THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING NARRATIVE TEXTS

(At the tenth grade of SMAN 1 Ambalawi)

Submitted as one of the requirements for writing a thesis (S1)

in the English education program faculty of teacher training and education

Muhammadiyah University of Mataram

BY

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AN ANALYSIS STUDENTS' DIFFICULTIES IN WRITING NARRATIVE

TEXTS (AT THE TENTH GRAD OF SMA NEGERI 1 AMBALAWI

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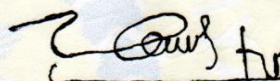Student ID : 117120009

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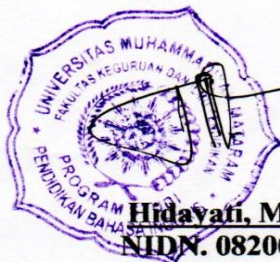**Consultant II**

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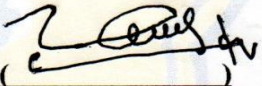
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MOTO DAN PERSEMBAHAN

MOTO

Kesuksesan adalah kegagalan yang telah di lalui

Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan

akarnya"- (Ali Bin Abi Thalib)

PERSEMBAHAN

Alhamdulilla hirobil alamin, atas rahmat dan hidayahnya Allah SWT yang telah meridhoi saya dalam penyelesaian skripsi ini. Skripsi ini saya persembahkan untuk orang-orang yang berarti dalam hidup saya.

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This is to meet one of the conditions and completed studies in order to obtained a Bachelor of Education Degree Course at one of teacher education English education. University Muhammadiyah of Mataram. Appreciation and thanks to the sincere beloved Father "Asrah" and a beloved Mother "Maani" who have put all our love and affection and attention to moral as well as material. May Allah SWT always bestow grace, health, gifts and blessings in the world and in the hereafter over good that has been given

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Mataram 31 january 2022
The Researcher

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Tanti Fardiati 2022**. Analysis of the Students' Difficulties in Writing Narrative Text (At the Tenth Grade of SMAN 1 AMBALAWI). Thesis Mataram: University Muhammadiyah Mataram.**

Consultant I   : Asbah, M.Hum
Consultant II   : Muhammad Hudri, M.Pd

ABSTRACT

The researcher is conducted to determine the difficulty in writing Narrative text. The results of the study were compiled into a paper titled "An Analysis of Students' Difficulty in Writing Narrative Text" (At the tenth grade of SMA N 1 Ambalawi). The goal of the research is to know the about difficulties the students face in writing narrative text. 2) To know about the factors that contribute to students' difficulties in writing narrative text in SMAN 1 Ambalawi's first grade. Writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. Sometimes you write or want to tell a story, it is called narrative. In writing narrative, explain and tell to others about something that happened in past event. Example writes about you in a surprising, pleasant, unpleasant or even dangerous situation. In this research, the writer search about students' difficulty in writing Narrative text more detail. The writer uses qualitative method as a case study. Case study is generally utilizing a range of method for collecting and analyzing the data, rather than being restricted to a single procedure. The case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. The writer chooses this method because it is related to the problem in Senior High School level. From the analyzed, the writer concluded that the students have difficulty in writing Narrative text such as they have difficulty to explore the idea to compose a story in Narrative text, grammar knowledge they have associated with tenses especially simple past tense that still very low, mostly students cannot translate some words of Indonesian into English, they cannot distinguish between narrative text and other types of text, they felt difficulty in the diction and the use of spelling, the writer also found some students made error in using punctuation and capitalization. The writer found that the factors caused students' difficulties of writing narrative text at the first grade of SMA N 1 Ambalwi those are: 1) Internal factors, such as some students never reading or do exercise English lesson especially writing Narrative text and grammar at home, lack of vocabulary that they have, they do not understand the type of text well, especially narrative text; They are lazy to study and to use the vocabulary in their daily activity, less motivation from yourself to write in English and study about English well. 2) External factors such as: the teacher is less of giving motivation, less interesting and innovative in teaching methods. As a closing report of this research, the writer would like to contribute some suggestion to be hopefully considered as a good input for further learning of writing and this paper.

Keywords**: Difficulties in Writing Narrative Text**

Tanti Fardiati 2022**. Analisis Kesulitan Siswa Dalam Menulis Teks Narasi (Kelas X SMA N 1 AMBALAWI). Skripsi Mataram: Universitas Muhammadiyah Mataram**.

Pembimbing I   : Asbah, M.Hum

Pembimbing II   ; Muhammad Hudri, M.Pd

ABSTRAK

Penelitian ini dilakukan untuk mengetahui kesulitan siswa dalam menulis teks naratif. Hasil penelitian tersebut disusun menjadi sebuah karya tulis ilmiah yang berjudul " analisis kesulitan siswa dalam menulis teks narasi" (pada kelas X SMA N 1 Ambalawi). Tujuan dari penelitian ini mengetahui kesulitan siswa dalam menulis teks naratif. 1) untuk mengetahui factor-faktor yang menyebabkan kesulitan siswa dalam menulis teks naratif di kelas X SMA N 1 Ambalawi. Menulis adalah kegiatan rumit yang membutuhkan konsentrasi dan pengetahuan tentang apa yang akan di tulis. Terkadang anda menulis atau menceritakan itu disebut narativ. Dalam menulis narasi, jelaskan dan ceritakan kepada orang lain tentang sesuatu yang terjadi dimasa lalu. Contohnya menulis tentang anda dalam situasi mengejutkan, menyenangkan, tidak menyenangkan, atau bahkan berbahaya dalam penelitin ini, penulis mencari tentang kesulitan siswa dalam menulis teks narasi secara lebih rinci. Penulis menggunakan metode kualitatif sebagai studi kasus .studi kasus umumnya menggunakan berbgai metode untuk menggumpulkan dan menganalisis data, dari pada dibatasi pada satu prosedur. Metode studi kasus adalah bentuk analisis kualitatif yang sangat popular dan mengakibatkan pengamatan yang cermat dan lengkap terhadap satu unit sosial, bak itu seseorang,keluarga, institusi, kelompok budaya, atau bahkan seluruh komunitas. Penulis memiliki metode ini karena terkait dengan permasalahan di tingkat SMA. Dari hasil analisis, penulis menyimpulkan bahwa siswa mengalami kesulitan dalam menulis narrative teks seperti kesulitan dalam mendapatkan ide untuk mengarang cerita, pengetahuan grammar yang mereka miliki terkait dengan tense terutama simple past tense masih sangat rendah, sebagian besar siswa tidak dapat menerjemahkan beberapa kata dalam bahasa Indonesia kedalam bahasa Inggris, mereka tidak dapat membedakan antara teks naratif dan jenis teks lainnya, mereka merasa kesulitan dalam menggunkan ejaan, penulis juga menemukan beberapa siswa melakukan kesalahan dalam menggunakan tanda baca dan kapitalisasi. Penulis menemukan bahwa factor penyebab kesulitan siswa dalam menulis teks naratif di kelas X SM N Apmbalawi yaitu: 1) faktor internal. 2) faktor eksternal seperti guru kurang memberikan motovasi dalam metode belajar mengajar.

Kata kunci: kesulitan siswa dalam menulis teks narasi

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CHAPTER I
INTRODUCTION

The writer would like to present the background of the study, the research questions, the study's objectives, the study's significance, and the definition of key terms at the commencement of this proposal.

