crisis he offered that “I want to be a doctor... (Extract 93) ". Here SA is so strong walking down in all his crisis’s. SA's complication action start from, his parents can’t send to university, lost nephew and not become what he want. It all crisis’s make himself falling down (extract, 87,88,90,93,94). He evaluate his story “So, when i came to university, i am like a zombie ...who not have a clear goal" (extract. 96). It representation that it all his disappointed. He want to give all what he feel. He really attacked, hurted even though loses his spirit to study ' it really hurted me". In extract (89) " I really loved him, but God loves better", SA coda are so valuable, in spite of his really disappointed and not accepted his fate but day by day he able to leave his pain go. He can remarked his self by his own. From his narrative, there is no one person who helped him when lost but he risen alone. Directly, his story want to tell the readers how sad his journey. All the pain he fell, disappointed and all his crisis’s. The reader will learn how strong he is and he really realize he agency.

* + 1. **Thematic Analysis**

In thematic analysis , the researcher will describe what the major theme which used by student's narratives. It purpose that, how agency of students by his/her own narratives. And this Agency purpose to construct their selves.

* + - 1. **Theme : The construction of university**

The major themes found throughout the students' narratives is the "University" . More specifically, the participants present a view of the university as authoritative and as having determinate power in that it is capable of determining one's entire life course. It is also constructed as an extremely desirable place. Like as IR's narrative :

***I don't know why, that is why. I went to university hoping i could teach them leter (extract 12)***

***I had been followed many organization in campus that will shape my mentality and construct my self to be a good person because i want to be a bussinesman (extract 9)***

The excerpt above reveals a number of interesting linguistic devices. Some of these include the adverb of time 'leter' modal verb 'hoping' and the repetition of modal verb such as 'Could', 'will' and 'want'. These linguustic devices are really significant as they highlight the role that the university plays in the student's life and how he perceives it. The modal verb " Hoping" and " Could" In a clause ' i went to university hoping i could teach them' reveals that he really belief that the university is the good place to get a knowladges and the university is the place to be his become a succesed man in the fucture. These features highlight the participant's dgree of cofidence in the idea that " Campus that will shape my mentality and constract my self to be a good person" . It means that the university as a desirable place that make somene know what he is. This assits in the construction of the university as a desirable place - there is a willingness and excitement to go there rather than a hestitance or advoidance. This construction occured in multiple narratives, including (12) and (9) above as wel as in the following excerpt :

**75. *When, i graduated from high school, My perents immidiatelly enrolled me in a private campus in a city very far from them (RM)***

In extract (75) adverb ' immidiatelly' really important to construct the university. Because these linguistic devices highlight how the students' realize with their coming to university. In this case, the experts above used epistemic modality through in the student phrase ' i choose this university because my own choiche'(RY, see extract 70). The linguistic devices that they indicate IR's, Ramadan's and RY's very strong commitment to the truth of the statement. Also, in this case the researcher find that the students are also realize and awernes of the expectation place on them by society to go to university.

* + - 1. **Theme : Education**

From the below extracts, another theme that resonates strongly through the narratives is that of education and the students' views on education and what a "good" education entails:

***In my village to many children dropped out of school, either because of the economy or the wrong mindset (extract 11).***

From the example above, IR highlights that onething fact in his village where many children are dropout of school. It because their view looking for what education is. Also, not only because internal factor but there are external factor that make the children in IR's village such as economic, society, environment , ect. Economic factor is the one cause that children cannot follow the education. It is why, IR believe that education is very useful for him self and he want to share and teach the children who drop out, in the fucture.

***When i start in education, i wanna be a doctor (extract 93)***

***But it just my imagine because my perents can not send me to there, yeah it all about bill (extract 94).***

Here, the situations are different. Firstly SA switches between the modal verb " Wanna" and contrasitive conjuctions 'but" as well as conjuctions that estabilish clear clause and effect relationship "because" In his attempt to understand why he was become what he want. He also offers the following reason: " Because my perents cannot send me to there" . The use of conjuctions here is idiological. This is so instance the conjuction ' because' means that the narrator' s understanding is having good marks and being a perfect is something value. This also evident in the use of "but" leter in the sentence when the student imagine that he become a doctor. SA views about education is a good place to him grow up but because his conflict he cannot what he want to be.

Form the example above, it means that they used linguistic devices such as modality, conjuction, adverb, ect. The students want to give their opinion's that education is really important to construct ourself to be a betterway. Educational too, become the place how we got a much knowladges. So, the students can have a progress.

