

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a communication for human being to interact with others. Language use to express their ideas and wishes to other people. It is use to convey messages to other people and without a language the people will find it difficult to express their ideas, thought and wishes. It is used to share an idea, thought, opinions, except. Language is not only used for daily conversation but also used in education, research and science both spoken and written. Language is a system of arbitrary, vocal symbols, which permit all people in a given culture, or other people who have learned the system of that culture. The language which they use based on the place where they live. Therefore there are many languages in the world.

English is one of the important part in education, because English is an international language. It has been spread all over the world and almost all the people around the world use English to interact. Teaching English in Indonesia starts from Playground (kinder garden), Primary School, Junior High School, Senior High School up to University level. The English curriculum in primary school until senior high school using *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. There are four languages skill in teaching English, they are: listening, reading, and speaking, writing.

Teaching Writing in Indonesia is a basic one in learning English process. Teaching Writing is process putting thought, ideas, opinion, event, and histories like

as writing letter and notes. The aim of teaching writing is to develop the student writing skill to that the student can write in English language effectively. The purpose of teaching writing is to help the students' write to express their idea. There are 12 genres in writing, they are; spoof, recount, procedure, hortatory exposition, anecdote, description, report, analytical exposition, explanation, discussion, news item, and narrative.

A narrative text which has function to amuse, entertain and deal with actual or vicarious experience in different ways. A narration text is something interesting that ever happen in the real life. It usually has problem or conflict and the get the resolution in the end. It make students motivated and enjoyable to write the text, they used to know the contents and the other aspects become rules in writing narrative text, students who know these aspects will produce the good writing text. This reality is the basic problem for the students in Junior High School that their writing have not quite good and students not understand to use sentence pattern and confuse to find out topic to writing narrative text.

Based on the writer experience, when teaching practice program (PPL) in SMP Swasta Betania Medan. The writer found that many students cannot write narrative text. They can't develop their idea. Using sentence pattern and appropriate words and confuse to find out topic. Students' difficulty in writing good composition can be seen from their poor writing. Most of them fall in addressing the assigned topics, repeating idea, writing text without topic sentence, lack of sufficient evidence, no transition between sentence and could not develop and organize their idea and express it well, because of many things that the students have to think to make a good

writing, the students often get difficulties in expressing their ideas into a well composition.

According Weigle in the jacobs et al (2002:115) that “there are five aspects of writing; content, organization, vocabulary, language use, and mechanics”. The five aspect are important and should be applied in writing the text.

Based on the explanation above, the writer will conduct the study entitled “The Difficulties on Writing Narrative Text of Eighth Grade Students At SMP Swasta Betania Medan”.

1.2 The Problem of the Study

The formulation of the problem in this research is formulated as follows; “What the difficulties are found in writing narrative text of eight grade students at SMP Swasta Betania Medan?”.

1.3 The Objective of the Study

Based on the research statement, the objectives of this study is to find out; “The difficulties are found in writing narrative text of eight students at SMP Swasta Betania Medan?”.

1.4 The Scope of the Study

Writing text seems to be a difficult task for students. It is difficult because there are some aspects to be considered, that is content, organization, vocabulary, language use, and mechanics. In this study is limited to write a narrative text from the eighth grade students at SMP Swasta Betania Medan and text type is myths.

1.5 The Significances of the Study

There are two kinds of significances of the study, they are;

1). Theoretically

There are two theoretically significances from this study that the writer expected to be useful to:

a).The result of the study can be used as an input in English teaching and learning process.

b).The result of this study can be used as reference for those who want to conduct a research in teaching English

2). Practically

a). For the writer

The result of the research can be input for the writer, the writer can know that in writing narrative text not only write but there are some aspects that we must pay attention to so that we do not experience these difficulties.

b). For the English Department

They are may learn the difficulties and can write the narrative text with well.

c).For the teachers

To gain information about the students difficulties in aspects writing narrative text and can be input in teaching narrative text in order the students can enjoy learning English.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter will talk most of theoretic that relevant to the study, start from the definition of language, definitions of writing skill, writing in the language classroom, process of writing, what makes writing difficult, why teach writing, scoring procedures for writing assessment, types of writing test, assessing writing, and definition of narration text. All of these theories will be explained in this chapter.