1.1 Background of the Study

When learning a new language, one's age quickly becomes the most challenging ability to acquire. In accordance with Rass's (2001) findings, "Writing is a difficult skill for both native speakers and non-native speakers symbiotic, because writers need to be able to write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization. Writing is a symbiotic skill that requires both native speakers and non-native speakers.

Five of these factors include grammatical structure, vocabulary, and mechanics. They had a deeper comprehension of those requirements in order to produce high-quality writing. Teachers play an essential part both in the process of teaching and learning how to write. According to Brown (2001), "writing is a thinking activity." [Citation needed] "mostly due to the fact that writing is the process of putting thoughts down on paper in order to translate thought into words and give them structure and logical organization."

Written English possesses wider discipline than spoken English. People frequently use short responses and ignore grammar when speaking English. When writing, grammar structure, verb tense, vocabulary, punctuation, and organization are all considered. As a result, students frequently complain and express themselves in written English with so little interest.

Furthermore, some texts, such as narrative, descriptive, procedure, recount text, and so on, are frequently taught in the teaching of writing in Indonesian schools. This study will focus on narrative text, and is one of the texts mentioned above. Narrative text is text that entertains the reader or listener with presenting a narrative; it is a story with complications or problematic events that attempts to solve a problem. Moreover, since the events in the narrative text occurred in the past, the past tenses are the dominant tense associated with the events.

According to Sudarwati and Grace (2017), the social purpose of narrative text is to amuse the reader with a tale that deals with complexities or problematic situations that result in a crisis and are chronicled. This kind of writing is considered to have a narrative function. To put it another way, its purpose is to amuse and entertain while also addressing real or imaginary viewpoints from a variety of angles. The writer is obligated to adhere to the general structure of narrative texts while creating the texts, even if the writings themselves demand a different generic structure than the one described above. The elements that make up the basic framework of a narrative text are the introduction, the conflict, the resolution, and the subsequent re-orientation. The author has to be able to provide an explanation of the story's history, which should include the location, period, and time, in addition to the character introductions (orientation). After establishing the context of the narrative, the writer is obligated to provide the audience with information on the main character's predicaments in order to lead the reader to the story's climax (complication). It is vital to notify the readers of the resolution of the difficulties, whether it be a happy one or a terrible one (resolution). In conclusion, the narrative should include any uplifting themes that have the potential to change the readers' personalities or perspectives on society (re-orientation). When composing

their own narrative texts, students are required to take into consideration the four aspects indicated.

The way in which students use language or grammatical qualities to help the tale flow effectively is yet another key part of narrative text writing. Grammatical structures like nouns, adjectives, tenses, and grammatical structures, as well as any structure that supports the body of a story, are the focus of this aspect of grammar. Examples of grammatical structures that are used in narrative texts include the following: nouns (forest, house, train); pronouns (they, she, it); noun phrases (old man; red apple); time connectives and conjunctions (one day; after; before); adverbs and adverbial phrases (In the place; there); action verbs (walked; smiled); and the past tense (She walked slowly). Because students are required to offer ideas and then place these ideas in incorrect grammatical structures, it can be extremely challenging for students to cope with the aforementioned factors.

The objective of this study is to investigate the challenges that students face while attempting to compose narrative texts using narrative texts. The reason for this is that narrative text is the most common type of text that students learn between the grades of first and third, and it can be difficult for them to comprehend how to write it.

In light of the information presented above, the author wishes to do research on the challenges that students face while producing narrative prose. The narrative text type is selected as a particular genre to teach due to the fact that it serves a social role and is known to the lives of the pupils. The course outline provided a rationale for why narrative texts should be treated as a distinct literary genre during instruction. When the writer was in the tenth grade at SMAN 1 Ambalawi, he or she would do research under the title "An examination of students' challenges in producing narrative prose."

1.2 The Research Question

In terms of the study's background, the author understands the problem as follows::

1. What difficulties are encountered by the tenth graders of SMAN 1 Ambalawi in writing narrative text?

2. What factors that cause the students difficulties in writing narrative text at the tenth grade?

1.3 Objectives of the Study

According to the statement, the writer determines the objectives of this study as follows:

1. To identify the student's difficulties in writing narrative text at SMAN 1 Ambalawi. 2021

2. To investigate the factors that caused the students' difficulties in writing narrative text at the tenth grade of SMAN 1 Ambalawi.

1.4 Significance of the Study

The significance of this research is projected to be an useful contribution for teachers of English writing in analyzing students' writing difficulty. It is also expected give useful information for the teaching and learning process to improve students' difficulties in writing text, including for researchers in similar problems. For the students, it is expected that this research could push students to be more active in developing their writing.

1.6 Definition of Key Terms

Definition of key terms was made to clarify the meaning and to avoid the readers' misunderstanding, the researcher defines some terms as follows:

1. Analysis

   A careful study of sometime to learn about its parts, what they do, and how they are related to each other *(Merriam Webster's dictionary, 1964).*

2. Difficulty

   Complicated obstacle faced by the EFL students (SMAN 1 Ambalawi students) in writing narrative text.

3. Writing

   Writing for the students is to express and to produce their own language on the paper *(Wati: 2011).*

4. Narrative text

   Anderson (1997:18) says that narrative text is a piece of text which tells a story to entertain the reader or listener.
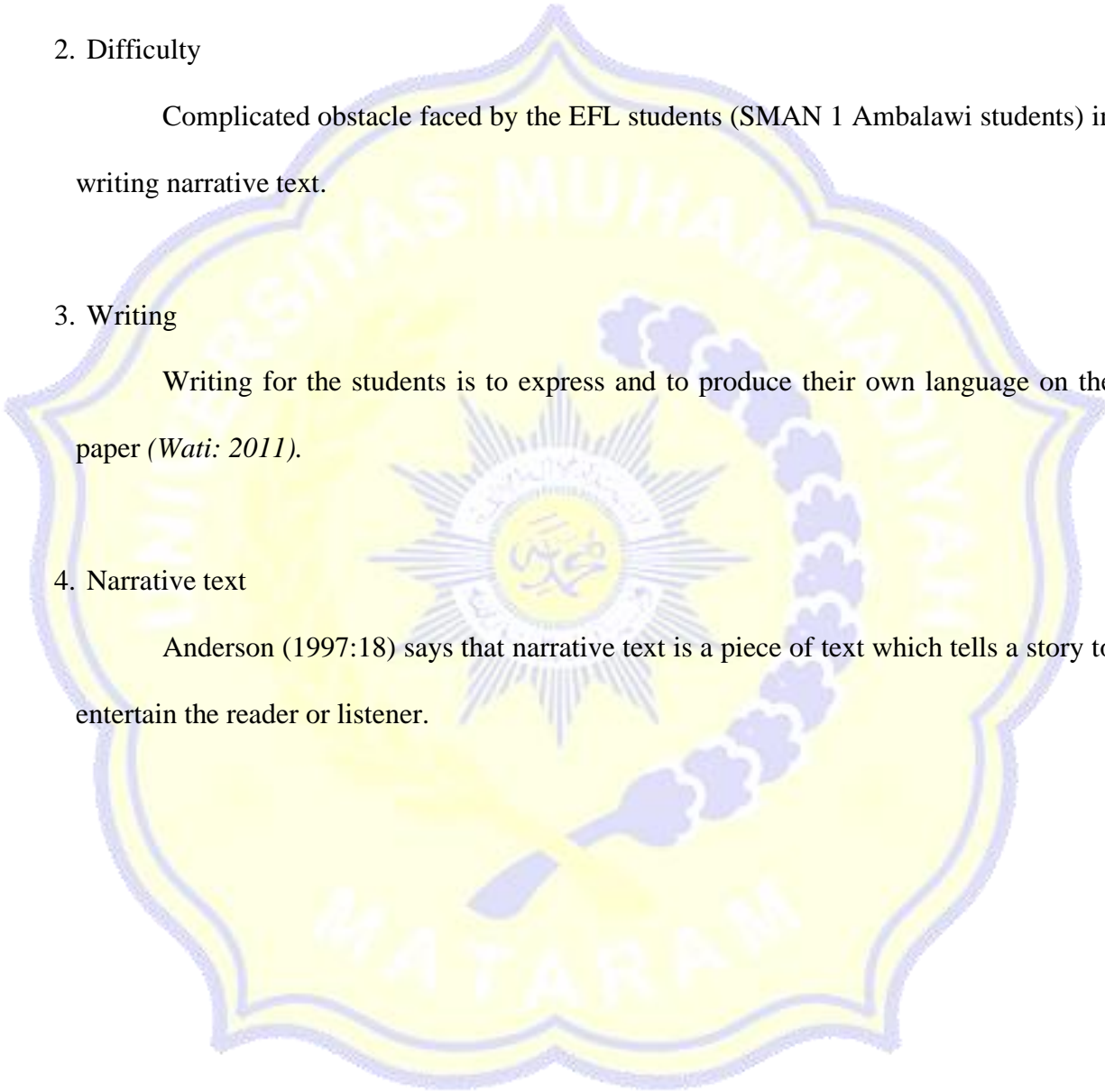
CHAPTER II

