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Tentang
PENGANGKATAN PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

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**PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

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 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
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NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2009067023	ELLY AZIZAH	Teachers' Strategies in Teaching Speaking to Young Learners	1. Dr. Syaadiyah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	09.30-10.30	2009067018	AHMAD PELANI	Fostering Students Writing Motivation and Writing Self Efficacy through Digital Literacy	1. Dr. Syaadiyah Arifin, M.Pd. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Akhmad Haqiqi Ma'mun, M.Pd. 2. Silih Warni, Ph.D.
3.	10.30-11.30	2009067025	ANDRIANI	Improving the Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	13.00-13.45	2009067007	SYILFA ERPINDA RAHMAN	Students' Difficulties in Writing Narrative Text at the Tenth Grade Students of SMA Negeri 1 Tajurhalang Depok	1. Hamzah Puadi Ilyas, Ph.D. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.



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Lampiran 2 Keputusan Rektor UHAMKA
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 6 Juli 2024 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
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(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2209067003	SYIFA NADHIRA	The Implementation of HOTS in Reading: English Teachers' Strategies at Senior High School	1.Hamzah Puadi Ilyas, Ph.D. 2.Siti Zulaiha, M.A., Ph.D.	1.Silih Warni, Ph.D. 2.Dr. Syaadiyah Arifin, M.Pd.
2	09.30-10.30	2209067004	ASTI TASLIMAH	The Use of Authentic Materials in Reading Lesson: Students' Perceptions and Preferences	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D 2. Hamzah Puadi Ilyas, Ph.D.
3	10.30-11.30	2209067017	MUAMMAR KHADAFI	Exploring Levels and Correlation of Writing Anxiety and Writing Self Efficacy of Indonesian EFL University	1. Prof. Herri Mulyono, Ph.D. 2. Silih Warni, Ph.D.	1. Dr.Syaadiyah Arifin, M.Pd. 2. Siti Zulaiha, M.AL., Ph.D.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	11.30-12.30	2009067004	REVA ADINDA	Students' Perception of the Online Learning Media Used by EFL Teachers	1. Prof. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.A., Ph.D.	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadia Arifin, M.Pd.
5	13.00-13.45	2209067001	AHMAD SETIADI	Students' Perceptions towards Peer Assessment in the Digital Response to the Biography (DRB) Project	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Syaadia Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.



Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

**Student's Difficulties In Writing Narrative Text At The Tenth
Grade Students Of SMA Negeri 1 Tajurhalang Bogor**

THESIS

By

SYILFA ERPINDA RAHMAN

NIM 2009067007



ENGLISH EDUCATION STUDY PROGRAM

GRADUATE SCHOOL

THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

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Jakarta, 04 Juli 2024
Writer

Syilfa Erpinda Rahman

Abstract

Syilfa Erpinda Rahman, Student's Difficulties In Writing Narrative Text At The Tenth Grade Students Of SMA Negeri 1 Tajurhalang Bogor. Thesis. English Education Study Program Graduate School. The university of Muhammad Prof. DR. Hamka.

The aim of this study are to investigate students' difficulties in writing narrative text and to find out the extent of their writing meet in the criteria of narrative writing at the tenth grade students of SMA Negeri 1 Tajurhalang Bogor.

A quantities analysis was used qualitative method. To conducted the data, researcher used the questionnaire and interview. The total number of population all students who in X grade exactly in X1 until X7. And to data analysis were data collection, data reduction, data display and verifying conclutions.

The results show that The research findings indicate that students' proficiency in narrative writing remains inadequate. They struggle to apply the generic structure and language features of this text type, hindering their ability to effectively express and develop their ideas. The resluts confirm previous studies that Several factors contribute to this difficulty. Students demonstrate a lack of interest in reading, which limits their exposure to diverse narrative structures and language patterns. A limited vocabulary restricts their capacity to build cohesive and comprehensive narratives. Furthermore, challenges in story sequencing, translating ideas into English, and accurately employing past tense verbs impede their writing progress. Some students even resort to copying narrative texts from the internet instead of generating their own, further highlighting the need for targeted intervention strategies.

Abstrak

Syilfa Erpinda Rahman, Kesulitan Siswa Menulis Teks Narasi Pada Siswa Kelas X SMA Negeri 1 Tajurhalang Bogor. Tesis. P[rogram Sekolah Pascasarjana Pendidikan Bahasa Inggris. Universitas Muhammad Prof. DR. Hamka.

Tujuan dari penelitian ini adalah untuk menyelidiki kesulitan siswa dalam menulis teks narasi dan untuk mengetahui sejauh mana tulisan mereka memenuhi kriteria penulisan narasi pada siswa kelas sepuluh SMA Negeri 1 Tajurhalang Bogor.

Analisis kuantitas menggunakan metode kualitatif. Untuk mengumpulkan data, peneliti menggunakan kuesioner dan wawancara. Jumlah populasi seluruh siswa yang berada pada kelas X tepatnya pada X1 sampai X7. Dan untuk analisis data meliputi pengumpulan data, reduksi data, penyajian data dan verifikasi kesimpulan.

Hasil penelitian menunjukkan bahwa Temuan penelitian menunjukkan bahwa kemampuan siswa dalam menulis narasi masih kurang. Mereka kesulitan menerapkan struktur umum dan fitur bahasa dari jenis teks ini, sehingga menghambat kemampuan mereka untuk mengekspresikan dan mengembangkan ide secara efektif. Hasil ini mengkonfirmasi penelitian sebelumnya yang menyatakan bahwa ada beberapa faktor yang berkontribusi terhadap kesulitan ini. Siswa menunjukkan kurangnya minat membaca, sehingga membatasi paparan mereka terhadap beragam struktur narasi dan pola bahasa. Kosakata yang terbatas membatasi kemampuan mereka untuk membangun narasi yang kohesif dan komprehensif. Selain itu, tantangan dalam menyusun cerita, menerjemahkan ide ke dalam bahasa Inggris, dan menggunakan kata kerja lampau secara akurat menghambat kemajuan menulis mereka. Beberapa siswa bahkan memilih untuk menyalin teks narasi dari internet dibandingkan membuat teks narasi mereka sendiri, hal ini semakin menyoroti perlunya strategi intervensi yang ditargetkan.