2.2 Language

Language is a communication for human being to interact with others. Language used to express their ideas and wishes to other people. It is used to convey messages to other people and without a language the people will find it difficult to express their ideas, thought and wishes. It is used to share an idea, thought, opinions, except, language is not only used for daily conversation but also used in education, research and science both spoken and written. Language is a system of arbitrary, vocal symbols, which permit all people in a given culture, or other people who have learned the system of that culture. The language which they use based on the place where they live.

According to Browne, Ann (2007:6) that “language is a complex, specialized skill, which develops in the child spontaneous, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the

same in every individual, and is distinct from more general abilities to process information or behave intelligently”.

Charles W.Kreidler (2004 :1) that “in every language there is variety. A language varies from one place to other, from one era to another, from one occasion to another. The differences may be in choice of words to express a meaning”.

Based on the statements above the writer concluded “language a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

2.3 Writing

Writing is a medium of human communication that represents language and emotion with sign and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.

According to Spaventa (2001: 6) that “writing is an important way off communicating. Writing is also as a process of self-discovering who you are and what you think. There are four skills in English. One of them is writing skill. According to Oshima (1999:2) writing is a progressive activity. This means that when you first write something down, you have already been thinking about what are you going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and correction. Therefore, writing is never a one-step action, it is a process that has several steps.

According to Nunan. D (2003:88) that “writing is the mental work of inventing ideas, thinking about how to express these ideas, and organizing the words into statements and paragraph that will be clear to a reader”.

Meanwhile to Siahaan et.al (2007: 2) the written productive language skills is called writing. It is the skill of a writer to communicate information to a reader or group of readers. So writing is the way to share ideas, information of experience in the written form.

Based on the explanations above, the writer conclude that writing is a method of representing language in visual or tactile form. Writing is system use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

2.4 Process of Writing

Process of writing is the most important thing to know before writing. Process of writing can help the writer to write easily. According to Carrol et al (2001:99) that” there are five of writing, namely prewriting, drafting, revising, editing and proofreading, publishing and presenting.

1. Prewriting

Prewriting is jotting down in trough sentences or phrases everything that comes to mind about a possible topic. The prewriting helps to get a writer’s creative juices flowing. Prewriting also can helps to gap the topic and so the text can be a good. You can warm up to write with your own set of prewriting strategies and techniques.

- a. Choosing your topic
- b. Narrowing your topic

c. Considering your audience and purpose

d. Gathering Details

2. Drafting

Writing a first draft involves getting ideas down on paper in the format that you intend for finished work. When you write a first draft be prepared to put in additional thoughts and details that did not emerge during prewriting. In drafting you can choose a form for your writing. Keep your purpose in mind while choosing a form. Then, keep the conventions of your chosen form in mind as you draft.

3. Revising

Revision is probably the most important stage of the writing process. However, many writers also find it to be the most difficult but when you know the key, it is a breeze. In writing, it refers to the use of a logical step-by-step process to color code, analyze, evaluate, and rework your writing. There are a variety of things to look for when revising the overall structure of your work, including the following:

. Check to see that your organization makes sense and that it is consistent. You may find it necessary to recognize parts of your paper.

a. Make sure that your introduction will grab your readers' interest and that your conclusion will leave a lasting impression.

b. Determine whether you have provided enough support for your main idea. One strategy you can use for this purpose is shown text.

4. Editing and Proofreading

Once you have finished revising for content, proofreading your work carefully to find and eliminate errors in grammar, usage, mechanics, and spelling. These types

of errors will distract readers and may cause them to respond negatively to your work-even if the content is excellent, to check your writing for errors, get in the habit of reviewing your draft several times. Each time, focus on a specific proofreading topic.

5. Publishing and Presenting

This review of the writing process provides just a glimpse of the strategies and techniques you can employ in your writing process. This is the last process in writing. From this process, you can building your portfolio, reflecting on your writing and assessing your writing. Occasionally, latest writing with something you wrote a while ago.