REVIEW OF RELATED LITERATURES

The review of the relevant literature that was utilized in this research may be found in the next chapter. The following three pages make up the analysis of the relevant prior research: Narrative text (principle, definition, aspect, process, purposes, and types of writing) (definition, generic structure), narrative writing, teaching writing (teaching, teaching writing, and teaching writing narrative), and narrative writing instruction (teaching, teaching writing, and teaching writing narrative)

2.1 Writing

1. The Principle of Writing

Writing ability does not come naturally to a people in a respect that fluency does. In terms of culture, it is a learned behavior (Brown, 2001). As according Tribble (1996) and Brown (1996), writing is not a skill that can be learned by exposure (2001). Both authors agree that learn how to write needs some form of instruction from someone else.

Writing differs in society from spoken language's inability the communicative needs resulting from cultural changes (Halliday, 1985b cited in Nunan, 1991). He claims that as agriculture replaces hunting and gathering cultures, humans require a permanent record that they can refer to in the next. As a result of this need, writing is made.

In society, written language is made up of three parts. The first requirement is to take a function in reality (i.e., public signs, product labels and instructions, recipes, and maps). The second objective is to inform (i.e., newspapers, current affair magazines, and nonfiction books). There's also entertainment (light magazines, comic strips, and fiction books) as specify (Nunan, 1991). As compared to speaking, it has been suggested that spoken and written language produce a continuum. As a result, people irrespective of if its spoken or written, any text will go somewhere along the continuum, depending on how much it produces the elements of a different aspects.

It is essential to be aware of this fact since it is what makes written language successful. Spoken and written languages may be seen as being on a continuum. Brown enumerates the following seven properties of written language (2001).

Permanence is the first material. To be permanent, something should be recorded and sent to the intended audience in its current form when the author would make changes, save an explain, or withdraw. Before creating their work, writers should revise and develop it. Permanence is the first material. To be permanent, something should be recorded and sent to the intended audience in its current form when the author would make changes, save an explain, or withdraw. Before creating their work, writers should revise and develop it.

The production time of written language is its second distinct feature. A writer is given ample time to complete a text. By developing better methods for developing a complete product, a writer can improve the posting skills.

Distance is the third characteristic. It states that a writer should be able to anticipate his or her audience's general knowledge, cultural schemata, and interpretation of the language use given the (temporal and physical) distance between it.

The fourth characteristic, orthography, should be dealt when the native language system and the target language is different (in this case English).

Complexity is the fifth characteristic. themes relevant to the writer's use of language in language. Text has lengthier clauses and a higher degree of spoken language subordination. The specificity in written language at the clause level, in Nunan's assessment, is low (1991). It's to do with the highly written written texts is. In order to curtail repetition and, as a corollary, structure paragraphs, a writer needs learn techniques and technologies.

Vocabulary is the sixth characteristic of written language. Written texts need a better variety of words than spoken texts must, one on each end. In other words, vocabulary is critical in written text.

Formality is an unique characteristic coupled to the necessary forms that a text must adhere to. A student must conform to the standards of each form, whether they are filling out a questionnaire or writing an essay.

Second, writing has developed it in to a socially interesting skill as a product of spoken language's ability to meet people's communicative needs. The fact that they should be seen to be on a continuum motivates the fact that it has different characteristics that make it apart from spoken language..

2.Definitions of Writing

Which are important in relation to language. Because of this reason, it substantiates the situation. The two types of macro abilities that contribute to the formation of local language are receptive and productive. When it comes to learning a language, one of the most helpful abilities to acquire is the ability to read and understand the text. Writing is an essential skill for improving one's ability to communicate in a foreign language, which is one reason why this is the case.

If it writes well, it has come to be the most difficult challenge. Writing requires the ability to think, connect words, utilize grammar, and shape and improve the writing in similar to what we think. Writing skill is characterised by Heaton (1975:138) as a mix of grammar and syntax and conceptual and judgment elements.

The names Urquhart, McLver, and Harmer all stand for the ability to write. Because writing is a cyclical process, students must first identify, and then they must go through, constantly going back and forth between phases. This is in accordance with Urquhart and Mclver (2005: 5-6). When kids develop their abilities in creative innovation and discovery, their instructors should be encouraged to assist them in the process of creating knowledge and finding a purpose. It is also argued that readers, purpose, and events are seen by all writing, and that good writing satisfies the writer's objective because it fulfills the requirements of the reader. Writing is a challenging activity, therefore it seems logical to believe that teaching writing is also challenging in its own right. In addition, writing helps pupils to concentrate on utilizing exact words, as Harmer explains (2004).

Students are required to provide numerous elements that serve as criteria in the writing. A lot of emphasis is put on "model" articles that students would observe, as well as how well a student's final product related to a set of criteria in content, organization, vocabulary use, grammatical use, and mechanical considerations such spelling and punctuation (Brown, 2001: 335). A definition of writing skill can be collected of the definition provided above. Writing is an productive process that involves some stages. First, exploring and accessing ideas, memories, and ideas in communication. Second, also go through revision processes to create grammatically correct and well

Writing skill can be described as a difficult challenge that produces high-quality writing based on those definitions. The extensive process is broken into two stages, as with writing. The writing teaching and learning process is very well, with good participant input, to improve students' writing skills. For this, teachers would carefully

examine how to teach writing skills based on the criteria, ability, and skills the their students.