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CHAPTER 1

INTRODUCTION

A. Background of The Research

Learning English as a second language is sometimes a bit challenging for students. Student should have four skills. There are listening, speaking, reading and writing. Writing is also an essential skill for learners, but it tends to be difficult and complex. There are some factors that make students feel hard about writing, such as they were often confused transferring their writing from Indonesian to English context (Husin & Nurbayani, 2017). Besides, many students experience difficulties because writing requires a complex process to accomplish. Brown (2000) states writer or learner must first do thinking of the topic he or she wants to state, then the writer creates drafting for checking the writing product, and last the writer conducts revising the writing product before publishing it to the reader. In reality, learners often fail to think of the idea, difficult to write it into text, and hard to do rechecking of the text that they have written (Komara & Sriyanto, 2018). This situation is problematic, on one hand it is a crucial skill to master, but on the other side it is tough to acquire. In fact, Linse and David (2005) strengthened these processes as key to make the writing become perfect. Therefore, writing seems harder than other skills of English, so some effort needs to be done by learners in order to master writing ability.

In secondary school students are taught different kinds of writing. This is part of the 2013 curriculum. There are many types of texts that students must learn at school based on the 2013 curriculum. Those texts are descriptive, narrative, expository, argumentative and instructive. Those texts have different

characteristics or genre and purpose or social function. So, students must be able to understand the style of text to use, depending on the purpose of the writing, and the selection of language features of the text.

Hastuti (2010) mentioned that Narrative is one of the text types that should be understood by the students. Hastuti (2006) stated that narrative text that tells a story that is used to inform, entertain, motivate or to teach the readers. It means that narrative is the text which tells about the story or past event from the beginning until the end and it has some purpose for the readers.

Writing narrative text is one of the basic competences that students should be able to write good narrative text based on the criteria in writing. However, we can see from the data above that many students still get a score under the criteria minimum mastery (KKM) so this research will analyze the difficulties of students.

One of the challenging texts that students often face is a narrative. McQuillan (2002) defines narrative text as a story that is told in language. It's used to tell a story that has a series of chronological events that are interconnected. Siregar (2013) argues that to make a good narrative text, students have to develop conflict and discuss general aspects of human life. The students' problem is understanding generic structure and language features. The situation makes it difficult to arrange the narrative writing properly. To make students understand about the generic structure and language features of narrative text, teachers should know their difficulties and find the best way to teach them to understand the narrative text component. This study will analyze student's difficulties in writing narrative text at SMAN 1 Tajurhalang Bogor. Thus, the researcher will know the best way to solve the problems

From the above problems, the writer finds the same problems while teaching in SMA Negeri 1 Tajurhalang. Many students have not mastered writing narrative text. They are confused about organizing ideas and putting them in written text, especially in English. Therefore, the writer attempts to investigate the students' difficulties in writing narrative texts. Based on my preliminary research, I interviewed ten students and they reported that they have difficulties in writing narrative text. This information was obtained from my preliminary research.

Ericson in Husna (2019) mentioned that the term writing difficulties is used when talking about students who do not have the qualifications in order to be able to write in the way that is expected of the student, due to their age. It means that the students able to know types of writing narrative text such as: grammar, spelling, punctuation, vocabulary, and the students might face difficulties when forming the letters or when connecting their mind to writing, therefore to create adequate compositions students must take into account every single detail. Thus, based on the background of the research the researcher aim to investigate students' difficulties in writing narrative text and to find out the extent of their writing meet in the criteria of narrative writing at the tenth grade students of SMA Negeri 1 Tajurhalang Bogor.

B. Scope of The Research

In this research, the writer focuses on students' difficulties in writing narrative text and the knowledge of the components of narrative text. This research Would be focused on students at Tenth grade at SMA Negeri 1 Tajurhalang Bogor. The researcher would focused on the students' difficulties to write narrative text especially in vocabulary refers to the students' achievements

to use verbs, and language use refers to the students' ability in writing the sentences correctly. This research would be held at SMA Negeri 1 Tajurhalang Bogor.

C. Research Question

Based on the background research above the research question would be as follows;

1. What are students' difficulties in writing narrative text in Tenth Grade of SMA Negeri 1 Tajurhalang Bogor ?
2. To what extent do their writing meet the criteria of narrative text in Tenth Grade of SMA Negeri 1 Tajurhalang Bogor?

D. Objectives of The Research

Based on the research question above, the objective of the research would be as follows?

1. To investigate students' difficulties in writing narrative text of Tenth Grade At SMA Negeri 1 Tajurhalang .
2. To find out the extent of their writing, meet the criteria of narrative writing for the tenth grade students of SMA Negeri 1 Tajurhalang Bogor.

E. The Significance of the Study

This study would be advantages for the students, teachers and educational practitioners and researchers.

1. Theoretically
 - a. To provide an overview about the causes of students' difficulties in narrative writing class.

- b. To make a contribution students' difficulties test for students to be aware about their writing performance.

2. Practically

a. For students

To motivate students and to make better in their writing especially in writing narrative text at the tenth grade at SMA Negeri 1 Tajurhalang Bogor.

b. For the Teacher

To give a deeper information and knowledge about major causes of students' difficulties in teaching and learning process of writing narrative text at the tenth grade at SMA Negeri 1 Tajurhalang Bogor.

c. For the School

As the consideration for improving teacher performance and as an effort to improve the quality of teaching management.

d. For the Other Researcher

This research will expected to be reference for those who are also interested in doing a similar field of research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

The research of students' difficulties in writing narrative conducted by many researchers. Some of researchers have conducted research that related with the present research as follow:

The first study is by Anwar (2011) "*An Analysis of the Students Ability in Writing Narrative Text.*" He found that this research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing narrative text dealing with generic structure of narrative text, vocabulary, and mechanics. The total population was 205 students. The researcher took 31 students as the sample. It means that the percentage of the members of the sample was 15.12%. The researcher used a writing test in the form of narrative text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing narrative text was moderate (18 students). Specifically, 19 students had moderate ability in writing generic structure of narrative text, 17 students had moderate ability in applying language features of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.

The second study, Asiah et al, (2020) found out the purpose of this research was to determine the students' factor difficulties in writing a narrative text. Descriptive research was used as the method of this research by taking sixty

students of the eighth grade of MTs Sabilal Muhtadin Tembilahan as the samples. This research uses questionnaires and interviews in collecting the data.

The research findings showed that there were two main factors; students' factors and teachers' factors. After analyzing the data, the students' factor gained a percentage of 62.43% was revealed as the result which was placed at a strong level. The classification of a strong level was teachers' factor which obtained a percentage of 72.95%. The statement "English is very different from Bahasa Indonesia" was the highest students' factor indicator. It was proven by the score 75.3% was categorized as a strong level. The highest indicator was the statement "Using up to date method and technique" as for the teachers' factor. In conclusion the factors of students' difficulties in writing narrative text was caused by both students' and teachers' factors.

Additionally, Junita (2021) states that the objective of the research was to know students' difficulties and causes of students' difficulties in writing narrative text in the second semester of the eighth grade of MTs Mathla'ul Anwar Rawa Selapan in the academic year of 2020/2021. The research methodology was descriptive qualitative research. The research methodology was descriptive qualitative research. There were 35 students of class C in the second semester of the eighth grade as the participants. This research used documentation, interview, and questionnaire to collect the data.