According to Kirszner and Mandel (2008:21) there are six stages in the process writing:

1. Planning

Consider the purpose, audience and tone, choose the topic, discover ideas to write about. Perhaps, it is about a childhood or routine. Source the inspiration to build the idea that comes head.

2. Shaping

Decide how to organize the material choose which ones to develop in writing develop the idea in a story.

3. Drafing

Write the firs draft. This step should be the point at which ideas down on paper in the format. Not to stop to edit the mistake

4. Revising

Re-vise what have to write, write additional drafts. It means that revise pieces and make better improvements in writing forms and content. Look for the words, phrase, sentences that will be changed by adding, rearrange, deleting, or replacing.

5. Editing

Check the grammar, spelling, check detail the writing. Do this stages before printing the document.

6. Proofreading

Re-read the word, checking for any remaining errors. Those errors can be the capital letter, spelling. It is used to avoid errors in the writing.

From the explanations above, the writer concludes that there are some stages in process of writing. This current instruction focuses on the process of creating writing rather than the end product.

2.5 Writing in the Language Classroom

In the classroom process writing in its full form can take a lot of class time. Some parts can be done in class, such as brainstorming and discussion, leaving others for homework such as drafting. Proses writing focuses learners on the different stages and aspects of writing as they have been observed in good writers, and spend time on each, led by the teacher. These are; planning, drafting, revising, editing, and considering the audience.

According to Harmer (2004: 31), most people will not realize that writing is a craft. Writing also can be the way to express their feeling but they also cannot express their feeling from writing. So they need something to teach them how the way to

express their feeling. School can give that, from school they can study about that. In school writing divided into three part.

2.5.1 Writing for Learning

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However it can be used for a variety of purpose, rankings from being merely a 'backup' for grammar teaching to a major syllabus stand in its own right, where mastering the ability to write effectively is seen as a key object for learners.

a. Reinforcement Writing

Writing has always been used as a means of reinforcing language that has been taught. In its simple form, teachers often ask students to write sentences using recently learned grammar. Students might be asked to write a story about something that happened to them (or that is based on a character or events in their course book) as a good way of having they practice. They could be asked to write description of someone they know because this is a good way of getting them to use the character and physical description vocabulary they have been studying. Clearly the aim of these activity is to give students opportunities to remember 'new' language better. Just the act of writing sentences makes them think about the new grammar or vocabulary in a more considered way than if we asked them to provide instant spoken.

b. Preparation Writing

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent

opinions, something that many, especially at lower levels, find difficult and awkward. This means that when the class as a whole is asked to talk about going to parties they can either read out what they written, or use what they thought as they wrote, to make their points.

Another technique, when a discussion topic is given to a class, is for students to talk in group to prepare their arguments. They can make written notes which they may use later during the discussion phase. Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activity do not teach students to write.

2.5.2 Writing for Writing

Teaching ‘writing for writing’ is entirely different, however, since our objective here is to help writing to become better writers and to learn how to write in various genre using different registers. The kind of writing teaching with which this book is mostly concerned is quite separate and dictinct from the teaching of grammatical or lexical accuracy and range, even though both may improve as result of it.

2.5.3 The Task of Teacher in Writing

When helping students to become better writer, teacher have a number of crucial task to perform. This is especially true when students are doing ‘writing for writing’ activities. Where they may be reluctant to express themselves or have difficulty ways and means of expressing themselves to their satisfactions. Among the task which teacher have to perform before, during, and after students writing are the following:

1. Demonstrating- Students need to be aware of writing conventions and genre construction's in specific types of writing. Teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions. The important issue is that they are made aware of these things-that these things are drawn to their attention.²
2. Motivating and Provoking- Students' writer often find themselves 'lost for words'. Especially in creative writing task. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them. What fun it can be. Time spent preparing amusing and engaging ways of getting students involved in a particular writing tasks will not be wasted.
3. Supporting- Closely allied to the teacher's role as motivator and provoker is that of supporting. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.
4. Responding- the way we react to students' written work can be divided into two main categories, that of responding and that of evaluating. When responding, we react to the content and construction of piece supportively and often (but not always) make suggestion for its improvemen. When study English we respond to a students' work at various draft stages, we will not be grading the work or judging it is a finished product.
5. Evaluating- When evaluating your students' writing for test purpose, we can indicate where they wrote well and where they made mistakes, and we may award

grades; but, although test-marking is different from responding, we can use it not just to grade students but also as a learning opportunity.