3. Aspect of Writing

Students are required to have conversations on a variety of language skills, including writing. It is on par with the attention placed on the other language abilities. Students, despite the fact that it is a less direct method of communication, the ability to put one's ideas and emotions into writing is an essential part of living a human existence. Due to the complexity of writing, there are a lot of exercises that may be done on a daily basis. There are two facets of writing that need to be taken into consideration: a) the micro aspect, which includes things like spelling and grammar, and b) the macro aspect (content, organization).

Writing competency encompasses four skills: grammatical skill, narrative skill, mechanical skill, and judgment skill. Grammatical competence may be defined as the capacity to compose sentences that are free of errors. Stylistic talent may be defined as the capacity to alter phrases in order to produce powerful language. It takes a certain amount of technical competence to be able to apply graph norms such as spelling and punctuation correctly. One example of a judgment skill is being able to write in a way that is suitable for the intended audience and purpose. According to Harris, there are four components that make up a writer's ability to communicate effectively via writing: orthography, structure, vocabulary, and fluency.

1) A writing or symbol and system for describing the sounds of a language is called orthography.

2) When rules are put together, they form meaningful language units.

3) When we talk about a language's vocabulary, we mean all of its words.

4) The ability to write fluently at a tempo that is neither too sluggish nor too quick is essential.

4. The Writing processes

He or she doesn't constantly follow the same fundamental processes while writing; rather, it simply comes to them naturally. Planning, drafting, and rewriting are all stages of the writing process. This category should be completed repeatedly and inordinately in order to get flawless writing. A writer's writing system is the method through which he or she decides what to say and how to express it. Because writing is a natural extension of the author's thought process, he is able to produce new ideas and convey them in his own distinctive way (McMillan, 1992:3).

As outlined by Seow (2002:315), process writing as a classroom activity includes planning, drafting, redrafting, and editing, as well as three additional phases placed on students by the instructor, such as responding (sharing), evaluation, and post-writing. It's called a 'following.':

a. Planning (Pre-Writing)

The term "pre-writing" encompasses a wide range of activities designed to get pupils excited about writing. It's a good way to get your brain going. Writers spend time in the prewriting stage brainstorming and refining their subject. They also devote some time to concentrate and preparing their work.

1. The act of conceiving new ideas. There are a variety of methods for coming up with new ideas. In the early stages of brainstorming, several strategies are used.

2. The act of keeping a diary. Journal writing is a technique to express your thoughts and ideas on paper, allowing you to uncover and explore your own thoughts and ideas. A diary is a place where you may keep track of your thoughts and observations about the world, as well as a repository for ideas for future works. In this way, when you obtain a writing assignment, you may go back to your diary entries for inspiration.

3. Techniques for inventing things. When you're given a writing project, choose one of the following methods to get you started.

4. Brainstorming. Brainstorming is a method of bringing together thoughts and ideas. Start with a single word or phrase and let your ideas to flow in any way.

5. This is the fifth step in the process of free writing. Writing without pausing is known as free writing. Writing whatever comes to mind without regard to whether or not it is grammatically accurate is what this phrase refers to. Freeing your mind so that it may establish connections is its primary goal.

6. WH-Question. As many WH-Questions (Who, what, when, where, why, and how) as you can muster in order to employ this strategy. After that, give them a thorough response.

7. Clustering. Clustering is the process of creating a visual representation of your thoughts. Starting with your subject circled in the centre of a piece of paper, draw a line from the circle and write a thought that is connected to the topic. Draw lines from this concept and put down thoughts that are related to it. Make

a circle around this concept, then draw lines from it and jot down thoughts connected to it. If you can't think of any more, keep mapping or clustering until you do. When you're done, go over your map to see how your thoughts are connected and how they relate to each other.

b. Drafting

Fluency of writing is more important than grammatical precision or neatness to the authors at this level. You're ready to begin writing after you've collected information and drawn out a preliminary outline. You'll stick to the broad outline you've drawn out while you compose the first draft. When you're writing your first draft, don't worry about grammar as much as you should. Instead, concentrate on getting your point through clearly. In one session or many, depending on the length of the essay, you may compose it.

5. Revising

Revising calls much more than simply a look for grammatical errors (i.e., editing). In order to help the reader comprehend what the author is trying to do, this is done. A user's work may be improved by adding, correcting or reducing words, phrases, or even complete paragraphs. When writing a paper, it is either a constant or one-time occurrence. When teaching revision, let your kid to speak up about the mistakes they perceive in their writing. Permit sensitive youngsters to start small, such as by substituting more active verbs for passive ones in their papers.

6. Editing

Students are preparing their final drafts for the teacher's review at this point. Their own and others' writings are checked for syntax, spelling and punctuation, diction, sentence structure, and the correctness of supporting textual material, such as quotes and examples, as well as for plagiarism.

2.2 The Characteristics of Good Writing

A good piece of writing is the result of a writer's ability to write critically. It's a challenge since it tests your memory, linguistic skills, and critical thinking skills all at once. Thinking clearly about the subject matter is required for effective written communication (Nickerson, Perkins, & Smith, 1985).

Collins (2014) categorizes the characteristics of good writing are:

1. The ability to concentrate and pay attention

   When a piece of writing is well-written, nothing is confusing to the reader, and they don't have to go back and re-read sections to figure out what's going on. Writing that is laser-focused does not stray too far from the storyline or central concept.

2. Organization

   Clear, logical, and pleasant to the eye: these are the hallmarks of a well-structured piece of writing. If your scenes or thoughts are well-ordered, you may tell non-linear tales or position your thesis at the conclusion of an essay and get away with it.

3. Themes and concepts.

The relevance of your paper's subject matter Is there a central theme to your story? Is it possible for the reader to picture what you're trying to convey in your poem? A well-crafted piece of writing contains distinct ideas and topics that can be identified by the reader.

4. Voice

What makes you stand out amongst your peers as a writer is this. What you write is a reflection of who you are as an individual. It is important to have a distinct voice in all of your writing projects.

5. The Use of Language (word choice)

Words are the most important instrument we have at our disposal as writers, and we should never take them for granted. Smart and suitable word selections and well-crafted phrases are hallmarks of excellent writing.

6. Style and grammatical conventions

If you're a writer, you probably don't want to hear this, but it's essential for a piece of writing to adhere to the rules of grammar (and only when there's a valid reason). Clarity and consistency in a piece of writing are ensured in large part by style. Keep a grammar and style guide close to hand.

7. Authenticity or trustworthiness

Making a false or incorrect representation of oneself or one's facts is a sure sign of poor writing. An author's credibility as a nonfiction writer hinges on his or her ability to do thorough study before writing a piece of fiction.

8. Inspirational or thought-provoking

   The way in which a piece of writing affects the reader is one of its most crucial characteristics. Does she leave the meeting with a new outlook and innovative ideas? Is he beaming as he closes the book, or is he overcome with emotion? It is entirely up to readers to decide whether or not you succeed as a writer based on their reaction to your work..

2.3 The Necessity of Writing

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

1. The act of writing itself is a tool for discovery; when we write, we activate our mental process, and when we take in information and images, we have our conscious mind working.

2. The act of writing gives rise to new ideas since it facilitates the formation of connections and relationships.

3. The act of writing enables us to better identify our own thoughts. We are able to organize them in a logical fashion.

4. When we write about a subject, not only do we learn it better, but we are also better able to assimilate and digest the knowledge.