The result showed that there were some types of students' difficulties in writing narrative text such as: grammar (misuse of tense 17.1%, subject-verb agreement 16.1%, article 11.1%, word order 3%, identifying sentences pattern 5%, types of sentences 5%), vocabulary 17%, spelling (word spelling 8.1% and

confusing sound and letters 2.1%), and punctuation (misuse of capitalization 9.3%, misuse of full stop 8.6% and misuse of commas 7.6%).

Furthermore, Muliani et al. (2019) stated that the objective of the research was to analyze the difficulties in writing narrative text faced by the ninth grade students of SMP Negeri 11 PalangkaRaya in the academic year 2018/2019 in using the generic structure and language features of the text. 20 students were involved as the participants. Descriptive research was used as the method by describing and explaining the actual data by conducting a writing test and analyzing the results.

The results showed that 40% of the participants faced some difficulties in constructing the generic structure of the texts. They failed in completing the generic structures of the texts and, mostly, missed one of the parts. Furthermore, 50% of the participants faced some difficulties in using the language features of narrative text, such as using past tenses, nouns, pronouns, verbal processes, and direct speech.

For instance, did not understand the generic structure, lack understanding of the language features, had limited vocabulary to express their ideas, had no ideas, had difficulty in organizing ideas, lack of grammatical knowledge, had difficulty to choose appropriate words, felt difficult to spell the word, had limited time, and did not like the English subject. Besides, the interview result with the English teacher demonstrated that most of the students lack vocabulary, lack of grammatical knowledge, lack of understanding in the word choice, and lack of motivation.

Novita (2019) concluded that this research defined the students' difficulties in reading narrative text, and to find out the factors that cause the students' difficulties in reading narrative text. Descriptive research was used as the methodology. The subject of this research was the first grade students of Senior High School 8 Mandau. Simple Random Sampling was used as the technique to take the sample; there were 35 students as sample from 138 students. Tests and questionnaires were an instrument to collect the data.

Based on data analysis, the researcher found that the highest difficulty in reading narrative text was identifying generic structure. The percentage of students who were not able to identify generic structure of narrative text was 54.28% and the researcher found that the highest factor that caused difficulties in reading narrative text was difficulty level of the text (reliability). The percentage of students' difficulties in reading narrative text in terms of level of the text (reliability) was 75.14%.

Besides, Putri. (2017) explained that the research aims to analyze students' ability in writing a narrative text according to the generic structure and to find out the students' difficulties in writing narrative text. The design of the research was descriptive qualitative research. There were 18 students of X MIPA I as the samples. Document analysis was used in collecting the data whether students composing the narrative text depending on the generic structure.

Interview guide with the English teacher was used to get data on students' problems in writing. As a result, the research finding showed that from 18 participants only 8 students wrote the narrative following the generic structure. Additionally, 10 of them did not write the narrative text based on the generic

structure. In addition, focus group discussion results indicated that most of the students had few problems in writing.

In addition, Telaumbanua, (2020). *Student's Difficulties in Writing Narrative Text at the Ninth Grade Students of SMP Swasta Kristen BNKP Telukdalam* figured out that the research was aimed to find out the kinds and the reasons of difficulties in writing narrative text which was divided into grammar, vocabulary, spelling, handwriting, punctuation and layout done by the ninth grade students of SMP Swasta Kristen BNKP Telukdalam especially in writing narrative text., descriptive analysis of qualitative research design was used as the method of this research by collecting the data document and interview. The participants were 20 of the ninth grade students of SMP Swasta Kristen BNKP Telukdalam.

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

Based on the explanation above, we can conclude that all the researchers above are similar. All of them use qualitative descriptive methods. Research which aims to analyze the students' ability and difficulty in writing narrative text.

On the other hand, the researcher will try to conduct a different research study. It is a kind of descriptive research aimed to find out the ability and difficulties faced by the students' in writing narrative text.

The finding showed that most students had difficulties in writing narrative text. The classification of difficulties is grammar, vocabulary, spelling, punctuation and layout and layout except in handwriting. The result of the interview showed that the factors of difficulties in writing narrative text faced by students were students' lack in English structure and vocabulary. The students had no interest in English, even lack of motivation.

Based on the explanation above, the writer can conclude that all the researchers above are similar. All of them use qualitative descriptive methods. The researchers try to figure out the result of analyzing the students' ability and difficulty in writing narrative text. On the other hand, the researcher will try to conduct a descriptive research which aims to find out the ability and difficulties faced by the students' in writing narrative text.

B. Review of Related Literature

1. Concept of Writing

Writing is a way to produce language and express ideas, feelings, and opinions. According to Harmer (2009:31-33) mentioned that writing is a skill that focuses on producing language and the writing skill needs intellectual level or the level of expression. Writing has an important role and is most difficult for students in the language learning process and this skill to be mastered. This opinion is supported by Brown that writing is a thinking process. Writing could be planned and given with an unlimited number of revisions before its release.

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

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

2. The Types of Writing

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

a. Narrative

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

b. Description

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

c. Argumentation

For argument, we must discover a tone that uses fact when it is relevant. Our insect opinion is modest and reasonable. Allows time and space the doubts, and builds a segment argument by paragraph steps that the reader can follow.

d. Comparison and Contrast

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

3. Concept of Narrative Text

a. Definition of Narrative Text

According to Oshima and Hogue (1997, p.27), narration is story writing. When you write a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentences. Also Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Meanwhile, Keraf (1989, p.136), states that narrative is a form of composition, which has the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. Anderson& Anderson (2003), explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

b. Generic Structure of Narrative Text

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

- 1) Orientation, in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action is happening.

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

Meanwhile, Anderson and Anderson (1997, p.8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. In addition, Koffman and Reed (2010, p.1)state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

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

4. Concept of Students' Difficulty in Writing

For those who study a foreign language, communicating ideas in written form is the ultimate goal. Writing is an essential aspect of the teaching and learning of English as a Second Language (ESL). Writing is a comprehensive skill that helps strengthen vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also may improve all other listening, speaking, and reading skills Yunus and Chien (2016, as cited in Apriliani et al., 2019).

According to Alfaki (2015), grammar problems, mechanical problems, sentence structure problems, and diction problems are linguistic problems that prevent students from writing effectively in English. Likewise, based on Alfaki (2015), lack of motivation, insufficient time, lack of practice, and teachers' feedback are the causes of the student's written problems. English competence, Native language interference, motivation, and reading habit are various factors that influence the writing ability of EFL students based Hidayati (2018).