Based on the explanations above, the writer concludes that some process writing in the language classroom, there are; writing for Learning, writing for writing, and task on the teacher.

2.6 Writing Difficulties

Writing is the activity to write some paragraph which have a one main idea in each paragraph and have one theme in one text. A good text has a relation to other text, but many people can do that. They just can write but the text is not good because they make many problems in the text. According to Byrne (2002:18) that “the problem that makes writing difficult is:

2.6.1 Psychological Problem

Speech is the natural and normal medium of communication for students in most circumstances and accustoms us both to having someone physically present when using language and to getting feedback to some kind, writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on the result, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

People can now begin to see why writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language. People shall look at the problems which are caused by writing under three headings- psychological, linguistic and cognitive-although these inevitable overlap to some extent (Byrne, 2002:2).

2.6.2 Linguistic Problem

Oral communication is sustained through process of interaction and except in special circumstances, such as lecturer, all the participants help to keep it going because, speech is normally spontaneous, we have little time to pay attentions either to organizing sentences structure or to connecting the sentences: to some extent the letter is maintained through the process of interaction. It needs repeating, backtrack, expand and so on, depending on how people react to what is said, while incomplete and even ungrammatical utterances are tolerated.

The other aspects also have a considerable range of prosodic features at student's disposal. In writing, the writing have to compensate for the absence of these features: have to keep the channel of communication open through our own efforts and to ensure, both through the choice of sentences structure and by the way of sentences are linked together and sequence, that the text that is produced can be interpreted on its own.

2.6.3 Cognitive Problem

Students grow up learning to speak and in normal circumstances spend much of our time doing it. It also appears to speak without much conscious effort or thought and generally talked because of hopes, about matters which are of interest or relevant to people socially or professionally. Writing on the other hand, is learn through a process of instruction students have to master the written form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn

how to organize ideas in such a way that they can be understood by a teacher who is not present and perhaps by a reader who is not known to the people.

Finally, writing is a task which is often imposed on us, perhaps by circumstances. This not only has a psychological effect; it may also cause a problem in terms of content-what to say. Being at a loss for ideas is a familiar experience to most of us when it is obliged to write.

Based on the explanations above, the writer concludes some people just cannot write, square peg round hole type of thing, some people do not have the gift, but think writing is easy, some people do not want to spend the time and effort it takes to write, edit and revise their work.

2.7 Teach Writing

Clearly it is possible to learn a foreign language without learning how to write for many students, perhaps even the majority of the students, writing will be the skill in which they are not only least proficient, event after considerable practice, but also the one for which the students will have the last use, in this case. According to Byrne (2002:7) that “writing serves varieties purpose:

- a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some students allowed to write their ideas into written and get relax to share the ideas into written.
- b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of the attainment, but once again it satisfies a psychological need.

c. Exposure to the foreign language through more than one medium is likely to be more effective than relying on a single medium alone. Writing also provides variety in the classroom activities, serving as a break from oral work, and increases the amount of language contact through work that can be set out of class.

d. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral test, in practice the students are often obliged by circumstances, such as amount of time and number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

So based on the statements above, the writer concluded that teaching writing is important to make our thinking and learning visible and permanent.

2.8 Scoring Procedures for Writing Assessment

The procedures used for training teachers to score student work reliably within and across schools, and the processes to evaluate scores. According to Charles and Lyle (2002:108) there are three types of scoring procedures for writing assessment, each of which will be explained below:

1). Primary trait scoring is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. For each writing task in a primary trait assessment, a scoring rubric is created which includes: the writing task, a statement of the primary rhetorical trait, a hypothesis about the expected performance on the task, a statement of the relationship between the task and the primary trait, a rating scale which

articulates levels of performance, sample scripts at each level, and explanations of why each script was scored as it was.

2). Holistic scoring rubrics can be designed to focus reader's attention on certain aspects of writing, depending on what is deemed most essential in the context, and thus can provide important information about those aspects in an efficient manner.

