

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Language is a means of communication for understanding each other, such as between speaker and listener. One of the languages is English which also functions as an international language. English is also use for some purposes such as for business, politics, economic, culture, tourism of local government, and education. In education territory, English has been taught to the students at junior high schools, senior high schools, and universities.

Learning English is a complex process that included learning its components such as grammar, vocabulary, and pronunciation as well as its skills. There are four language skills in English. They are listening, speaking, reading and writing. English learners not only master the language skills (listening, speaking, reading, and writing) but also to understand the language components (grammar, vocabulary, and pronunciation).

Narrative is considered as a text which present an even in a related series. It means that the good narrative topic sentence that a paragraph relates a personal experience of some important of relevant, it is clear that narrative paragraph is a developing paragraph by presenting the ideas and facts in chronological order and sequence of time which is the event happened. In writing narrative, we must know about the text structure and lexical grammatical futures.

Therefore, the students need to master the structure of the English Language should have enough vocabulary, and also know the spelling of the

words in order to be able to write correct sentences and arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form. Writing becomes a tool for a communication and it is important to be included in teaching English. It meant that the learners will express their own ideas to other people through writing process. Narrative text is a text that has a purpose to amuse or entertain the reader what happened in the past and to amuse or entertain the reader with actual or imaginary experience in different ways.

The Generic Structure of Narrative Text Consist of (1) Orientation: Introduces the main characters of the story, the place, and the time where the story happened. (2) Complication: Show the problem in the story. (3) Resolution is aspect of text organization that shows the way of participant to solve the crises, better or worse.

Based on the writer experience in teaching learning process at the second grade of SMP Swasta Methodist 7 Medan. The students were difficult to write the narrative text. The students were difficult to comprehend the main idea of the narrative text. The students were not able to find the meaning of vocabulary in narrative text, and the students were difficult to write the grammar clearly. The writer to inform them some information about the narrative text. Most of them did not able to write correct sentences and arrange into a good paragraph.

#### **TABLE 1.1**

## Students' Score on Observation Second Grade of SMP Swasta Methodist 7

### Medan

No.	Name of Students	Score
1	Abigail	70
2	Agrecia	85
3	Ananta	60
4	Daniel	55
5	Diaz	65
6	Elshaday	80
7	Gabriella	90
8	Gilbert	85
9	Josua	60
10	Kezia	75
11	Maya	65
12	Merry	35
13	Nicholas	50
14	Oscar	55
15	Putri	60
16	Reva	50
17	Rosa	60
18	Samuel	80
19	Silvia	70
20	Venny	85

Total Score =1325

Total Data =20

Mean =1325/20 = 66,25

Based on the data, about the second grade students of SMP Swasta Methodist 7 Medan get only 52,95 for the mean score writing. The lowest criteria for stating students achieve completeness (KKM) at least 70. They were lack understanding writing narrative text and find less vocabulary meaning.

### 1.2 The Problem of the Study

The problem of the study in this formulated as follow:

“What are the students’ difficulties in writing narrative text at the second grade students of SMP Swasta Methodist 7 Medan?”

### **1.3 The Scope of the Study**

Writing text seems to be a difficult task for students. There are some aspects to be considered, for example get main idea, vocabulary, and grammar. In writing, the writer to must compensate for the absence of these features like that keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structured. This study focuses on the students’ difficulties of writing narrative text, of SMP Swasta Methodist 7 Medan.

### **1.4 The Objective of the Study**

The objectives of this research are:

1. to find out the students difficulties of writing narrative text.
2. to find out the students dominant difficulty of writing.

### **1.5 The Significances of the Study**

This study is expected to give some contribution to students, to English teacher and other writer. The contributions are:

#### **1. to English teacher**

The result of the research can be input for the teachers in teaching writing narrative text in order that the students can enjoy learning English.

#### **2. to the students**

The students may learn the difficulties and write the narrative text.

#### **3. to the writer**

This analysis can be an additional information in narrative text for the students especially in English Educational Program.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This chapter will present a review literature and explanation of the relate material. Some opinions are needed to explain some concepts or term that applied in the research concern. It is use to avoid misunderstanding between the writer and readers. The basic concept of the study should be clear from the beginning to give a clear concept of what will been done to reach the goal of the research. It is use to make the writer and the readers have the same perception of the research. So, in order to strengthen the study, the following terms are need in the study.