English competence includes vocabulary mastery, grammatical competence, and arranging and generating a good paragraph in the English writing process. Sometimes, students experience interference in using a second language for writing because both languages have different language structures and vocabulary. However, students with intrinsic motivation will also have an impact on their readings.

Based on Msanjila (2005, as cited in Sari, 2017), one writing norm uses capitalization. Therefore, using capitalization is a common problem in writing. Some students still use small letters at the beginning of the sentence and use capitalization in the middle of the sentence.

Next is in using punctuation. One of the essential things for the students is using punctuation. The reader will understand the writing text if the writer uses correct punctuation. Thus, the students have to know and understand how to use punctuation marks accurately and effectively.

Third is inexplicitness and poor organization. Here, the student's challenge is to conduct the idea clearly. Students are still confused about choosing the idea and developing it.

Fourth is the spelling problem. As English Foreign Language students, English spelling is quite difficult for students because Indonesian language and English language have different spelling in written and spoken.

The last one is grammatical errors. Students have to know how to use grammatical forms correctly when they write in English. They have to understand how to use tenses like simple present tense, which is used for showing the current time, and students have to choose verb 1 (verb bare). On

the other hand, simple past tense is used for showing past time. The students have to choose verb 2 when they choose simple past tense.

Byrne (1993) mentions that there are three categories of writing difficulties, namely, linguistic problems, psychological problems, and cognitive problems. The first problem is the language problem. Linguistic difficulties include grammar, vocabulary, language use, and phrase choice. The psychological challenge becomes the next category.

The difficulty of developing written material or content of the composition focuses more on the psychological challenge. The final problem is cognitive. Cognitive problems include content problems and organization problems. The linguistic problem includes grammatical problems, mechanical problems, sentence structure problems that hamper students' effective writing in English (Alfaki, 2015). A difference between English and Indonesian could be a reason for the limited number of words. When students write English, they tend to use only a minimal number of corresponding English words and phrases in Indonesian; even if they try to translate, no equivalents are always found between them.

Psychological problems, lack of motivation, lack of self-confidence, and writing anxiety are some challenges that students face by students (Octaviana, 2016). If the students have lack of motivation in a particular learning situation, they will also lose their attention to learn writing skills, misbehaving, and face discipline problems. On the contrary, if the students have high motivation in the learning situation, they will participate or be active and get more attention to their learning situation. From the statement above, it can be concluded that

writing plays two distinct but complementary roles. First, writing is a skill that draws on using strategies (such as planning, evaluating, and revising text) to accomplish various goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning the subject matter.

E. Theoretical Framework

1. Writing

a. Conception of Writing

Many experts have defined writing. One of them is T. R. Smyth (2004) who argued that writing is a discipline that leads to analytical, critical, and logical thinking. In analytical thinking, students must be able to classify the material into parts, and identify the relationship of each part. Then, critical thinking in writing where students are able to develop ideas and information for writing that is clear and easy to understand using the knowledge that they already have. So, writing is a skill by using analytical, critical, and logical thinking to produce.

Besides, writing ability is really close to someone's personal skill and behaviour. Robert B. Taylor (2011) added that writing is something that is psychological. Students can pour ideas and release emotions into writing. Therefore, in writing students can consider and control what will be written. It is also possible that students have their own characteristics depending on their behaviour in writing something. For example, someone can write as simple as a writer can, but there is also someone who writes long and with

more ideas to say. Bullen & Harris (2003) stated that writing is an effort to write or rewrite what the individual wants to say as clearly and simply as possible or otherwise. At the end, the message to be conveyed can be easily understood by the reader.

Based on the expert above, the writer concludes that writing is something personal where what we think and feel can be converted into writing. However, writing requires analytical, critical, and logical thinking. So, writing must be able to identify problems, classify the relationships of each section, develop ideas, and logically master the ideas to be written. All of that must be considered in writing. So, if the writing is clear and easy to understand then the message that the writer wants to convey can be well received by the reader.

b. Types of Writing

Many experts have stated about writing that has various types. They stated writing types have differences based on its classification. For instance, Burstein, Klebanov, Madnani, and Faulkner (2013) who mentioned that types of writings are varied, but mostly individuals learn writing within 4 types; descriptive, narrative, expository and argumentative. Unlike the statement before, Samtami (2016) claimed there are five types of writing to be focused on. They are narrative text, recount text, argumentative text, analytical text, and descriptive text. Above shows the various types of writing that existed in theory based on experts.

However, the educational system in Indonesian uses curriculum 2013 as a main curriculum. So, the writer will explain the 5 types of writing

according to what is in the Indonesian education curriculum such as, narrative text, descriptive text, report text, recount text, and procedure text. Each type of text has a different purpose and function. Here are the details:

2. Narrative Text

The writer tried to explain the definition of narrative text here based on three experts. At first, Petterson (2012) argued narrative text is a text in which a story is told consist of places, characters, and a chronology of events that are interrelated. It means that every series of events are connected in sequence. Not only inserting events in narrative text but also having to interrelate their meanings. So, the story is easily understood and the message can be conveyed well to the reader.

Next, Gorospe (2007) stated narrative text is the same as painting in which a representation of reality and time in visual form, while narrative text is representation in textual form. it means from narrative and painting both are a story which is based on an experience. Narratives usually consist of characters, places, and events that are interconnected.

Last, Ningsih (2019) stated Narrative text is a text that has a chronological sequence of events and has its own way of entertaining. Narrative is most often written to entertain and attract readers. A story generally has an opening, a body, and an ending. Therefore, narrative text has a generic structure and language features in its formation. Examples of narrative text are short stories, novels, folk tales, fairy tales, myths, legend, fantasy, and science fiction.

In brief, narrative text is a story that is told and presented with a series of connected events. Narrative text has a generic structure and language features in its formation. So, each chronology of narrative text is logically sequential. The purpose of narrative text is to entertain and attract readers. If the readers are interested and entertained, the message from the writer will be conveyed well.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research would be used qualitative case study methods. Winterton (2008) defined descriptive qualitative as collecting information by asking a series of questions that have been formulated previously in a structured order using a questionnaire form to individuals that can represent the population. It means producing descriptive data in written form from research subjects. Creswell (2006) also states that the qualitative method relies on text data interpreted by the writer. Therefore, through qualitative research, the writer has the opportunity to find out what are the personal or technical problems in the research topic, which is students' difficulties in writing narrative text.

According Sagadin (1991) states that a “case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail. If we remain in such analyses on the descriptive level, then a case study is considered as a form of descriptive method, but if we climb to the causal level, case study proceeds towards causal experimental method” Sagadin (2017, p. 31). This study would analyzed the student difficulties in writing narrative text in tenth grade students at SMA Negeri 1 Tajurhalang Bogor.