* + - 1. **Theme : Working-Hard**

It is become an interesting theme that represted throughout the narratives are accounts of working hard. What has been found throughout the narratives is the idea of working hard to achieve one's goals and dreams. In the students' narrative there are many conflicts, crisises and problems who students' offered and they working hard to out from the crissises, conflicts problems. The working hard not only to construct themselves personally, but in academically is too important to working hard. So, the students had many reasons for their working hard. For example in RY's narrative extract ( 49):

***At the night, me and my father were worked hard to collected all the documents***

In RY's case, she really worked hard with her father to collected the data so she can accept on UNRAM. The verb phrese "were worked hard" Indicated that she really hope and believe that she will accept. No no doubt in her phrase. She is optimisly she can do that. Not only RY, SA also fight with his personal problem, how he rise up from all his problems

***I have to lost who i loved . He is my nephew I really miss and love him but God loved his better than me***

The first problem of SA is have to lost who he loved. The human cannot lying if someone who we loved lost. It will make our hurt broken down. Same like SA, his nephew had lost and he really missed and loved his nephew but God knows what the best for someone. The adverb 'really' in verb 'miss' he want to return at the moment they are together . He was disapointed. Day by day he try to heal his self to let the fate go. Like in his clause ' God loved his better than me' he realize that God always had a better plan to his crations. SA is stronger, have to worked hard to learn how to left the pain out.

So, from the cases above, the researcher can take a point that RY and SA are stronger to make them out from all of their conflict such as academicaly or personaly problems.

* + 1. **Lingustic Analysis**
       1. **Metaphor**

Metaphor is universal and significant feature of everday language and it affects the manners in which people perceive, think and act with regard to their lives and the world around them (Lakoff and Jhonson, 1980). Metaphor can also change the way people understand traumatic events and how they can begin to understand the various aspects of their experiences ( Smith and Sparkes, 2004:599). In this research metaphore is explored as a linguistic features employed by the students as a mean to display the way they understand and interpreted their experiences.

In SA's narrative, he draws on conventional metaphors of the self. In particular the lost of self. In extract (90) above, SA states that ' i really lose my spirit to study even thougt I think that I can like as my friend who will go to university ' . This metaphore is also evident in extract (91) where he states that ' I just silence in my silence. That is even really hurted me' and also similar in extract (95) states that "i am like a zombie who are not have a clear goal. What's for to coming here". In the constructions presented in (90) and (91) SA throught the use of the Lost-of- Self metaphore, contructs the self in the following ways "(i) the Self is the possession of the subject; (ii) control of self by subject is possession; (iii) Lost of control is a possession" (Lakof, 1996:104). By drawing in his conceptual map, it becomes evident that SA's experience during high school caused him to "Lost" himself (which he constructed as an object capeable of being lost) and by doing so, he constructs him self as not being fully in control of his circumstances . In SA's context he is not find the place to make himself back. He is not make the university is a better place but he's statement "I am like a zombie to coming here, who are not have a clear goal". It means that he dont know how find himself again. He is difficult looking for the way out from his lost of self.

* + - 1. **Modality**

Modality is one of linguistic features that appears across the narratives is modality. This is linguistic device that deals with the selection of words to express how definite a speaker is about a topic. This is in the form of a statement or belief, ranging from being uncertain (low modality) to very certain (high modality). According to Byrnes and Duff (1989:372) there are 2 kinds of modality such as Deontic Modality and Epistemic Modality. First, Deontic modality concern with obligation or possibility of the acts performed by "morally responsible or socially regulated agents'. The statement of deontic modality often include the regulation of those act-giving permission or placing restrictions on those act . So, such statements allow the speaker to become aware of the norms/expectation of society. The second one is epistemic modality, highlights the degree of confidence a speaker has in a view or statement. Such statements emphasizes the speaker's belief in the statement.

Extract (12) ***I went to university hoping I could teach them leter***

IR draws on his phrase above to highligt the level of confidence he has in his viewpoint as well as his cares and awerness of the expectation of society. With used adverb modality "hoping' it would be a marker of strong modality. The adeverb modality " Hoping' establishes that IR is not sure of how his statement would be happen.