3). Analytic scoring provides scripts that rating on several aspects of writing or criteria rather than giving a single score. Depending on the purpose of the assessment, scripts might be based on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics.

2.9 Genres of Writing

Learning about writing is learning about genres. According to Sanggam Siahaan et.al (2008:1) there are 12 genres in writing, they are; spoof, recount, procedure, hortatory exposition, anecdote, description, report, analytical exposition, discussion, news, and narrative.

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character (s) for a response to another character (s).

2. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specifically, a recount is written out to inform an event or to

entertain people. Structurally, a recount is a text which contain there components, they are orientation, events, and the last is reorientation.

3. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative paragraph are orientation, events, resolution, and coda, but coda is optional.

4. Procedure

Procedure is any written English text in which the writer describers how something is accomplished through a sequence of action or step. Procedure is a text containing four components, namely, goal, materials, methods, and reorientation by which a writer describes how something is accomplished through a sequence.

5. Hortatory

Hortatory Exposition is written English text in which the writer persuades people that something should or should not be the case. It is also a text containing three components namely, the thesis, argument of issue of concern, and recommendation.

6. Anecdote

Anecdote is the tools of the writer to share with the others account of an unusual or amusing incident. Anecdote is a text containing five components, they are abstract, orientation, crisis, reaction, and coda.

7. Descriptive

Descriptive is the writer describes an object. In this text the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Descriptive is the text containing two components, namely, identification and description.

8. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depend on the specific details of the object being described.

9. Analytical exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

10. Explanation

Explanation is written English text in which the writer explained the process involved the information or workings of natural or sociocultural phenomenon, Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue, it contains three components, they are: issue, argument and conclusion or recommendation.

12. News item

News item is neither a paragraph nor an essay, instead this conforms to any written English text containing one or more than one paragraph in which the written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. News Item is a text containing three components namely: news worthy events (s), background events and sources.

Meanwhile to Siahaan and Shinoda (2008:27), all of these texts will be discussed below:

- a. Joke is known as a Narrative text. It narrates a series of events about human and nonhuman characters.
- b. Yarn also a kind of narration text which is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a yarn is similar to the way a narration written.
- c. Exposition is a text about the truth of a fact of the object of the reader. It is written to expose the truth of the fact, and persuade the reader to believe but not to take a certain course action related to the truth of the fact of the object.

- d. Headlines is neither a paragraph nor an essay. In text, it confirms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which consider newsworthy or important.
- e. Description is a written text which the writer describes an object. The object can be concrete or abstract object. It can be a person, an animal a house, or any topic
- f. Persuasion text means the kind of written text in which the writer persuades people that something should or should not be the case.
- g. Argumentation text in which the writer presents some points of view about an issue.
- h. Summation means a critique on an artwork or event for the public readers.
- i. Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different way.

From the statements above, the writer concludes that the genres of writing according to Sanggam siahan 12 genres, and according to Siahaan and Shinoda 11 genres.

2.10. Narrative Text

Narrative text is a piece of text which tells a story and entertains the reader or listener. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative is one type of writing. A narrative is construction formats (as a work of speech, writing, song, film, television, video games, photography or theatre) that describe a sequence of non-fictional events. The word derives from the Latin verb *narrare*, to “recount”, and is related to the adjective *gnarus*, “knowing” or “skilled”. Narrative also is a form of discourse, which

present an event in a related series. Narration involves telling a story that is often based on personal experience. A narrative or narration is the form of writing used to relate the events, stories are accidents. It is a pattern of thought consist of following a sequence of action in time.

Narrative is actual or vicarious experience which deal with problematic events and gets resolution in the end. The opinion is given by Siahaan and Shinoda (2008:73). Other opinion about definition of narration is said by Kane (2000:366) that narration is presenting the events which is truthful that some accident happened. So, narration text means a kind of action or events that done by characters truly.

There are many types of narrative text. There are three steps of narrative text. The three steps of writing narrative text are social functions, text structure, and lexical grammatical features. They are needed to learn before write narrative text. A social function is to amuse, entertain and to deal with actual or vicarious experience in different ways. Text structure is used to make the writing steps of narration text well and lexical grammatical features are seed to know what grammars are used to make narration text. Meanwhile, to write good narration text or narration text must learn the three steps deeply.