B. Populations and Samples

1. Population

The population of this research was the tenth grade students at SMA Negeri 1 Tajurhalang Bogor. The total number of all students who in X grade exactly in X1 until X7. The population were all groups, people, and others to be studied. Mukhaiyar (2017: 93) states that the populations were all members of groups, animals, events, or objects in a place that will be the target of research.

2. Sample

Sample is part of the population to be studied. According to Gay et al. (2012:144) mentioned that sampling is the process of selecting several individuals who represent a large group of the population to be studied. The sampling technique used in this research was cluster sampling. Cluster Sampling is a method that makes the most of groups or clusters in the population that correctly represent the total population in relation that the researcher wishes to be measured.

The research would used cluster sampling. This means the researcher chose ten students as a sample in this research. The sample would be selected from the tenth grade students at SMA Negeri 1 Tajurhalang Bogor. The subject would be selected because they learn about writing narrative text, the students able to answer research questions and students able to research by the researcher.

C. Research Instruments

This research was conducted by using two instruments to collect the data; the questionnaire and interview. The first is a questionnaire adapted from

Hamouda (2013) that consists of three sections. The second, interview adapted from Hamouda (2013) as supporting questionnaire about students' difficulties.

1. Questionnaire

The questionnaire would identify the difficulty faced by the student listening comprehension while taking note (Hamouda:2013). It consists of three sections. First section asked about listening material consists of 10 questions, second section two about the listener consists of 15 questions, and the third section was about the speaker and physical setting consists of 10 questions.

2. Interview

In this part, the interviewer chose to know deeply about students' difficulties in writing narrative text. It consists of 5 questions about three factors that influence students' difficulties are listener factors, speaker factors, and physical setting.

D. Data Collection Technique

1. Questionnaire

The questionnaire gives the question that would brought the information of students difficulties on writing the narrative text. The process would be in three stages. *First stage*, researchers come to the class while teaching the writing narrative text process. *Second stage*, after finishing students' writing comprehension, the students would be given a questionnaire that includes some questions about students' difficulties in writing narrative text. Then, the

researcher explained how to answer it. *The last stage*, students would answered the questionnaire and submit it.

2. Interview

There would be some stages that are held in the interview process; First stage, the researcher chooses students to be interviewed. It would helped students' difficulties in writing narrative text. *Second stage*, after choosing the students, some questions would be asked to them one by one and the answer would be recorded. The last stage, all of the result questionnaires and interviews would be analyzed.

E. Data Analysis Technique

This research utilized qualitative data. As Miles and Huberman (1994:4) stated that the qualitative data consist of four concurrent flows of the activity: data collection, data reduction, data display, drawing and conclusions. The data analysis would be in four steps:

1. Data Collection, the data would be collected from the questionnaire and interview. It became the basis to analyze the data.
2. Data Reduction. This phase would occur continually throughout the analysis. The process of selecting would be focusing, simplifying, abstracting and transforming the “raw” of data that appear in written up field notes.
3. Data Display, data would be organized and summarized to help draw conclusions. Then show what stage the analysis has reached.
4. Drawing and verifying conclusions, after reduction and display, the data would be drawn from the beginning of data collection, the qualitative analyst

is beginning to decide what things mean, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over.

Table 3.1 Scoring Rubric

No	Item	Score	Description
•	Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	Good to average: some knowledge of subject, adequate range, limited development of topic sentence, must be relevant to topic but lacks detail.
		21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
		16-13	Very poor: does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
•	Organization	20-18	Excellent to very good: fluent expression, idea clearly stated, and cohesive time sequence.
		17-14	Good to average: some choppy, loosely

			organized but main ideas stand out, limited support, logical but incomplete time sequence.
		13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
		9-7	Very poor: does not communicate, no organization or not enough. evaluate
•	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom, word form mastery, appropriate register
		17-14	Good to average: adequate range, choice, meaning not obscure, occasional errors of word.
		13-10	Fair to good: limited range, frequent error of word/ idiom form, usage but meaning confused.
		9-7	Very poor: essentially translation, little knowledge of vocabulary, not enough to evaluate.
•	Language Use	25-22	Excellent to very good: effective, complex construction, few errors of agreement, tense,

			number, word order, pronoun, and preposition.
		21-18	Good to average: simple construction, minor problem, several errors of agreement, meaning seldom obscured.
		17-11	Fair to good: mayor problem in simple / complex construction, frequent error of negation, meaning confused.
		10-5	Very poor: virtually no mastery of sentence construction, dominated by errors, does not communicate, not enough to evaluate.
•	Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to good: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused.
		2	Very poor: no mastery of convention, dominated by errors, not enough to evaluate.

Source : (Jacobs et, al 1981)

CHAPTER IV

FINDING AND DISCUSSION

Research findings discuss the student's problem in writing narrative text for tenth grade students at SMA Negeri 1 Tajurhalang Bogor. The researcher finding based on the documentation and interview as follows:

A. Students' Difficulties in Writing Narrative Text The 10th Grade Students'

Based on the results of the data analysis, from 26 samples, 7 students are categorized as good to average, and 19 students are classified as fair to poor. The mean score in vocabulary is 13.61. It is categorized as fair to poor. The students still had limited vocabulary and made some mistakes in choosing the word. Difference with this research finding based on Nas's Interview. She find out the difficulties in writing as following:

Orientasi, karena untuk menggambarkan seorang tokoh, waktu dan tempat itu harus dikemas secara menarik agar pembaca tertarik dan tidak bosan membacanya. Sedangkan ketika saya ingin membuat bagian orientasi lumayan sedikit ragu untuk menghidupkan bagian orientasi nya.

Orientation, because to describe a character, time and place it must be packaged in an interesting way so that the reader is interested and does not get bored of reading. Meanwhile, when I wanted to create an orientation section, I was a little hesitant to turn on the orientation section.

Based on the research finding above, Nandha, Samtidar & Sultan (2022) support that the percentage of errors made by students in using English grammar, the current research found that most of the students are categorized

in fair to poor criteria in four aspects, there are vocabulary (linguistic difficulties), language use (linguistic difficulties), content (cognitive difficulties), and mechanic (cognitive difficulties). It's support by Rony (2020) too based on his finding in the orientation it found that there are 36 students have difficulties in grammar, there are 8 students have difficulties in spelling, there are 6 students have difficulties in vocabulary, and there are 19 students have difficulties in punctuation and layout.

Although Harmer's theory (2005) said that, there are four types of difficulties faced by students in writing texts and some difficulties faced by students in writing texts the same as the results of this study, namely students have difficulty in grammar and vocabulary. The results of this study are also similar to this research finding based on Ham's Interview. She find out the difficulties in writing as following:

Cukup kesulitan ketika tidak begitu memahami cara penulisannya. Kesulitannya adalah ketika menuangkan ide ke dalam bentuk tulisan agar menjadi tulisan yang menarik untuk dibaca. Kesulitan di bagian membuat kata kata yg sesuai. menentukan judul, penggunaan kosakata dan language feature.