5. The ability to write gives us the ability to solve difficulties by putting the aspects of the problem into written form, where they may be analyzed and manipulated by us.

6. Engaging in written discussion of a topic transforms us from passive into active participants in the learning process.

2.4 The Purpose of Writing

According to O'Malley & Pierce (1996) the purposes of writing are:

1. Writing that explains something or provides information. The objective of this is to either share one's expertise or to convey one's knowledge together with other information or thoughts. Writing that is informative could include speculating on the relationship between causes and effects, reporting experiences or occurrences, etc. Writing that is enlightening enables the author to incorporate new ideas and investigate previously acquired information.

2. Expressive writing, also known as narrative writing, is a kind of writing that is an expression of the writer's own experiences or imagination processes. It indicates that expressive writing is about the personal feelings of the writer, as well as how the writer creates tales based on the observations of other people, objects, and locations.

3. In persuasive writing, the authors make an effort to sway the reader and motivate them to take action or make a difference. It indicates that the writer creates a tale with the intention of convincing the reader or the audience. It is founded on prior knowledge, facts, and other such things.

2.5 Types of Writing

In senior high school, pupils are expected to acquire knowledge of five different forms of written text, as outlined in the curriculums for junior high schools. Children's vocabulary often includes words like procedure, description, recount, narrative, and report.

1. Procedure

A factual document that outlines the manner in which something is carried out through a sequence of actions or processes is known as a method. The material is organized in such a way that it revolves around a goal, which is then followed by a sequence of stages that are geared toward accomplishing the objective.

2. Descriptive

A description is used whenever it is necessary to provide an account of how something appears, smells, feels, behaves, tastes, or sounds. When we want to convey how we feel about another person or about something, we utilize descriptive language. A description paints a mental image of something by constructing that image out of words. There are many things that may be named, including a physical, other creatures, plants, locations, thoughts, or emotions.

3. Recount

Journals, diaries, biographies, and even personal letters often have a distinct beginning, middle, and ending format. Every one of them starts with a condensed introduction that, most of the time, provides some context for the writing (orientation stage). After this, a writing on numerous incidents will be recounted one after the other in chronological order (recount stages). Text that is written in the form of a recount is used to provide people with information or to amuse them. The events are arranged either in chronological order or according to their significance on the spread.

4.Narrative

The telling of a tale (or a narrative) often starts with the presentation of the story's characters, settings, and events. This part of the process is known as the orienting stage. The stage of the tale known as the "complication stage" takes place in the middle and features a variety of events that take place for the characters. The stage when the majority of issues are resolved is termed the resolution stage, and it comes at the very end.

5.Report

The objective of a report is to methodically compile and document factual material in order to categorize and discuss a broad subject. In most cases, a generalization or categorization may serve as an introduction to the report's subject. It might be a definition (for example, snakes are classified as reptiles), or it could be a reference to a particular element of the subject matter that will be discussed later (e.g., there are many poisonous snakes in Australia). After this, there will be a discussion of the many different facets of the issue. The context of the report will determine the

specific aspects that are presented; for example, if the report is about a group of animals, the report will expand on their physical qualities, location, and dynamics.

If, on the other hand, the subject was machines, the components and the actions that they do might be described. When educating students about the many sorts of texts, teachers should do it within the framework of a particular field of study or body of work. examine the point of the text as well as the connection that exists between the author and the audience; examine both the subject matter of what is being written and the motivation for the writing of the piece; Examine the structure of the text, paying close attention to the manner in which the material is arranged at the beginning, the middle, and the conclusion of the text; Examine the structure of the paragraphs and phrases, as well as the words that connect them.

2.6 Writing Ability

Brown (2001) acknowledges Heaton's (1975) viewpoint that writing is a complicated activity by stating that a writer should pay attention to certain aspects of their written work. Heaton presented this position in 1975. All aspects of writing, including content, organization, vocabulary usage, grammatical use, and technical factors such as spelling and punctuation, will be discussed. In addition, Heaton (1975) outlined certain abilities that should be a part of successful writing, including the following: language use (the ability to write correctly and in appropriate sentences), mechanic skill (the ability to use correct conventions such as punctuation and spelling), content treatment (the ability to develop ideas), stylistic skills (the ability to use language effectively), and judgment skills (the ability

to write in an appropriate manner, to select, and to organize the relevant information) are the five skills that make up a writer's overall proficiency.

2.7 Teaching Writing

1. Definition of Teaching Writing

Because the ability to write is considered one of the fundamental tenets of the English language, its significance in the realm of communication cannot be overstated. Writing, as defined by Pincas (1998:56), is a method of conveying information to a reader in order to fulfill a certain objective. Writing allows for self-expression, the dissemination of information to readers, the exertion of influence on readers, and the investigation of a literary work.

Teaching pupils how to write well entails instructing them on how to write in such a way as to impact the thoughts, ideas, and views of other people. Teaching students how to write efficiently is the single most critical component of writing instruction. This is due to the fact that writing is an essential skill for students to possess. Foong (1999) breaks down the rationale for teaching writing into three distinct areas:

1. Practicing Your Language Skills Through Writing

   The primary purpose of teaching writing is to practice linguistic forms, which ultimately leads to improved precision and accuracy.

2. Composing for the Purpose of Rhetorical Practice

   Teachers would give the material for writing assignments that teach rhetorical forms, and they would utilize model essays as impulses for students' own

writing. By closely following the selected sample text, the students will practice imitating the rhetorical and syntactic forms.

3. Writing for the Purpose of Communication

This kind of writing serves a social purpose. Tasks in communicative writing like these would be designed to mimic real-life scenarios in which a writer would have to write in order to communicate some information to a reader.

4. The Role of Writing in the Exploration and Cognitive Process

The method of writing, which was shaped by both humanistic and cognitive approaches respectively. The expressive school of thinking and the cognitive school of thought are the two primary schools of thought that are associated with the process approach.

2. Difficulties in Writing

If a kid struggles with writing, it might have a significant impact on their schooling. Growing volumes of written work are being assigned to students, and they are being required to show their understanding of a wide variety of subjects. According to Nathan (2002), Levine identifies the following difficulties in writing that students face as some of the most common.

1. Attention Problem

Students who have issues paying attention may also have trouble controlling their impulses and staying focused. Problems with starting writing assignments, being easily distracted while writing, experiencing mental fatigue or tiredness while writing, inconsistent objectivity in writing, uneven writing tempo, many careless errors, and poorly planned papers and reports are the five aspects that make up

learning problems. For instance, if the instructor instructs the students to write on a certain subject, the students would often write about another issue instead.

2. An issue with the spatial ordering

Students that struggle with spatial ordering have a diminished awareness about the spatial arrangement of letters, phrases, or sentences on a page. This might make it difficult for these students to read and write. Incorrect use of lines on the page, issues with organization, inconsistent spacing between characters, and a large number of misspelled words are all symptoms of a difficulty with spatial ordering. For instance, the pupils want to write the words "there are many students joining the exchange program," but they write "jointo" instead of join to.

3. Sequential Ordering Problem

Students who struggle with sequential ordering have trouble arranging letters, procedures, or concepts in the correct sequence or preserving that order over time. Poor letter formation, transposed letters and spelling omissions, poor narrative sequencing, and a lack of transitions are the four components that make up a sequential ordering difficulty. For instance, the pupils do not include the transitions that are highly necessary inside a sentence. Some examples of transitions are besides, although, also, and moreover.