## **2.2 Writing**

Writing is one of language skill that are important to have. Writing is one of language skill used by people to convey their messages. It is also to express ideas, feelings, thoughts, etc. Writing is process of outing their ideas or thoughts in writing form. In writing, the writer needs and organizational structures that make the words convey the writers' idea or message through development and coherence. In writing, some ideas are formed in sentence that are arranged in a good way and related to each so that the information can be received.

Writing is complex language skill that is very important to be master by ESL and ELF students for written way of communication. It can be se through academic writing focuses on writing papers, essays, theses and dissertations.

Nunan.D (2003:88) in Yolanda (2014,52) 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".

Writers needs to express an idea in certain ways and choose the best for types of writing. Writing also defines as process of transferring idea into written.

Kamehameha (2007:2) in Laia (2019, 125) writing is uniquely individual undertaking and the same individual may use different method to express him or herself". It means that in communicating a message, writer are usually distant in time and place from persons with whom they wish to communicate.

Browne (2007:81) in Arifin also gives opinion that writing is a complex activity, which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to others. Writing is a language that form that is distinguish from speech because it can be permanent and it can be plan and change before it emerges. Like talk it can be used to certain, persuade, express feelings, inform, request, report, express opinion or ideas in written.

Writing is also of the four essential language skills considered very important to be learned .Browne also defines the writing as complex activity which involve many skills. Barli (1995:5) in Arifin to write means to try to produce or reproduce written message". In addition, be states that writing is an act of putting together of words, and act of putting together sentence is surely the final objective of language learning.

From the above opinions, the writer can conclude that writing is the process of producing message by putting down the expression of the idea into a paper. In other words writing is a process of putting together of words to form sentences and finally form a message into a composition.

### **2.2.1 Genres of Writing**

Learning about writing is learning about genres. In Dirgeyasa Book (2014:1), there are 15 Genres in writing, they are: descriptive writing, recount writing, narrative writing, procedure writing, report writing, explanation writing, discussion writing, hortatory exposition, analytical exposition writing, news item writing, spoof writing, anecdote writing, commentary text, book review writing, and critical review writing.

### **1. Descriptive**

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.

### **2. Recount**

A recount is the retelling or recounting of an event or an experience and recount is a text that retells events or experiences in the past

### **3. Narrative**

Narrative is to amuse, entertain and to deal with actual or various experience.

### **4. Procedure**

Procedure writing or text is designed to describe how something is achieve through a sequence of action or steps.

### **5. Report**



Report text is to describe the way things in around of our environment are described. Report genre usually tells the natural or non-natural phenomena or even social phenomena.

#### **6. Explanation**

Explanation is the process of natural and non-natural phenomena. Actually, genre of explanation is explaining a process of formation.

#### **7. Discussion**

Discussion is a text that presents a problematic discourse. The essence of the discussion is to explore several sides of an issue.

#### **8. Hortatory Exposition**

Exposition is sometimes interchangeably use for persuasive writing. It used to present a logical argument from a particular point of view.

#### **9. Analytical Exposition**

The analytical exposition text is a part of exposition in general. In addition, the analytical exposition is also define as a text that elaborates the writer's idea about the phenomenon surrounding.

#### **10. News Item**

The news item informs the daily and reals factual happenings in human life

#### **11. Spoof**

Spoof is commonly write in a story. It is defined as text which tells factual story that happened in the past time with unpredictable and funny ending.

## **12. Anecdote**

Anecdote is a new typical language function used to cheer up or entertain the audience.

## **13. Commentary**

Commentary is often very short (a few hundred words ) and more journalistic in tone than a personal narrative

## **14. Review**

A book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

## **15. Critical Review**

Critical review is the extension of the review in common however it focuses on the critical analysis and thought.

Here is that genre will almost always be determined by the needs and expectations of the audience. This is why it is so vital to clearly understand what information your audience will need and what you want them to be able to get out of your writing. All of this information will be used to determine which genre is best suited for your written work.

### **2.2.2 The 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. And also the writing process is the

series of sequential steps a writer follows to record experiences, observations, data, research, and the process of writing should be known.