Other results of this study are also similar with Ham's finding based on Dil's Interview. She find out the difficulties in writing as following:

Pastinya ada kesulitan dalam membuat naratif teks tetapi kembali kepada tujuan pembuatan teks naratif yaitu agar rangkaian suatu kejadian dalam membuat sebuah cerita imajinatif tentu membutuhkan struktur yang bisa sistemis yang mudah dipahami dan menyenangkan.

Another result of this study is also similar with Dil's finding based on Rid's Interview. She find out the difficulties in writing as following:

Tentu saja, dalam merangkai suatu kalimat membutuhkan bahasa dan juga kalimat yang tepat agar fenomena yang kita jabarkan dapat ditangkap dengan jelas tujuan teks tersebut kepada para pembaca.

Based on the finding above supported by a research from Ba'asyir (2014).

This study found that students have difficulty finding appropriate vocabulary and make many grammar mistakes.

However, the results of research on the difficulties that students face in writing narrative texts have differences with the results of previous study from Mulyani et al. (2019). Based on the results of this study, it was found that students had difficulties with language features, such as using past tenses, nouns, pronouns, process verbal, and direct speech. The results of this study are also similar with this research finding based on the Egy's Interview. She find out the difficulties in writing as following:

Narrative text menggunakan past tenses dalam penyusunannya. Hal ini dikarenakan narrative text menceritakan kejadian di masa lalu. Terdapat tiga jenis Past Tenses umumnya digunakan dalam narrative text, yaitu Simple Past Tense, Past Continuous Tense, dan Past Perfect Tense

Other results of this study are also similar with Egy's finding based on Lan's Interview. She find out the difficulties in writing as following:

Mengetahui apa saja language feature seperti simple past tense, action verbs, adjective dan lain sebagainya

In addition, the results of this study are also different from Aulia's research (2019). Aulia found that students had difficulties in organizing their ideas. According to Aryanty (2017) the percentage of errors made by students in using English grammar, especially grammar in the past tense. The

problem they face is the lack of students' ability to use past tense grammar in English when writing the narrative texts. Based on her finding the percentage of students' mistakes in using past grammar is very high when compared to and the ability of students to write narrative texts is good.

Herlinawati (2011) students in making simple past tenses and divides into two parts: regular and irregular verbs. The findings from this study reveal that most students make common mistakes in random form, the rest make mistakes in normal form. carried out are (1) the researcher explains again the random shapes made by the students during the research to ensure students make mistakes (2) Teachers are expected to be more creative in teaching writing, thus making them interesting to learn more, and (3) Teachers should motivate their students to help develop their minds so that students feel more motivated to do more.

Nuzhat (2016). in writing narrative texts is the use of sentence structure (tense) and vocabulary/diction (articles, prepositions, and pronouns). Also, the level of difficulty in determining ideas, difficulty in choosing the right vocabulary, and difficulty in translating writing from Indonesian into English is another problem for students who are considered quite difficult to solve in writing narrative texts.

Diniya (2013). The findings of this study indicate that the common mistakes students make in their writing are errors of verb patterns, sentence sprawl, and punctuation.

B. The extent of students writing in the criteria of narrative writing at the tenth grade students of SMA Negeri 1 Tajurhalang Bogor.

The results based on criteria of the scoring rubric presented as follows:

1. Content

In this aspect, most of the students got or chose an interesting topic to write their personal experience in narrative text. In this aspect there were 4 criteria, each of which had a different score. From the criteria, there were 3 students in the criteria through development of topic who got score 10, there were 4 students that got criteria of relevant to topic but lacks detail who got score 9, there were 2 students in the criteria inadequate development of topic who got score 8, then there were 1 students in the criteria does not show knowledge of topic who got score 7, and the others who did not get the score were the students that didn't do the test as well as possible.

2. Organization

In this aspect, most of the students were lacking in organizing, but good in ideas which is in the good category. In this aspect there were 4 criteria. Each criteria has a different score. From the criteria, there were 4 students in the paragraph of structures that got a score of 5 in the very good category. Then, there were 4 students in the criteria lacking in organizing but good in ideas that got a score 4 in the good category. Then, there was 1 student in the criteria lacking logical sequencing that got score 3 in the fair category. Last but not least, there was 1 student in the criteria the paragraph structure is correct that

got score 2 in poor category. The other students who got 0 score were the students that did not pass the test.

3. Vocabulary

In this aspect, most students were in the fair category, which lacked accuracy of diction, however which means not to obscure criteria. It means that the students had a fair capability in vocabulary, they chose easy topics to write about their personal experience. Some students were in the very good category or in the accurate and effective way of choosing words/diction. It means that they have chosen the right topic to write, or they are familiar with a lot of vocabulary so they can write it well. Some students were in the good category or in the accurate diction but not effective criteria. It means that they used the right topic for them, but they just did not use a wide vocabulary. Then, the other students in the poor category or in the errors in diction, word, and meaning criteria. It means that the students had chosen a difficult topic, mistype, forgot to use a capital in the first sentence or they didn't open the dictionary.

4. Grammar

In this aspect, there were not students use correct grammar. Maybe because they are a little inaccurate when writing about the sentences or the words. For examples :

Error :

“The today’s weather is *more bad* than it of yesterday.” (Student 4)

“He looked like *a confuse man* when he lost his wallet.” (student 12)

Correct :

“The today’s weather is *worse* than it of yesterday.”

“He looked like *a confused man* when he lost his wallet.”

From the data above, it can be seen that the students 4 was got confused in determining comparative form of the word *bad*. He wrote *more bad* instead of *worse*. He thought that *bad* can be preceded by the word *more* to express a comparison like most adjectives which are more than two syllables. This error also demonstrates that the students were influenced by their native language, Bahasa Indonesia in forming a sentence. In addition, Student 12 made an error in deciding adjective which explains the object. He wrote *a confuse man* instead of *a confused man*. Here, *confused* is the right adjective which explains *man*.

Then, some students were in the good category or in the several errors of grammar, but the meaning is not to obscured criteria. Because they good in grammar, they applied it well in theirs writing. Then, most students in the fair category or in the major errors of grammar, and the meaning obscured criteria. It means that they used pretty good grammar in theirs writing. Several students in the poor category or in dominated of errors, and poor sentence construction criteria. It shows that they did not pay good attention to grammar when there's writing or just did not know enough about that.

Beside that Myles (2002) states that a feedback is the most significant part of writing and an improvement is impossible without it. Indirectly, these will be able to inculcate awareness among the students of the common types of errors to avoid (Naeini, 2008).