4. Difficulties with Recall

It is essential to have a working memory that is active given the number of writing activities that must be made automated. The student could have trouble remembering the rules for spelling, grammar, and punctuation, having trouble accessing past information when writing, or having trouble structuring thoughts.

These issues include having a limited vocabulary, spelling numerous words incorrectly, and making frequent mistakes with capitalization, punctuation, and grammar. The kids, for instance, are unable to tell the difference between the simple present tense and the simple past tense.

5. Language Problem

The student's linguistic skills are the most important factor in producing quality writing. Some students may have difficulties with language, such as a limited vocabulary, awkward phrasing and grammar, improper use of colloquial language, difficulty with sentence structure and word order, difficulty reading back what is written, and difficulty with the sounds, spelling, and meanings of individual words. For instance, pupils who do not have a sufficient vocabulary will write with a limited vocabulary, and their writing will not progress as a result.

6. Higher-Order Cognition Problem

It is common for children who struggle with higher-order cognition to be unable to use writing to present an argument or communicate complex or abstract ideas. This is due to the fact that these children have difficulty developing and organizing ideas, do not have an opinion or sense of audience, and struggle with writing tasks that require creativity and/or critical thinking. For instance, students who are assigned a social topic by the instructor are not permitted to provide their own opinion about the subject matter. In a nutshell, it is essential to keep in mind that the process of improving one's writing skills involves a lot of trial and error on the side of the student, and that this process often involves the student making errors or encountering difficulties They may switch the order of words, have bad spelling,

have trouble putting their ideas down on paper, or display any of the other indicators that were listed above. To guarantee that their students are making progress in any academic subject, instructors need to keep a close eye on them and make an effort to comprehend both their strengths and their flaws.

3. Factors affecting Writing Difficulties

Following Al-Khasawneh (2010), Adas & Bakir (2013) suggested that there are a few elements that contribute to writing difficulty, including the following ones:

1. The mode of instruction and the atmosphere

The first aspect that influences the challenges that students have with writing is the teaching technique and the setting in which they are learning. The medium of instruction, the use of Indonesian in English classrooms, writing done in Indonesian, the teacher's poor competence in English, and the absence of writing practice in educational institutions were all approaches that were used by teachers in the process of teaching English. In addition, as many students speak their native language while studying English, there is no setting conducive to learning English in English lessons, which is one reason why students continue to struggle with the language despite their best efforts.

2. The insufficient vocabulary of students of the English language

Students who are learning English often do not utilize developed spelling, and their written texts are limited to terms that they are familiar with. This is because them who are learning English typically have a limited vocabulary, which leads to students repeating the same phrases.

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3.The poorly

formed sentences in the students' compositions make it challenging to interpret the writing that the kids have produced.

The pupils are unable to put the finishing touches on the correct phrase. For instance, the kids are unable to determine if the subject, verb, or adjective is being discussed. As a result, they erroneously distinguish between the various orders of the words.

4. The Solution of Writing Difficulties

When it comes to the writing assignment, the pupils run into some difficulties. Al-Khasawneh (2010), in the course of his study, aimed to explore the issues with academic writing that Arab Postgraduate students had while attending the College of Business at the University of Utara Malaysia, as well as to provide potential remedies to these issues. During the course of his investigation, he endeavored to discover the answer to a number of issues pertaining to writing, including but not limited to vocabulary register, arrangement of thoughts, grammar, spelling, and reference.

According to Al-Khasawneh (2010), the issues with writing may be resolved using one of three different approaches. The following is how it will be described:

1. The instructors need to take a more active part in helping their pupils improve their writing abilities. The grammatical mistake that the pupils made should be corrected by the instructor. When we do this, it helps to improve the students' knowledge of the sorts of grammatical faults they have made, and it suggests to them that they verify their errors using a grammar handbook.

2. The students put up the idea that instructors should make use of a variety of instructional methods in order to enhance students' academic writing. The pupils might be motivated to learn English by participating in some entertaining activities, such as games or having their phrases jumbled.

3. In addition, the students said that professors should provide more opportunities for pupils to write. They are under the impression that doing so would allow them to improve their writing skills in academic settings. The students will be expected to complete some of the academic writing assignments in this manner, provided that the assignments are connected to the comments provided by the instructor.

It is possible to get the conclusion that there are three approaches to resolving the issues with their writing that the pupils experience. First, the instructors will fix any grammatical errors that the students have made in order for the kids to get a greater knowledge of the issues that they face. The instructors come up with with another method of instructing after that. For instance, the use of games or language scrambles as a means of motivating students throughout the teaching and learning process. In conclusion, the students urge the instructors to provide more writing assignments..

1.2. Narrative text

1. Types of Narrative Text

Narrative text is one of the types of text that teaches and greets narrative readers. Study the value of social, culture, religion, moral, or other topics that teach the reader or writer how to live a better life. The goal of narrative is provide information to

the reader as also teach the reader about the story's value line. Various issues that we are familiar with are usually described in the stories. As Crown (2008) states up, narrative text comprises multiple types of stories.

1. Adventure: an adventure story will often inform the reader about a hero and a villain, and its primary purpose is to amuse the reader.

2. Strange Setting: This work often includes settings that seem mysterious and make it possible for the reader to perceive the mystery; the purpose of this is to both interest and delight the reader.

3. Science fiction: a genre that artistically and creatively informs about the development of technology, generally attracting the interest of readers by predicting the future and drawing upon their imaginations. Its primary purpose is to amuse its audience while also providing food for thought on potential future events.

4. Fantasy: it began with the realm of fantasy, and its goal is not to go too far from providing the opportunity for creativity and entertaining.

5. Historical fiction is characterized by having a plot that, at times, involves the retelling of a historical event that took place in the past. The genre of literature known as historical fiction must take place in the past, but it may also take the form of an adventure or a mystery. Its primary purpose is to amuse its audience while also providing information on various historical occurrences.

6. Contemporary fiction: this is almost identical to recount, which tells about known situations and brings the writer's experience, the objective of contemporary fiction is to amuse and, at times, to establish empathy with familiar people, and it is almost identical to recount.

7. Narratives that present moral conundrums: when a narrative presents its protagonists and antagonists with the challenge of resolving a number of moral conundrums while under pressure, the reader will be forced to empathize with the protagonists and become curious about the protagonists' solutions. The goal is to provide entertainment while also investigating the problem or predicament.

8. Traditional tales: it typically relates about traditional and cultural beliefs and occurrences, and it mostly tells about characters who are the opposite of one another, such as good and evil, hero and villain, powerful and weak. However, classic stories may be broken down into the following four categories of text:

   a. Myth: it relates stories about ancient people who, in the process of explaining natural events, often include the tale of a magically powerful superhuman. Beliefs and practices from many cultures, religions, or spiritual paths are woven into myths.

   b. Legend: the purpose of a legend is to amuse while also imparting knowledge about how people used to live and the beliefs they had.

   c. Fairy tales: the narrative typically relates about the fairy realm, and its objective is to entertain the reader in the same way as the purpose of other genres of fantasy writing is.

   d. Fable: This tale makes the ethical principle much more apparent than the others do. The animal form predominates as the primary protagonist in this work.