Harmer (2004:4) "the process of writing has four main elements", they are:

### 1. Planning

Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, they try and decide what it is they are going to say and choosing of information to include. Secondly, the experience of writer think of audience that writes for, since we will influence not only the shape of the writing, but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include. They plan what they are going to write in the first draft . The students are writing for and content for and content structure to sequence the facts, ideas or arguments.

### 2. Drafting

Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

### 3. Editing

Editing involves correcting errors in grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers ( or editors) who

comment and make suggestion. It will help the author to make appropriate revisions.

#### 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft. Because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

### Illustration

#### The writing process wheel



Based on the explanation above, the writer concludes that in writing there are four processes that students will do, they are planning, drafting, editing, and final version. It can be seen based on the illustration picture above. In planning writing, the students will plan what they are going to write and make it into a draft to make a point of their written text or essay, in drafting then editing once you have finished drafting to find and eliminate errors in grammar, usage, mechanics, and spelling, and in editing to check your writing for error or to see if your written text works or where it doesn't and the last is final version means that is the last step in the writing process, actually all these things should be done at once. Compared to other skills, writing is more thoughtful.

### 2.2.3 The Types of Writing Performance

The types of writing task are different for learner at different ages level of competence and experience. Brown ( 2004:220 ), state that the taxonomy of basic writing has four types of writing, arranged from fundamental writing to the most complex one.

The first type, is imitative writing. It includes fundamental and basic skills of writing, such as writing letters, words, punctuation and very brief sentence, to spell correctly and to perceive phoneme- grapheme correspondence in the English spelling system. It is a level at which learners are trying to master the mechanics are the secondary concern. The task of the writing type can be copying letters, matching phonetics symbols with the correct word, and completing missing words in listening cloze selection task.

The second type, is intensive or controlled writing it includes the skills, in producing appropriate vocabulary within a context, collocations and idiom, and correct grammatical features up to the length of a sentence as important things in determining correctness and appropriateness. However, it still focusses on form. The real example of this writing types are ordering words into a correct sentence, short- answer completion task, and changing the tenses in a paragraph.

The third type, is responsive writing. A responsive writing task requires learners to perform at limited discourse level. Connecting sentences into paragraph and creating a logically connected sequences of two or three paragraph. Besides focusing on discourse convention, the types of writing also focuses on form at the discourse level, with a strong emphasis on context and meaning.

The last type is extensive writing. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of an essay, a term of paper, a major research project report, or even a thesis. Its writes should be able to organize and develop ideas logically using supporting details to support ideas, demonstrating syntatic and lexical variety. Focus on grammatical form is limited.

#### **2.2.4 Writing Purposes**

Writer usually have a purpose in mind and construct their writing with a view to achieving that purpose. The most effective learning of writing skills is likely to take place when students are writing real message for real audience, or at least when they are performing tasks which are likely to have to do in their out-of class life. The coice of writing tasks will depend, therefore, on why students are studying english. There are three main categories of learning which is worth considering, namely :

##### **1. English as a Second Language (ESL)**

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to day basis. Recent imigrants and refugees, for example, will have spesific writing needs such as the ability to fill in a range of forms, or write particular kinds of letters, along side the need for general English development.

##### **2. English for Spesific Purposes (ESP)**

Many students study English for particular ( or specific) purpose. The choice of topics and tasks for such students should not develop their general language competence but also be relevant to their reason for study. For example, writing tasks for business students can have a high face validity. The students can see that they are writing the kinds of letters and documents which they will be writing in their professional life.

### **3. English as a Foreign Language (EFL)**

This is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target- language country. Their needs are often not nearly so easy to pin down as the two categories we have mentioned above.

While it is perfectly possible to ask school students what their needs are or will be, it is unlikely that it will be easy to make a list of any but the most general aims

#### **2.2.5 Teaching Writing**

Teaching writing is a big challenge for teachers. Teachers should know how to improve achievement the student in writing.

Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity students in writing. Teachers also give a freedom to the students to express ideas. Harmer (2004:11) state that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the student's concern was directed to what rather than how of text construction.

Harmer (2004:31) states that teaching writing skill is different from teaching other skills. In addition, he argues that it is because “the nature of the writing process”, the need for accuracy in writing”, and “the mental process that a student goes through when writing. The researcher concludes that teaching writing includes how the strategy that used by the teacher to teach the materials to the students.