5. Mechanics

In this aspect, most of the students in the very good or very little errors of mechanics criteria who got score 4. It shows that their writing is almost perfect, the researcher thought that they were careful to write their writing. Most students have good or few errors in the mechanics criteria. It means that they were quite accurate when they wrote. Then, some students in the fair category or many errors of mechanics and meaning criteria. It means that they are inaccurate when they write. Then, there were students in the poor category or dominated by errors of mechanics criteria. Because she paid no attention in her writing, or when completed writing she did not reexamine the results, thereby being dominated by fault or inaccuracy

Based on the reason above, the students' interest in learning is particularly good, especially in writing the narrative text. The students are predicted to remain conscious of learning significance, so that the students who already understand become more understanding, and those students who do not yet understand can understand. Not only understand it, but can apply it when given a task, then they can complete it well. For students who still do not understand, may ask more explanations to the teacher. So, the teacher can provide guidance to help students solve their problems. To create efficient teaching and learning.

Beside that, From the result of Almah and Andri (2015), 4 students got Excellent score, the percentage was 19,04%. 10 students got good score, the percentage score was 47,61%. 6 students got fair score, the percentage score was 28,57%. and no students got poor score, and 1 students got very poor, the

percentage score was 4,76%. The average score for all of in indicators was 74,19. It means that the students' writing skill in narrative text was good.

It is supported by Anggi and Akhmad (2022) the students' interest in learning is particularly good, especially in writing the narrative text. The students are predicted to remain conscious of learning significances, so that the students who already understand become more understanding, and to those students who do not yet understand can understand. Not only understand it, but can apply it when given a task, then they can complete it well. For students who still do not understand, may ask more explanations to the teacher. So, the teacher can provide guidance to help students solve their problems. To create efficient teaching and learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As has been stated on the previous chapter, the present research investigated the difficulties in writing narrative text content of tenth Grade At SMA Negeri 1 Tajurhalang and the second to find out the extent in their writing meet in the standards of narrative writing on the 10th grade students of SMA Negeri 1 Tajurhalang Bogor.

1. On the result of the analysis students' difficulties in writing narrative text of Tenth Grade at SMA Negeri 1 Tajurhalang as follow: students' general structure and language feature were still low and did not understand how to apply generic structure and language feature so that make students difficulty to express and develop their idea in writing narrative text, students had lack of interest in reading activity, students had limited vocabulary so they could not build their ideas to write because they did not have enough vocabulary, they had difficulty in arranging the story, difficult to translated the text into English, difficult in deciding to appropriate past tense, and some of students chose to search English narrative text from internet instead of write the text from their ideas.
2. As a result, the extent of their writing meets the criteria of narrative writing for the tenth grade students of SMA Negeri 1 Tajur halang Bogor. the criteria of narrative writing students' general structure and

language feature were still low and did not understand how to apply generic structure and language feature so that make students difficulty to express and develop their idea in writing narrative text, students had lack of interest in reading activity, students had limited vocabulary so they could not build their ideas to write because they did not have enough vocabulary, they had difficulty in arranging the story, difficult to translated the text into English, difficult in deciding to appropriate past tense, and some of students chose to search English narrative text from internet instead of write the text from their ideas.

B. Suggestion

Based on the conclusion above, the researcher provides suggestions for teachers, schools, and further researchers. The suggestions are:

1. For English teachers, the researcher hopes the result of this thesis could be improving students' vocabulary to increase their writing in narrative text and increase students' interest in reading activity. The teacher must give more activities in writing text, give learning motivation to students, and sometimes hold an event as a writing competition to raise students' writing spirits.
2. For Institution, the researcher hopes students should practice their English reading activity at school or at home to enhance the used vocabulary in writing activity, also for students are suggested to read a lot of English books to increase the knowledge of English especially in writing narrative text, students have to enrich vocabulary to improve and increase their writing.

3. For the future researcher, the researcher suggests further research about narrative text and uses better techniques in analyzing.

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Appendix 1: Interviewes (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : Kesan pertama saya belajar generic structure dari narrative text adalah mudah untuk diikuti karena di mapel bahasa Indonesia juga belajar teks naratif atau teks narasi, beberapa ada yang beda karena bahasa dimaterinya.

- What is your experience when you first made about narrative text material?

Jawab : Tidak sulit-sulit sekali, karena struktur yang digunakan pun sudah berurutan dan kita hanya tinggal merangkai dan menyusun kalimat

- Which part you felt difficult in generic structure narrative text?

Jawab : Orientasi, karena untuk menggambarkan seorang tokoh, waktu dan tempat itu harus dikemas secara menarik agar pembaca tertarik dan tidak bosan membacanya. Sedangkan ketika saya ingin membuat bagian orientasi lumayan sedikit ragu untuk menghidupkan bagian orientasinya.

- How the way to made in narrative text especially in language feature part?

Jawab : Menggunakan simple past tense karena menceritakan kisah masa lalu, adverb, time conjunction, action verb.

- Are there any difficulties when you wrote in narrative text?

Jawab : Tidak ada, mungkin yang saya butuhkan yaitu konsentrasi dalam merangkai teksnya.

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : Menurut saya y cukup menyenangkan karna mengaplikasi apa yg ada difikiran tertuang dalam tulisan

- What is your experience when you first made about narrative text material?

Jawab : Pengalaman saya cukup membuat bingung diawal dikarnakan harus berfikir dan berimajinasi mengenai cerita apa yg akan kita tuangkam dalam tulisan

- Which part you felt difficult in generic structure narrative text?

Jawab : Di bagin complicationnya menurut saya

- How the way to made in narrative text especially in language feature part?

Jawab : Caranya yaitu dgn menggunakan simple past tense, conjunction, adverb time, action verb, dan direct speech

- Are there any difficulties when you wrote in narrative text?

Jawab : Cukup kesulitan ketika tidak begitu memhami cara2 penulisannya

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : seru, memerlukan ketelitian dan kefokusannya yang lebih untuk memahaminya.

- What is your experience when you first made about narrative text material?

Jawab : lumayan kurang mudah dlm membuat naratif teks

- Which part you felt difficult in generic structure narrative text?

Jawab : bagian complication

- How the way to made in narrative text especially in language feature part?

Jawab : menggunakan Simple Past Tense, action verbs, adjective, adverb of time.

- Are there any difficulties when you wrote in narrative text?

Jawab : ada

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : Lumayan susah, karena chindy belum terlalu paham bahasa inggris jadi chindy agak kesulitan untuk paham dengan materi nya

- What is your experience when you first made about narrative text material?

Jawab : Menyenangkan karena kalau chindy translate chindy bisa melihat hasil cerita yang chindy buat

- Which part you felt difficult in generic structure narrative text?