9. Although dialogue, play scripts, and film narratives are all slightly distinct from one another, they all serve the same aim, which is to present a tale that is capable of

making the reader, listener, or viewer's life easier. The presentation of the tale in these forms also makes use of digital media, such as digital audio recordings, radio, and podcasts, among other examples.

2. **Themes of Narrative Text**

Both oral and written versions of a narrative may be given to an audience. Narratives may explore a wide variety of topics, including comedy, romance, crime, real-life fiction, historical form, mystery, fantasy, science fiction, and even adventure. According to Khoiriyah (2013:2), the three main components of a generic narrative structure are the orientation, the complexity, and the reorientation.

a. The section of a paragraph known as "orientation" is the part that tells us who the characters in the tale are, when and where the events of the story are taking place, and where the action is taking place.

b. The complication will put in motion a series of circumstances that will have an effect on the outcome of the narrative. The climax is the most essential aspect of the complexity. The climax is the most difficult challenge that the actors or actresses have had to overcome, and it also serves to increase the story's level of interest.

c. The reorientation portion of the paragraph is when the actors or actresses make an attempt to find a solution to the dilemma. In certain cases, the reorientation process will end with a coda (the moral value that given for the readers or listeners).

Grammar also constitutes a component of the narrative text that should not be overlooked. Some grammatical characteristics of narrative texts are discussed by Knapp and Watkins (2005:221):

1. The following elements of narrative are frequently used to sequence individuals and events in time and space:

   a) verbs; for example,

   The guy and his kid went wood harvesting together on one of the days. They came to a tree made of gold. They made their way over to the tree in a deliberate manner. They were startled when they heard a voice coming from within the tree as they moved closer to it.

   b) Temporal connectives, such as in the case of

   After that, we had a look at various other games and equipment. Following lunch, we headed over to the Sydney Morning Herald to see the paper manufacturing process there. Following that, we made our way back to Mauriceville on the train.

2. The narrative form is almost often written in the past tense, unless it includes quotations of direct speech, for instance:

   Their pig ate them out of house and home, and he wouldn't share his food with the other animals, so they were forced to live in abject poverty. He went by the name of Bob. Clarabelle said that you "should try going on a diet."

3. 3. The majority of the verbs that are used in action sequences are action verbs (bold), whereas the majority of the verbs that are used in The Genre of Narrating reflections and evaluations are mental verbs (italicized). For example: People

were running everywhere, bells were ringing, and sirens were screeching. Maria was at a loss for what action to do next. She reflected about her mother and pondered the thoughts that were going through her mother's mind.

4. 4. In order to generate vivid pictures for the reader, narratives often use metaphorical use of action verbs. For instance, "It was a dreadful debate." There was a lot of word moving about.

5. In order to achieve certain effects, narratives often use rhythm and repetition, such as in the case of reading. Reading. Away from the tension that was going on at home, the lad went reading over the snowy moors to get his mind off of things.

6. An other characteristic of tales is the frequent use of a variety of phrase structures. For example, "Anger" and "Silence" are both examples of sentences that only consist of one word or a brief phrase, yet they nonetheless manage to convey a powerful message. while the brother bent on revenge stalks the neighborhood. Rose cautiously pushed open the weathered wooden door. Dark. There was not even one item.

1.3. Some Related Studies

The author makes reference to two earlier studies, namely the research that was carried out by Anwar (2011) and Afriani (2019). The first study, which was carried out by Anwar (2011) and titled "An Analysis of the Students' Ability in Writing Narrative Text," was undertaken by Anwar. The purpose of this study was to provide a description of the level of proficiency that students in grade X at SMA 2 Gunung Talang have in writing narrative texts that deal with the general structure of narrative texts, vocabulary, and mechanics. There were 205 people in total within the student body. The researcher used a

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sample size of 31 students for their study. This indicates that 15.12% of the members of the sample made up the total population. The data collection process consisted of the researcher having the participants write tests in the form of narrative texts. In summary, the findings of this study indicated that the students of grade X at SMA 2 Gunung Talang have a writing competence that was modest when it came to the composition of narrative texts (18 students). To be more specific, there were 19 students who had a moderate ability in writing the generic structure of a narrative text, 17 students who had a moderate ability in applying a language feature of a narrative text, 22 students who had a moderate ability in using appropriate vocabulary, and 19 students who had a moderate ability in applying mechanics.

An Examination of the Challenges That Students Face When Writing Narrative Text was the subject of the second study that was carried out by Afriani (2019). (A Case Study at The First Grade of SMAN 6 Pandeglang Years 2018-2019). 1) Gaining an understanding of the challenges that students confront while attempting to compose narrative texts is one of the goals of the study. 2) To get an understanding of the elements that contribute to the challenges that first-year students at SMAN 6 Pandeglang have while producing narrative texts. She came to the conclusion, based on the analysis, that the students have trouble writing narrative texts for a variety of reasons, including the following: they struggle to come up with an idea to write a narrative text story; their knowledge of grammar, particularly regarding the simple past tense, is still very low; the majority of students are unable to translate some Indonesian words into English; they are unable to differentiate narrative texts from other types of texts; they experience difficulty with their diction and their usage of language; and so on. The author came to the

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conclusion that the following are the main contributors to the students' struggles when it comes to creating narrative texts in the first grade at SMAN 6 Pandeglang: 1) Internal factors, some students never read or do English lesson exercises especially writing narrative text and grammar at home, lack of vocabulary, they do not understand the type of text well, especially narrative text; they are lazy to study and to use the vocabulary in their daily activities, less self-motivation to write in English and study about English well. 2) External factors, some students never read or do English lesson exercises especially writing narrative text and grammar at school. 3) External factors, some students never read or do English lesson exercises especially writing narrative text and grammar at 2) Outside influences, a lack of desire from the instructor, and an absence of any attempt on the instructor's part to use engaging and cutting-edge instructional strategies.

CHAPTER III

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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.

2.1. Method of the Research

In this study, one of the reasons for the recognition of case study as a research method is that research will be becoming more concerned about the limitations of quantitative methods in providing holistic and in-depth explanations of the social and behavior problems that are in question. This is one of the reasons for the recognition of case study as a research method. A researcher is able to go beyond the quantitative via the use of case study methodology. Through comprehensive observation, reconstruction, and analysis of the instances that are the subject of the inquiry, case studies assist explain not only the process but also the consequence of a phenomenon. These studies use both quantitative and qualitative data.

The author has decided to conduct their study using this strategy since it is pertinent to the issue that is being faced by senior high school students. Many students have the impression that writing narrative prose is difficult for them to do. Therefore, the author of this study concentrates their attention on the challenges that students face while creating narrative prose.

Identification, closing and problem formula

Arrange term of thought

$\Downarrow$

Hypothesis formulate

$\Downarrow$

Test-hypothesis in a posteriori manner

$\Downarrow$

Doing working through

$\Downarrow$

Making conclusion

Figure 3.1 Steps by Quantitative Research

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2.2. Setting of the Research

SMAN 1 Ambalawi, in Nipa Village, District of Ambalawi, Regency of Bima, West Nusa Tenggara, will be the site of the writer's investigation. This study would take place in the first semester of the tenth grade. There are a few reasons why this institution was chosen as the study location. To begin, let's take a look at the issues that children at this school are dealing with. It is intended that the findings of this survey will provide students

and English instructors with useful input on the challenges they face in their studies. The second argument has to do with the fact that the school is conveniently accessible to the researcher. Additionally, the administrative burden of school-based research will be reduced. The actual study will be completed in November of 2021.