In the previous discussion, it is stated that process takes an utmost point in developing students’ writing skill”. Writing cannot be done perfectly without having a mistake through the process. Famous writers should also pass a writing process before they are able to publish their work. Making planning, drafting, editing(reflecting and revising) and final version. Regarded as a process, teaching writing requires lots exercises and practices to get a result. The students who learn to write need time to adjust themselves to get into the writing. On other hand, a teacher who is responsible to the teaching process has to be able to give a chance to the students to develop their writing skill.

As a teacher is a responsible to encourage and guide the students in difficulties in narrative text. The teacher has to give freedom to students to express their idea. In giving material for teaching, teacher must recognize the instruction given. Writing instruction include real-life and interactive tasks.

### **2.3 The Difficulties of Writing**

Writing is the activity to write some paragraphs which have one main idea in each paragraph and have one topic in one text. A good text has a relation to other text. But many of students can do that. They just can write but the text is



not good because they make many problem in the text. In this part, the writer will explain the problem of it.

### **1. Psychological Problem**

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use 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 our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

We can begin to see why writing is commonly a difficult activity for most people, both in the tongue and in a foreign language. We shall look at the problems which are caused by writing under three headings-psychological, linguistic and cognitive-although these inevitably overlap to some extent.

### **2. Linguistic Problem**

Oral communication is sustained through process of interaction and except in special circumstances, such as a lecturer, all the participant help to keep it going. Because speech is normally spontaneous, we have little time to pay attentions either organizing our sentences structure or to connecting our sentences : to some expand and so on, depending on how people react to what we say, while incomplete and even ungrammatical utterances are tolerated.

We also have a considerable range of prosodic features at our disposal. In writing, we have to compensate for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both

through our choice of sentences structured and by the way our sentences are linked together and sequence, that the text we produce can be interpreted on its own.

### **3. Cognitive Problem**

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to us socially or relevant to us socially or professionally. Writing, on the other hand, is learnt through a process of instructions : we 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 our 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 us.

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 we are obliged to write.

Based on the explanation above, there are some students' difficulties in writing which covered, linguistic problem, psychological problem, and cognitive problem. In linguistic aspects like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring . The second is psychological problem, which more focuses on the writer's difficulty because there aren't direct

interaction and feedback from the reader when they are writing . The third is cognitive problem, writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing. In this research , the researcher only focus on all the types of students' difficulties.

## **2.4 Narrative Text**

Hastuti (2010:7) stated that “Narrative text is used to inform, entertain, motivate, or to teach the readers”. Therefore, most students are ready to make material such as writing a fiction story that encourage creativity to pour their imagination out to their story and writing personally. English k-6 (1998:37) there are four generic structure in narrative text namely orientation, complication, resolution , coda. Language features of Narrative text. Besides having generic structure, narrative text also has use significant grammatical features that support the form of a narrative text has grammatical features such as past tense, noun, action verb, saying verb, adjective, adverb/ adverbial phrase and conjunction.”

The students' writing is a difficult to understand because of the unwilling to share their work with other students and they don't get the suitable feedback. When the learners read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong.

### **2.4.1 The Social Function of Narrative Text**

There are three distinct parts to your narrative text. To amuse, Entertain and To deal with an actual or vicarious experience in different ways. It also deals with problematic events which lead to a crisis or turning point of some kind,

which in turn finds a resolution. Story, as an important part of culture, is very identical to the narrative. Story or narrative can be used to convey moral value which is very helpful to build one's personality. Even a character of a nation can very much be influenced by stories (fairy tale, legend, fable, myth) which spread all over the nation and are told from generation to generation. As I have ever read that the story of "Sang Kancil" takes part in building the Indonesian people characteristics.

#### **2.4.2 Types of Narrative Text**

In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five W and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting. Common forms of narrative text which are studied in high school are:

##### **1. Legend**

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are

1. Sangkuriang
2. Malin Kundang
3. The legend of Tangkuban Perahu

## 2. Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

1. Mousedeer and crocodile.
2. The Ants and the Grasshopper
3. The smartest parrot
4. The story of monkey and crocodile

## 3. Fairytale

Wikipedia state that, fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

1. Cinderella
2. Snow white
3. Pinocchio
4. Beauty and the beast

## 4. Sciencefiction

Sciencefiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

1. To the Moon from the Earth by Jules Verne
2. Starship Trooper by Robert Heinlein
3. A Space Odyssey by Arthur C. Clark

### 2.4.3 Generic Structure of Narrative Text

Commonly a narrative text has the following structure:

#### 1. ORIENTATION

It tells the audience about who is in the story, when the story is taking place and where the action is happening.