Jawab : Mungkin ketiga-tiganya, karena chindy masih kesulitan untuk menyusun struktur nya tapi in saya Allah chindy bisa belajar lagi supaya chindy paham dan butuh bimbingan

- How the way to made in narrative text especially in language feature part?

Jawab : Cara nya chindy mencari mana saja yang termasuk language feature seperti simple past tense

- Are there any difficulties when you wrote in narrative text?

Jawab : Ada, saya masih dalam proses belajar untuk memahami materi nya

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : Kesan pertama mempelajari naratif teks adalah menarik karena bercerita tentang sejarah atau cerita rakyat yang terjadi pada masa lampau

- What is your experience when you first made about narrative text material?

Jawab : Pengalaman saya saat pertama kali membuat naratif teks adalah sangat menarik minat saya karena guru saya menggunakan media gambar utk kami menuangkan ide dalam menulis

- Which part you felt difficult in generic structure narrative text?

Jawab : bagian yang sulit dalam membuat naratif teks yaitu complication

- How the way to made in narrative text especially in language feature part?

Jawab : Caranya adalah kita harus memikirkan sebuah cerita itu menjadi berurutan dan tidak rancu

- Are there any difficulties when you wrote in narrative text?

Jawab : Tentu saja ada kesulitan, kesulitannya adalah ketika menuangkan ide ke dalam bentuk tulisan agar menjadi tulisan yang menarik untuk dibaca

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : menarik tentang imajinasi.untuk strukturnya ada pendahuluan dari cerita setelah itu ada komplikasi atau masalah, konflik dalam cerita setelah itu penyelesaian dari konflik tadi.

- What is your experience when you first made about narrative text material?

Jawab : seru,bisa berimajinasi, berkhayal tentang apa yang ingin kita buat.

- Which part you felt difficult in generic structure narrative text?

Jawab : sebenarnya ga ada yg sulit Karna kita ber imajinasi,mungkin di bagian complication Karna ada masalah dan konflik di bagian itu.

- How the way to made in narrative text especially in language feature part?

Jawab : menggunakan simple past tense, kata kerja

- Are there any difficulties when you wrote in narrative text?

Jawab : kesulitan di bagian membuat kata kata yg sesuai.

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : karena dengan adanya generic stuktur kita dapat mengetahui tokoh, latar, tempat waktu dan suasana dalam teks naratif tersebut

- What is your experience when you first made about narrative text material?

Jawab : mencari judul yang menarik serta membuat cerita baik fakta maupun hayalan, baik fiksi maupun non fiksi

- Which part you felt difficult in generic structure narrative text?

Jawab : orientasi, karena jika tidak tahu orientasi nya akan mengerjakan babak selanjutnya

- How the way to made in narrative text especially in language feature part?

Jawab : mengetahui apa saja language feaature seperti simple past tense, action verbs, adjective dan lain sebagainya

- Are there any difficulties when you wrote in narrative text?

Jawab : menentukan judul, penggunaan kosa kata dan language feaature

Appendix 1: Interviewes (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : teks yang bersifat kronologis, yaitu teks yang menceritakan sebuah peristiwa terdiri dari pengenalan tokoh, latar, plot atau alur cerita, konflik, klimaks, dan resolusi atau penyelesaian cerita

- What is your experience when you first made about narrative text material?

Jawab : pengalaman saya dalam membuat teks naratif ya itu dapat menceritakan sebuah peristiwa melalui cerita pendek atau cerita panjang

- Which part you felt difficult in generic structure narrative text?

Jawab : seting latar, tempat, suasana

- How the way to made in narrative text especially in language feature part?

Jawab : narrative text menggunakan past tenses dalam penyusunannya. Hal ini dikarenakan narrative text menceritakan kejadian di masa lalu. Terdapat tiga jenis Past Tenses umumnya digunakan dalam narrative text, yaitu Simple Past Tense, Past Continuous Tense, dan Past Perfect Tense

- Are there any difficulties when you wrote in narrative text?

Jawab : pastinya ada kesulitan dalam membuat naratif teks tetapi kembali kepada tujuan pembuatan teks naratif yaitu agar rangkaian suatu kejadian dalam membuat sebuah cerita imajinatif tentu membutuhkan struktur yang bisa sistemis yang mudah dipahami dan menyenangkan

Appendix 1: Interviewes (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : kesan pertama saya mempelajari teks naratif ini yaitu menyenangkan, karena pada teks naratif ini kita bisa menceritakan suatu fenomena atau peristiwa yang ada di pikiran kita sendiri.

- What is your experience when you first made about narrative text material?

Jawab : pengalaman pertama saya membuat teks naratif ini yaitu tentunya sedikit merasa kesulitan, karena sulit bagi saya untuk merangkai sebuah kata untuk di jadikan sebuah kalimat yang sesuai dengan eyd

- Which part you felt difficult in generic structure narrative text?

Jawab : menurut saya bagian yang sulit dalam membuat teks naratif ini yaitu pada bagian complication nya, karena pada bagian ini tentunya di butuhkan feel yang kuat agar para pembaca dapat merasakan feel yang sesungguhnya pada bagian ini.

- How the way to made in narrative text especially in language feature part?

Jawab : caranya yaitu dengan menceritakan suatu fenomena atau kejadian menggunakan tata bahasa yang sesuai dengan kaidah kebahasaan Indonesia.

- Are there any difficulties when you wrote in narrative text?

Jawab : tentu saja, dalam merangkai suatu kalimat membutuhkan bahasa dan juga kalimat yang tepat agar fenomena yang kita jabarkan dapat ditangkap dengan jelas tujuan teks tersebut kepada para pembaca.

Appendix 1: Interviews (Modified from (SA'IDAH, 2021))

Name :

Phone Number :

Age :

- What do you think when you first learned about generic structure?

Jawab : Agak susah untuk menyusun rangkaian nya, karena harus mengikuti struktur yang ada.

- What is your experience when you first made about narrative text material?

Jawab : Sedikit kesulitan, tapi tidak masalah, karena itu bisa dijadikan sebagai tantangan bagi diri sendiri.

- Which part you felt difficult in generic structure narrative text?

Jawab : Complication. Karena saya rasa setelah dari pengenalan awal menuju konflik itu agak susah merangkai kata-kata nya, supaya pembaca nantinya mengetahui bahwa itulah konflik sebenarnya....dan itulah yang cenderung membuat sulit.

- How the way to made in narrative text especially in language feature part?

Jawab : Karena narrative text merupakan cerita masa lalu, jadi tenses nya menggunakan simple past tense, adanya keterangan waktu, menggunakan action verb jika tidak salah.

- Are there any difficulties when you wrote in narrative text?

Jawab : Tidak ada, jika sudah sampai tahap akhir menulisnya itu tidak sulit menurut saya.