2.3. Populations and Sample

2. Population of Sample of the research

The term "population" refers to a group of people who have a common trait. The participants in this study are all of the students in SMAN 1 Ambalawi's three tenth grade courses. There are around 74 kids, however the writer will focus on only one class, Class XA, with 24 individuals. Class XA has been chosen as a representative sample because it is thought to be able to accurately reflect the pupils of other tenth-grade classes.

Table 3.1 List of Students Class X of SMAN 1 Ambalawi

NO	CLASS	MALE	FEMALE	QUANTITY
1.	XA IPA	9	16	25
2.	XB IPA	9	15	24
3.	XC IPA	10	15	25
TOTAL NUMBER				74

2.4. The Research Instrument

When a researcher uses research instruments to gather data, they're hoping for better accuracy, comprehensiveness, and systematicity in their findings. Every researcher requires

a set of tools to gather information. Three instruments will be used to gather data for this study, including:

b) Writing assess students' narratives in narrative text as a kind of documentation.

c) interviewing students on the problems they have in producing narrative texts)

2.5. The Technique of Data Collection

Obtaining data in a research project is done by using a data collection technique. A primary goal of scientific research was to obtain data that was relevant to the study. The researcher employed an accomplishment exam in this study. According to Hughes in Isnawati (2012:14), an accomplishment exam is used to determine how well individuals, groups of students, or courses have achieved their goals. This exam was used to evaluate the academic progress of kids.

According to Arikunto (2006:127), a test is a sequence of questions, exercises, or other measures that are intended to evaluate a person or a group's abilities. The exam is based on a senior high school curriculum that includes the news item's subject matter, and the material for the test is drawn from a relevant English book. Students' progress in SMAN 1 Ambalwi was assessed using this exam.

For the purpose of gathering information on students' academic progress, a survey asking a series of questions was administered. The writer spent a considerable amount of time preparing queries. To begin, the author drew inspiration from reviews of student-written work. That was followed by a discussion with the instructor and a test administered in one class to ensure that it was a genuine test.

Toward the end of the tenth week, the writer creates a few questionnaires and presents them to the instructor of English. Because the questionnaire was too tough for students to complete at first, the writer re-created the questionnaire. This was also confirmed to be true by the instructor a second time around. In order to assess the validity of the questionnaire, the writer distributed it to two classes.

Table 3.2: Criteria of students' in writing narrative text

(adopted from Hartati, 2019).

No	GENERIC STRUCTURE	EXPLANATION
1	Orientation	Student doesn't writer some information about chapter in the story, place, and time happen. If there are one or two of them do not cover, so it is categorized as difficulties
2	Complication	Student doesn't writer information about the problem which a rise.
3	Resolution	Student doesn't writer information about how to solve the problem at the end of the story (happy or sad ending).
4	Re-orientation	The student writer the moral or teaching information the writer wanted to convey from the account

The rubric above will be used to see the students' difficulties in writing narrative text. Besides, the writer also will use the scoring rubric below to measure the students' ability in writing narrative text.

Table 3.3 Scoring Rubric for measuring the students' writing ability (adapted from Brown, 2003)

LEVEL	SCORE	CRITERIA	COMMENTS
CONTEN T	10-9	**Excellent to very good:** knowledge, substantive, through development of relevant to assigned topic.	
	8-7	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack data.	
	6-5	**Fair to poor:** limited knowledge of subject, little subject, inadequate development topic.	
	4-3	**Very poor:** does not show knowledge of subject, non-substantive, or not enough to evaluate.	

ORGANI ZATION	10-9	**Excellent to very good**: Fluent expression, ideas clearly started supported, succinct, well organize, logical sequencing, cohesive.	
	8-7	**Good to average**: somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but incomplete sequencing.	
	6-5	**Fair to poor**: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.	
	4-3	**Very poor:** essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.	
VOCABU LARY	10-9	**Excellent to very good:** sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.	
	8-7	**Good to average** adequate range, occasional errors of word/idiom form, choice, usage but meaning	

		mot obscured.	
	6-5	**Fair to fair**: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.	
	4-3	**Very poor:** essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to	
TOTAL SCORE		**READER COMMENTS**	

1. Interview

After the exam, the students will be interviewed by the researcher. Researchers ask students what they find challenging about producing narrative texts. The author will also speak with an English instructor on how narrative material is taught and learned in the school, particularly in class X. The students and English instructors will be asked the following questions during the interview process.

1. No. I don't think I'd like it. Why?

2. How well-versed are you in narrative texts?

3. The general structure of narrative text is something you should be familiar with.

4. Do you have difficulties while writing narrative text? What are these things called?

5. As a writer, what are some of the things that you struggle with?

The questions of interview for English teacher:

1) When did you start teaching English?

2) When it comes to narrative writing, how well do your pupils do?

3) Tell me about your approach to teaching narrative texts.

4) Writing narrative prose is a challenge for many pupils.

5) When you're having trouble crafting a story, what do you generally do?

2. Field Notes

To support the data of interview and the result of writing test, the writer also will employ the field notes to record or to document any factual data such as date and time, location, activities of researcher and students, along with the important events during the research is in progress.

2.6. Technique of Data Analysis

As Prasetyo (2008:184) explains, data analysis is a continuation of data processing to understand how to interpret the data, and then to data analysis from the output at hand in the processing data result stage." This research relied on quantitative data analysis.

Statistical tools, such as equations in mathematics, are used in quantitative analysis, according to Hasan (2006:30). Before being explained and analyzed, the result was presented numerically. It is a quantitative approach for analyzing data, known as statistics analysis. quantitative data or data that requires quantitative analysis may be managed and analyzed using statistics (Tanzeh, 2006:31).

In order to provide an event with social, academic, and scientific significance, data analysts examine the sequence of events and group, organize, systematize, interpret, and verify the data they collect. Student tests were used as a quantitative source of data for this study. Quantitative analysis was carried out using statistical analysis, also known as inferential analysis.

The author used a survey-based correlation approach. She analyzed the data using Product Moment Correlation to determine the outcome.

According to Sudijono, the Product Moment Correlation is a method for evaluating the importance of a correlation between two variables (179:2008). The Person Correlation Technique got its name from Karl Pearson, who first published it. Correlation coefficient values are widely used to link one variable to another via Product Moment Correlation.

1. Data Analysis On Interview

The information gathered from the interview is used to understand what problems students use when writing narrative text. After the recording have been completed. The result will be translated and converted to written form for further exploration. At which, the transcripts will be read and summarized into a long statement which conveys the main point of what has been said. Finally, the interview data will be categorized and analyzed to determine if students struggle in narrative text writing.

2. Data Analysis Field Notes

Field note analysis of data is a cross process. When the writer enters SMAN 1 Ambalawi and starts working in the field, he and he takes notes, writes descriptive notes, and analyzes what those notes and interactions mean.

3. Data Validation

Validity is a measure of an instrument's reliability (O'Malley & Pierce, 1996). The data in qualitative research can be declared invalid if there is no difference between the reported research and what actually happens on the object as researched.