#### 2. COMPLICATION

It sets off a chain of events that influence what will happen in the story

#### 3. RESOLUTION

The characters finally sort out the complication.

#### 4. CODA

It contains moral values:

Here the generic structure of Snow White

**SNOW WHITE** ————— **TITLE**

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 ran away from home when her aunt and uncle were having breakfast. She ran away from the house.

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

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White asleep. 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 told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

————— **ORIENTATION**

————— **COMPLICATION**

————— **RESOLUTION**

After we discuss about the definition, social function, and generic structure of narrative, now you will learn about language features of narrative.

## **2.5 Previous Research**

Muhammad Yunus Laia (STKIP Nias Selatan, 2019) entitled” The Difficulties of Students to write Narrative Text at the Eight Grade Students of SMP Negeri 1 Lolowau”. The Objectives of this study are to find out and analyze the writing narrative text for eighth grade students. The research study on analyzing the text was case study. The differences are the previous writer were trying to improve students’ difficulties in writing narrative text.

Anita (UHN, 2016) has conducted her research about” Difficulties in Writing Narrative Text of SMP Dwi Tunggal Tanjung Morawa. The main purpose of the thesis was to find out the students’ difficulties in writing narrative text. The similarities with this study is to find out the students’ difficulties in writing narrative text, while the writer trying to analyze the students’ difficulties in writing narrative text. And then they can improve their ability in writing narrative text itself.

David (UHN,2016) has conducted his research entitled” Improving Students’ Ability in Writing Narrative Text through Draw- Label- Caption Strategy, The main purpose of the thesis was to describe how to use Draw- Label- Caption Strategy in Improving Students’ Ability in Writing Narrative Text and how to find out the advantages and disadvantages of Draw- Label- Caption Strategy in teaching writing narrative text. The similarities with this study are how

to write narrative text. The differences are the previous writer were trying to improve students' ability in writing narrative text, while the writer to find out the students' difficulties in writing narrative text.

## **2.6 Conceptual Framework**

Lack of the ideas made students difficult in writing. In this research, the writer focused on getting ideas to write narrative text. That was why the teacher should find an effective strategy for teaching writing. One of the effective strategies to improve the writing is ability was Roundtable Strategy. There were many different steps to do Roundtable Strategy.

