

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts: the first part is a conclusion that discusses the findings of the research project's issue statements, and the second part is a set of recommendations that may be used by students, educators, and future researchers.

5.1 Conclusion

The following are some of the challenges that students in the tenth grade at SMAN 1 Ambalawi face while producing narrative texts: 1) They have trouble exploring the idea of writing a story in narrative text; 2) They primarily struggle with their knowledge of grammar (their understanding of the simple past tense is still quite limited); 3) They are unable to translate some Indonesian text into English; and 4) They are unable to differentiate narrative text from other types of text.

The author came to the conclusion that the following dependent variables contributed to the challenges that students had while creating narrative texts in the tenth grade SMAN 1 Ambalawi course: 1) Internal factors, such as some students never reading or learning English lesson, especially writing narrative text and grammar; students do not understand the type of text well, especially narrative text; students are lazy to study and have little motivation to write in English and study about English. External factors, such as a lack of reading and learning about English. 2) Extraneous aspects,

such as educational practices, are less intriguing and imaginative than they formerly were.

5.2 Suggestion

In order to provide a comprehensive report on this piece of research, the author of this piece would like to provide some suggestions that may be helpful for future writing instruction. The following is the recommendation that the author makes:

- a. The following are some suggestions for the instructor:
 - a. The instructor should expand students' vocabulary in order to improve their capacity to create narrative texts;
 - b. The instructor should give more exercises in writing text and learning opportunities for students; and
 - c. The instructor is obligated to provide constructive criticism on the students' written work for each and every activity offered; It is vital for the instructor and the students to assess the flaws that are encountered in narrative writing in order to improve the overall quality of the students' writing.

Recommendation for those who are learning

- a. The students should read a lot of English books to increase their knowledge of English, particularly in regards to writing narrative text;
- b. The students need to enrich their vocabulary in order to improve their writing ability.
- c. The students should practice English repeatedly in school or at home to improve their ability to use grammar and vocabulary in writing activity.

The students are suggested to read a lot of English book to increase their knowledge of English particularly in regards to writing narrative text. Reading English literature, such as that found in newspapers, comic books, magazines, and other publications, is one way to accomplish this goal..



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APPENDIX I

DOCUMENTATION





APPENDIX II

Instrument of the Study

(Writing test)

Name :

Reg. Number :

Class :

-
1. Make a narrative story that have you read or know about. Write it according to the step that already available:

- Title

- Orientation
- Complication
- Resolution

2. Check it before submitting!

APPENDIX 3

Interview of English Teacher of SMA N 1 Ambalawi

No	Question	Yes	No	Notes
1	What are the students understand with teachers' explanation about finding the moral value?			Many of students still confuse to determine the moral value in narrative text.
2	What are the students have good background knowledge in reading?			What are the students have good background knowledge in reading?
3	What are the students have good background knowledge in reading?			most of students silent, only some students who asked to the teacher
4	What are the students find any difficulties when they read the text ?			What are the students find any difficulties when they read the text ?
5	What are the students always come up in question about new vocabularies to the teacher?			
6	What are the students usually open their dictionary?			
7	What are the students understand about context of the			they usually open dictionary

	texts?			
8	What are the students confused with the unfamiliar and length of text?			
9	What are the students read the text in detailed?			only some students read the text in detailed

APPENDIX 4

Documentation of Test

Name:

Class :

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

1. Snow White's Sad Story

Once upon a time, there lived **beautiful girl**, named snow white, she had **step mother**, and she was a wicked woman. Her stepmother **had a mirror**, and always told that she was the most beautiful woman in the world, but in a dreadful day the mirror told that snow white was the most beautiful woman in his world than hers. Then, she killed snow white and dead.

2.The Fox and the Grape

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

3. Fitri's Birthday party

On last Monday, I went to Fitri's birthday party. I went there with Imas and Sumi. We were fancy dress because it was fancy dress party. The party starts at eight o'clock. First, we sang "Happy Birthday". Then, Fitri blew the candles. After that, we ate some foods and drank coke. Later on, we did some games. Everybody enjoyed them. We were playing "Hide and Seek". Before the party was over, I **gived** the prize to Fitri. She looked very happy

4. Idul Adha

In **dey** Idul Adha I to house teacher she is beautiful in time on and I happy and very happy to **arrive** house teacher I sad reason parents got **grandmater** house and I not follow and in **dey** idul adha this without there person who miss same I

5. Donkey and dog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First **I'll** frisk about and chase my tail, just as the dog does," thought the donkey. **And** he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

Now **I'll** sit on his lap!" said the donkey, and he put his hooves up on the master's chair. "Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the

donkey back to the stable. "I suppose **I'm** a fine donkey," the donkey lamented," but **I'll** never be a lapdog!"