From the explanations above, the writer concludes that narrative text is a social function is to amuse, entertain and to deal with actual or vicarious experience in different ways.

2.10.1 Generic Structure of Narrative

The generic structures of narration is divided into:

- a. Orientation: sets the scene and introduces the participants

- b. Evaluation: a stepping back evaluate the plight
- c. Complication: a crisis arises
- d. Resolution: the crises is resolved, for better or for worse
- e. Re- orientation: optional

2.10.2 Dominant Grammatical Aspects

1. Focus on specific and usually individualized participants
2. Use of Material Processes, (and in this text, behavioral and verbal process?)
3. Use of relational processes and mental processes
4. Use of temporal conjunctions, and temporal circumstances
5. Use of past tense

Example of Narrative text

SNOW WHITE

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she was very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile the seven dwarfs were coming home from work. They went inside. There, they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name? Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White said, “oh could I? thank you”. Then snow white told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Orientation:

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

Explanation:

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

Complication:

She was very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and fell asleep.

Resolution:

Meanwhile the seven dwarfs were coming home from work. They went inside. There, they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name? Snow White said; “My name is Snow White”.

Re-orientation:

One of the dwarfs said; “If you wish, you may live here with us”. Snow White said, “oh could I? thank you”. Then snow white told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

2.10.3 Grammar in the Writing

Grammar in the writing because short stories often make extensive use of dialogue. It’s particularly important to understand how to format and punctuate it correctly. When a paragraph ends while a character is still speaking, quotation marks do not appear at the end of that paragraph. However, quotation marks do appear at the beginning of the next paragraph.

- a. A character exact words are enclosed in quotation marks.
- b. Commas separate quotations from words that identify the speaker. The comma always appears inside the closing quotation mark.
- c. A new paragraph begins each the speaker changes.

2.10.4 Writing Narrative Text

A good proposal is always readable, well-organized, grammatically correct, and understandable. Be explicit in your narrative about how the program will make an improvement. This narrative must contain specifics including details of experiments and/or applications, both to show that planning has been done and to help reviewers understand why the particular application you propose is better than other ideas. You and your colleagues should think through several iterations of the definition of the project.

The narrative should be specific about the proposed activities. Reviewers want details of the project's organization, the course content, laboratory and other inquiry-based experiments, and participant activities, both to show that groundwork has been laid and to help them understand why the particular ideas you propose are better than other. Careful writing should allow the writers to describe, in the limited space available, enough about their project to give the reviewers a clear idea of exactly what you plan to do and why your plan is a good one. How would the project improve education at your institution and how might it be emulated at other similar institution? How will she plans ultimately improve students' understanding of concepts in science, technology, engineering, or mathematics? How will the writer know it has been done?

The writer must demonstrate in the narrative that you have a broad knowledge of current scholarship and activities in your field and how this is relevant to your project's design. This knowledge should include current research in teaching and learning practices. However, do not focus entirely on this aspect and fail to adequately describe the components of your project. The project descriptive/narrative of the proposal should be written by the person or persons in the science, engineering, or mathematics departments who will be the principal investigator (s). The submitting institution's sponsored research office or grant administration expert can assist in some areas of the proposal writing, e. g, with budgets or grammar, but usually do not have the scientific qualifications or classroom experience to describe the project in an appropriately technical or pedagogical manner.

2.11 Previous Research

The study of analysis the students ability in the writing text has been done by some researchers. There has been a study investigating in narrative text entitled “the investigating of writing narrative text at students university Sargodha”. The study was conducted by Iqra Jabeen, Rabia fais from department of English, University of Sargodha, Pakistan. The paper was published on November 2013.

Mulyaningsi “An analysis on students’ ability and difficulty in writing narrative text at junior high school in Bandung. This study showed that students from this level of achievement still need a lot of writing guidance from the teacher. In this study the researcher want to investigate how good students writing narrative text. The researcher will find out whether ability students in writing narrative text is good or bad.