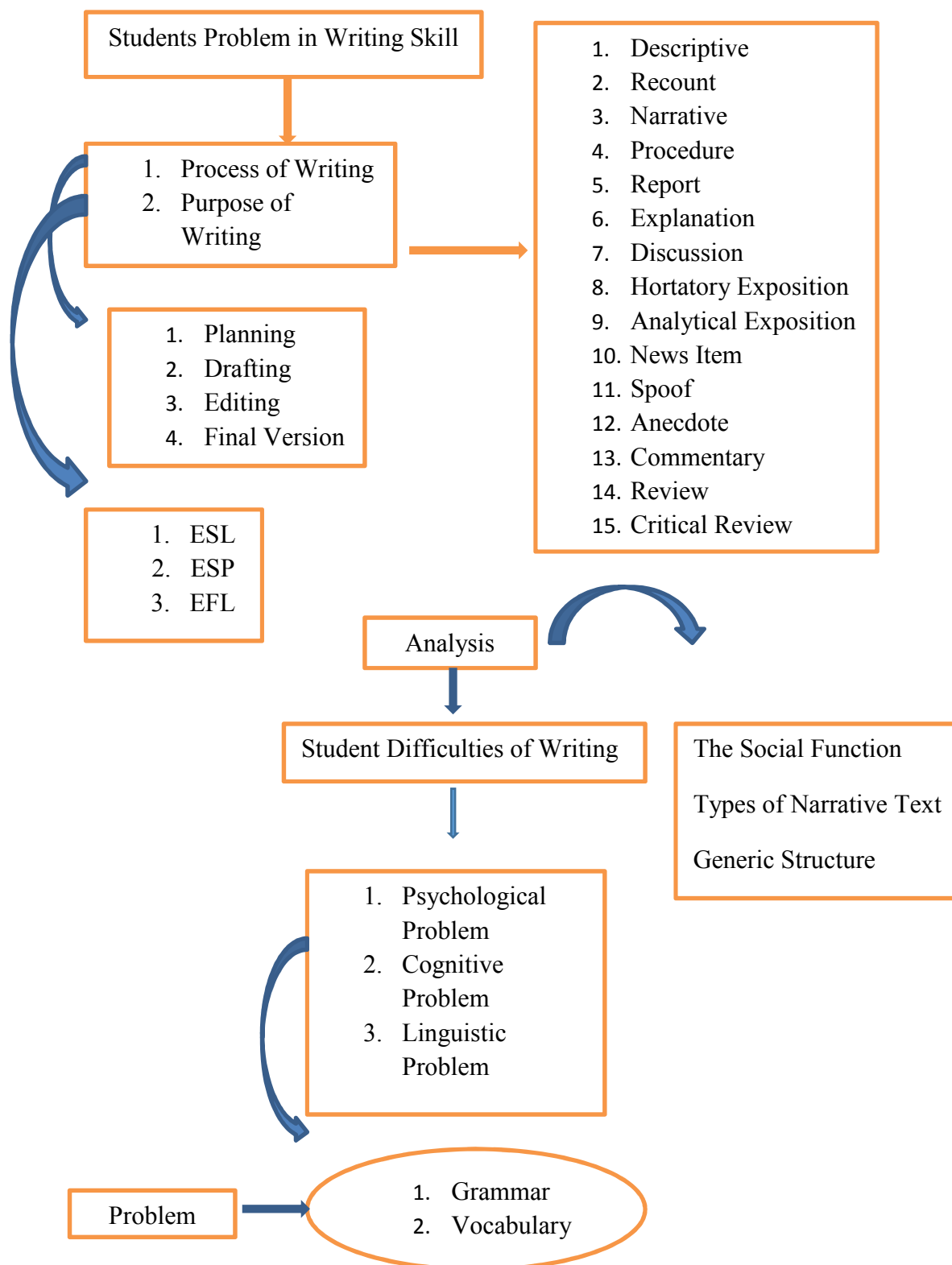
Based on the conceptual framework above, it will be showed that the problem of this research was students got difficulties to write narrative text. Based on the problem, the writer used Roundtable Strategy to solve the problem. Roundtable Strategy was kinds of cooperative learning to help the student in writing. The students were divided into a group of four or five. Then, the teacher posed questions to the students. The students answered the question in the group. The procedure of this strategy was the students answered the question by round. It means one students' answered, and then gave the paper with the other students and it is over until the question was answered.

This research was conducted in a cycle. Kemmis and Mc Taggart (in O'Brien, 1998) the cycle consisted of four steps. They were plan, action, observe and reflect. In the plan step, the writer prepared the lesson plan and materials that will be taught by using Roundtable Strategy. The writer also made an observation checklist and field notes. The next step was action. In action, the writer did the



action for teaching and learning process, especially in writing activity based on the lesson plan and the researcher applied Roundtable Strategy. In addition, during the observation the English teacher as a collaborator helped the writer. The collaborator who observed the implementation of action stage by using a checklist and field notes did the observation. The last was reflect. In this step, the writer analyzed all of the actions that have been done in the classroom based on the collected data. The writer analyzed the result of observation checklist and field notes and the result of students' assessment.

**Figure 2.6 The Conceptual Framework of An Analysis on Students' Difficulties in Writing Narrative Text at the Second Grade Students in SMP Swasta Methodist 7 Medan ( Ance Hotmauli Sianturi: 2019)**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter described the design in this study, participant and place, the data collection. To get the clever view of the above matters each of them elaborated in the following description. In this research, writer uses qualitative method in supporting the research.

#### **3.1 Research Design**

The social phenomenon in this research is student difficulties during composing writing narrative text. Cresswell (2014:32) stated that “Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem”. While descriptive qualitative is one of method which” is focused on describing the social phenomenon. It can be that qualitative research concern on yielding an understanding of the types, processes and reasons of occurred phenomena. Thus, the writer interesting in what something occurred, such as what are the types and causes of difficulties in learning English. And the final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Kumar (2005:8) stated that”qualitative research either do not have these attributes or have them to a lesser degree. The data are notify the difficulties and the way to give solution.