Moral of the Story- What's right for one may be wrong for another. So, never try to copy another person in front of you.

6. Golden Age of Islam

The Islamic golden age was inaugurated by the middle of the 8th century by the ascension of the **Abassid** caliphate and the transfer of the capital from **Damascus** to Baghdad. The Abassids were influenced by the **Qur'anic** injunctions and hadith such as the ink of a scientist is more holy. Then the blood of martyrs stressed the value of knowledge.

The writer analyzes that this writing does not contain narrative text.

7. The mystery of the last room

One day in the middle of the night, I listened to some **noise** from behind my room, at the first the noise was not big **but** last time the noise was much louder. **So, at last** I wanted to **sleep** until I'd listened to a cat's noise in the last room.

8. Roro Jonggrang

Once upon a time there was established a palace with the name Prambanan palace. This palace had a king with the name **Ratu Baka**. **Ratu Baka** is famous with a kind hearted and wise to every people and also citizens love him very much. **And** in the different place there was a big palace with the name Pengging palace that was so arrogant. Pengging palace had a strong knight with the name Bondowoso and Bondowoso had a weapon with the name **bandung so bondowoso** also called with Bandung Bondowoso. In every fight Bandung **bondowoso** always helped by a genie that always helped him. **And** in one day the king of **pengging** called Bandung Bondowoso and asked him to conquer **prambanan** palace. **And** Bandung Bondowoso **go** to the Prambanan palace and he **ask** his genie to fight with the soldier, and the prambanan soldier was loose and **bandung bondowoso** was win. And when he had a power in a prambanan palace he saw a beautiful woman and he fell in love with her, and the woman was roro jonggrang and **roro jonggrang** is a daughter of **ratu baka** that was killed by Bandung Bondowoso.

Bandung **bindowoso** purpose hero be his wife. Roro **jonggrang** very hate **bandung bindowoso** because **he is** killer her father but she cannot deny his purpose, so she had **a** idea to fail the purpose. “I will marry you, if you can built for me 1000 temple.” Ask **roro jonggrang** and **bandung bindowoso** is agree. **He is mobilize** his genie to help him. When **roro jonggrang** go to see **bandung bindowoso** work she is so scary that his job is success. So she had idea and she asked the woman to pounding the rice. Because of the pounding, **rooster think** that morning is come and they are crowded. The genie scary and they disappear. ”Bandung Bindowoso you **are loose,**” said **roro jonggrang** to bandung bindowoso. Bandung bindowoso so angry and cursed roro jonggrang to be the last image in the temple.

APPENDIX 5

The Result of Students' Documentation of Test

Class IPA 1

No	Name	Score
1	A G	70
2	A S	80
3	AD P	70
4	AR	90
5	B L	80
6	FD	65
7	GD B	65
8	I F	75
9	J P	70
10	M. R F	85
11	M. S	90
12	M L	85
13	M J	50
14	M M	60
15	N S	65
16	N A	75
17	N A	60
18	N T L	70
19	P A	85
20	P F	90
21	RW	95

22	R I	80
23	S P I	65
24	W T	60
25	Y N	75

Class IPA 2

No	Name	Score
1	A A	90
2	A D	65
3	A R	75
4	A A	80
5	A P S	85
6	C F	90
7	D G S	95
8	D F	60
9	F B	60
10	I H	70
11	K D A	70
12	K K	75
13	M A	80
14	M. H Y	90
15	M R	85
16	M F	75
17	N D	80
18	N H	90
19	N H	85
20	R P	90
21	R M	80
22	S Y	90
23	W A	80
24	Z A	85

Class IPA 3

No	Name	Score
1	A D P	70
2	A S	80
3	A P F	85
4	A C	75
5	A R H	70

6	CL	65
7	F	80
8	HA	90
9	I	85
10	IS	60
11	MM	65
12	FR	65
13	RM	75
14	MR	75
15	MH	75
16	M. R N	70
17	NS	85
18	NK	80
19	NS	80
20	R R A	80
21	S R	85
22	S A	80
23	T R	90
24	W K	90
25	W D	65