2.12. Conceptual Framework

Writing is productive language skill. It is a skill which is used to transfer any ideas into written. Written is needed to practice in several times. Writing is not just write in a paper, or share the ideas and publish into paper. It should have a clear purpose by following the rules in writing, in order to entertain and make the readers understand about the topics.

Narrative is one of the text in English that should be achieved by the students. In this case the writer expects the students should be able to write a narrative text about the myths that usually known by them in the past time. The narrative text is written using five aspects as the basic rules in writing narrative text. In fact, not all students are able to arrange the word, the sentence and how to make in good narrative

text. Students get some difficulties during writing process so that the result is poor. The students are hard to apply what idea comes from their mind and then arrange them into related story. The students also sometimes produce incorrect vocabulary and make mistake and using past tense. So, the writer wants to see the result of the students in writing narrative text based on five aspects of writing like narrative text. Whether they understand or not. Whether they get high achievement or not. Therefore, the writer expects the students will be smarter in creating a narrative text later on. The students will be able to organize their ideas and transfer their information in a good writing and the most important is understand to write narrative text with five aspects well.

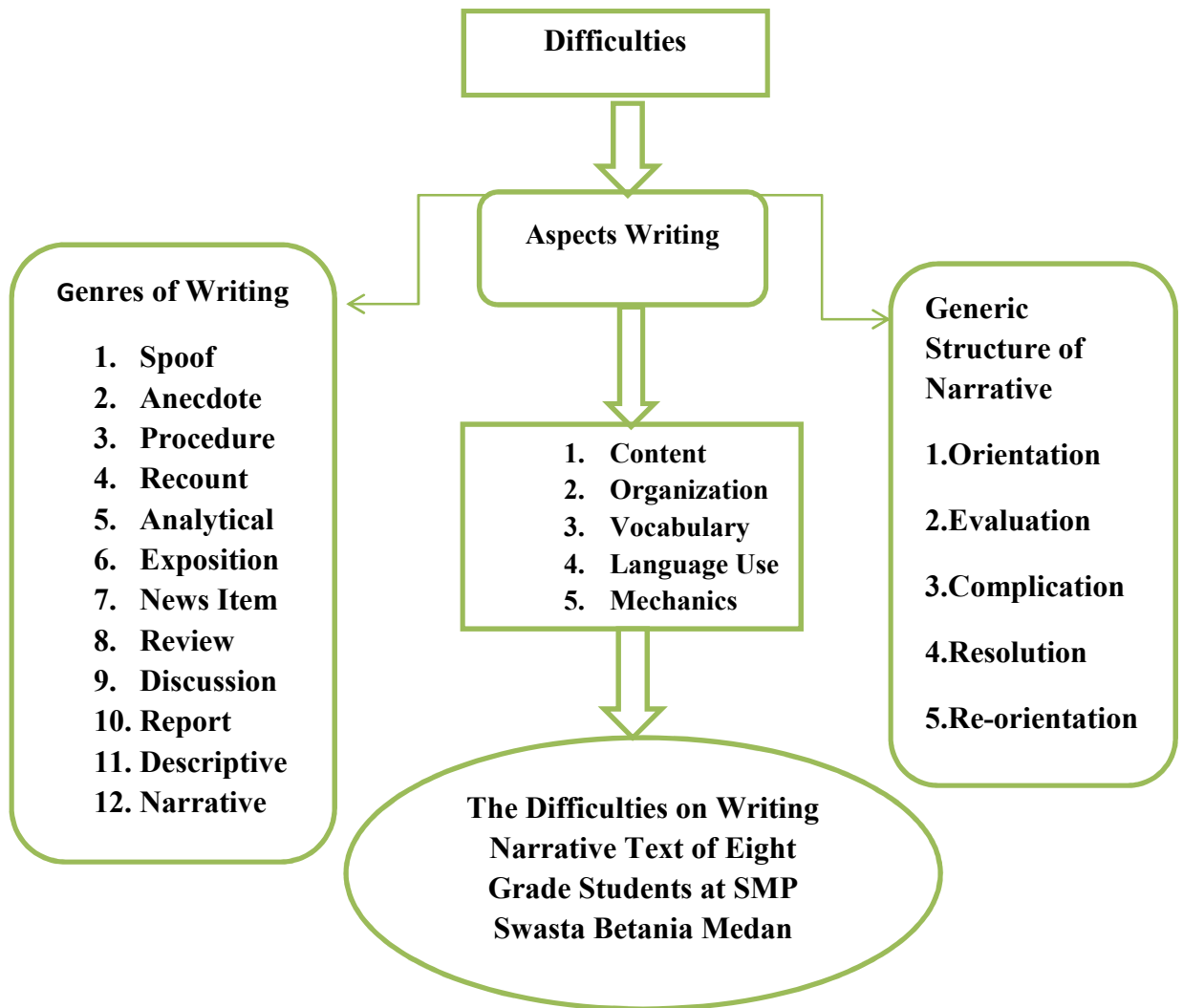


Figure 2.1 Conceptual Framework of The Difficulties on Writing Narrative Text of Eighth Grade Students at SMP Swasta Betania Medan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design in this study, the step of action research, population and sample, the setting of the study, data collection technique, data collection instrument and data analysis technique. To get the clearer view of the above matters each of them are elaborated in the following description.

3.1 Research Design

There are two types of research named quantitative and qualitative. In conducting this study, the will use descriptive qualitative research. According to Best and Khan (2003:22) that “qualitative descriptive research uses systematic procedures to discover non-quantifiable relationship between existing variable”. The data was collected in this research is qualitative data. According Wallace (1998:38) that “qualitative is used to describe data which are not receivable being counted and measured in an objective way, therefore subjective”. This research is applied to know the students’ difficulties in writing narrative text.

3.2 The Population and Sample

A population includes all of the elements from a set of data. Wallace (1998:256) states that population is group of people that want to find out about by doing your research. A Sample is a small proportion of a population selected for observation and analysis. It is understood that sample taken is considered to be a representative of the population. The population of this research is the eighth grade students at SMP Swasta Betania Medan. The Sample of the research is one class