***And finally, I decided to enter in Lombok university but when I was looking for the register it was only Muhammadiyah university still opened (38)***

In axample above MA use a strong modality in the form of Epistemic modal phrases " I decided" to show her confidence in what she want to her life. 'I decided' is strenght or 'i think'. Conjunction 'but' show the problem she got. It means that she have to confidence take a decission in a phrase " I decided to enter in lombok".

* + - 1. **Pronouns**

Using pronouns is want to ilustrate how to connected the speaker is either to him/herself or others as well as an object. More importanly, this is often used to identify or refer someone.

***I choosed English because i really like foreign languages***

From the example ebove, IR often used the pronoun ‘I’ and it used 18 times as IR writer in his first time coming to university as well as his own decissions and choiches. In his Narrative, just a 5 times he used pronons ‘He’ and ‘she’. The possesive pronoun ‘My’ Used 13 times. It means that in his narrative there is no one person who impected her decission and choiche. IR took in his way. He is an active agent in his self.

* 1. **Discusses**

In this part, presents of the research findings. There are two research questions purposed in this research. The discussion foccuses on the finding on the two purposed research questions. The researcher, firstly discuss about how students construct themselves and others in their narratives about their lives for coming to University. The second discuss foccuses on the question how students' and reason influnced theirselves to choosed this English Departement. From the research finding, the researcher examines the first research question about : 1. How students construct themselves in their narratives about their lives for coming to University?

As is clear from students' narratives above, the students came from difficult and often stressful social condition. The conditions such as personal and community nature. The researcher used structural and themathic Analysis have found that despite these problems, students persevered to crate a better fucture for themselves. There are three themes that the researcher identified such as the construction of the university, education and working hard. It proved that students really strenght and want to be succesed. Basically, the students' acted with agency as stated in previous section. The analysis carry out their agency through the themes. How the students' presented their own narrative and the way in which they spoke about their experiences.

From the linguistic devices basically modality give a good indication of how the students view about themselves, their problems/crissis or conflicts as well as in university. Martin (2019, p. 99) modality refers to the level of certainly an individual has in particular statement. The researcher found that the students' had high modality. Some of the srudents really certain of what they want from the university and also what they want to their lives.

Metaphore is the second linguistic device in this research. Metaphore is also strong indication to looking for the term of the loss of agency experienced by some students. The researcher found that the students held high hopes for themselves and their lives after high school. For example, SA was lost when his nephew pass away . He lost his spirit to study not only lost of someone he loved. But he felt lost, when he not become what he want . And RY also lost herself. When she was dissapointed by her grandfather's promises. Another linguistic device that featured often was pronouns. The pronouns means to ilustrate how conected the narrators are to him/himself or them/themselves or objects within the environtment. Pronouns are the important thing because pronoun used to identify or refers to others. For example: IR's narrative . He used of pronouns emphazises the assumption that his acted are the way he are. It means that IR's acted by his self. The possesive pronoun "My" normally indicates the pession of the subject/object in question. More interesting in SA's narrative . He is doesnot use pronouns that shown orther person who help or influenced him when felt lost. Including, ‘His’’Him’,’We’,’them’,’us’. It means that, in fact SA acted by hisself only. He changed his self by his agent.

There are also two differences concepts that students construct within their narratives. It is very interesting to see how they spoke up about these concepts and related with them to themselves. The concepts are social norms and expectation vs. Personal Agency. Both of them show an unique students' point of view. The researcher found that these concepts show up the inspite they are actively decided to attend to university and make their lives be better. There are still some social norms. In this case, of expectation vs. Personal agency . They believe on their want and hopes. Finally, the researcher through the linguistic devices mention above. The students establishment themselves as an active agent. With the linguistic devices it can said that the students' agency is not rare happen that the students who shown this . They has a point of view and comprehension about who they are and what they want from university.

In this section the researcher discuss about : 2. How do students and reason influenced theirselves to choosed English Departement?

It most interesting question, because many students in Muhammadiyah university not realize about their reason what for they came here and why they choosed English Departement. Also, the researcher so interest what is their . From the findings . The researcher found that there are variety of students respons. Most of them, the reason to choosed English Departement is they want to has many friends. It means that how significant otherself to them but there is student who choosed English Departement not because himself but he choosed it because his father. SS said that " My father forsake me, it is not my passion" . He want to represented how he underpress to choosed English also this University. The students' s is become their way of life to do or describe their journey of life . The researcher finally conclude that students s are so influnced in their life. They are has strength s to walk down in their decissions and choiches . Because, the student is an active agent to taking their own decission and own choiches.