namely eight grade students, which consist of 26 students., therefore will be more difficult to help me in this study.

3.3 The Instruments of Collecting Data

In this study, the instrument for collecting the data is a writing test and observation. The rule of the test is making a narrative text minimal 3 paragraph. The students will write the same topic about Myths. The test is done to get the result about the difficulties in writing narrative text based on five components or content of narrative text, then, observing the students paper after their result or paper is collected.

3.4 The Technique of Collecting Data

The data are obtained through out test for the class. The test consist of a question related to the difficulties in writing. In this part the teacher will explain about narrative text, then give the key of the test, and then the teacher will analysis the test. In addition, the data will be analysis from the score of the students that they got from the writing narrative test by language use, social functions, general identifications.

The technique of collecting data will be done based on the steps below:

1. Conducting writing test for the students to write a narrative text
2. Observing students while writing process
3. Collecting the student's narrative text

3.5 Scoring Rubric of Writing

Writing Aspects	Level Score	Criteria	Description
1. Content	30-27 point	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22 point	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17 point	Fair to poor	Limited knowledge of subject, little substance.
	16-13 point	Very poor	Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate.
2. Language Use	26-22 point	Excellent to very good	Effective complex construction
	21-18 point	Good to average	Effective but simple construction
	17-11 point	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation.
	10-5 point	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
3. Organization	20-18 point	Excellent to very good	Fluent expression, ideas clearly stated supported, succinct, well-organized, logical sequencing,
	17-14 point	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support.
	13-10 point	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7 point	Very poor	Does not communicate, no organization, not enough to evaluate.
4. Vocabulary	20-18 point	Excellent to very good	Sophisticated range, effective word/idiom choice and usage
	17-14 point	Good to average	Adequate range, occasional errors of word
	13-10 point	Fair to poor	Limited range, frequent errors of word
	9-7 point	Very poor	Little knowledge of English vocabulary ,idioms, word form, essentially translation
5. Mechanics	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization.
	3	Fair to poor	Frequent errors of spelling, punctuation.
	2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation.

3.6 Technique of Analysis Data

After collection the data through test, the writer then analyzes the data based on the steps below:

1. Identifying the difficulties narrative text
2. Analyzing the difficulties narrative text
3. Making the conclusion.