Qualitative research is also to understand, explain explore, discover and clarify situations, feeling, perceptions, attitudes, values, beliefs and experiences of a group of people. In qualitative studies the distinction between study design and methods of data collection is far less clear.

Best and Khan (2005:246) "qualitative research is often described by a negative, that is, it is research that is non quantitative, qualitative research is only what quantitative research isn't rather than positively stating what it is. In conducting this study, the writer uses a descriptive qualitative research. Best and Khan (2006:22) state qualitative descriptive research uses systematic procedures to discover non- quantifiable relationship between existing variables.

This study observe the difficulties of second grade students in writing narrative text. It also investigated the kinds of process and circumstances used on their writing. In accordance with the proposed research question, this research will be designed to be qualitative which settled descriptive case study.

### **3.2 The Subject and Object**

Subject and Object are needed in this study. The subject of this research will be the second grade students in SMP Swasta Methodist 7 Medan. The object are 20 students from the class B in second grade students. The writer choose this class because the students of B class are more active than A class in answering the questions in grammar and vocabulary they have quite extensive.

### **3.3 The Instrument of Collecting Data**

The instrument of collecting data is writing test as the instrument to obtain the data. The data will be collected by ask students to write a narrative text. The writers show them text narrative text and explain. The time will be given is 40 minutes to finish the test.

### **3.4 The Technique of Collecting Data**

To collect the data, the writer used qualitative method. The writer tried to investigate, to get the data and describe the student's difficulties in writing narrative text at the second grade students:

1. Asking the students to write a narrative text that chooses by the writer.
2. Collecting the test of students in writing narrative text
3. Identifying student is writing narrative text.

### **3.5 The Technique of Analyzing Data**

Data analysis is the important part of a research because it is the way for getting the answer of the research problem. Miles and Huberman (2014:31) state that data analysis consists of three concurrent flows of step: Data condensation, data display, and drawing conclusion or verification.

#### **1. Data Condensation**

Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming. It is focus in Linguistic Problem caused we can begin to see why writing is commonly a difficult activity for most people. We shall look at the problem, which are caused by writing linguistic these inevitably overlap to some extent.

**Selecting** the data means selecting or choosing the exactly needed data from the data large number of data.

**Focusing** the focus of data analysis is to meet what are the types of student difficulties in writing narrative text and also the reasons why the students are dominantly get the difficulties.

**Simplifying** means the data is splinted become a small unit or part into simple elements to make it easy to understand. In this case, writer classified the data into classification.

**Abstracting** means summarizing the data that has been selected in order to make it comprehensive.

**Transforming** is the process that covers the activity of summarizing or paraphrasing (rewriting the data in into a simple and understandable form).

## 2. Data Display

Data Display is an organized, comprised assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been obtained in narrative text. The result data reduction is put into data display as the data, which has close relation and support the research. In this case, the data is discussed and explained by the writer such as, putting the data in table underlined each word that included the part of difficulties. The writer only focus on cognitive problem of students' difficulties.

## 3. Conclusion Drawing/ Verification

The data from data display is put into conclusion. Then, the data is Verified by comparing with the theories.

### The scoring of Writing

Criteria	Score Criteria
Content	30-27 Excellent to very good: knowledgeable substantive, thorough development of thesis, relevant to assigned topic. 26-22 Good to average: some knowledgeable of subject, adequate range, limited

	<p>development of thesis, mostly relevant to topic, but lacks detail.</p> <p>21-17 Fair to poor: limited knowledgeable of subject, title substance, inadequate development of topic.</p> <p>16-13 Very poor: doesn't show knowledgeable of subject, non substantive, non pertinent, or not enough to evaluate.</p>
Lexical Grammatical	<p>20-18 Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</p> <p>17-14 Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>13-10 Fair to poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and development.</p> <p>9-7 Very poor: does not communicate, no organization, or not enough to evaluate.</p>
Vocabulary	<p>20-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.</p> <p>17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured.</p> <p>13-10 Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but meaning confused or obscured.</p> <p>9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>
Social Function	<p>25-22 Excellent to very good effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.</p> <p>17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.</p> <p>10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>

After collect the data, the writer will analyze it. In give scoring of the writing test, the writer processes the result of the students' test. The writer gives the score for each element of writing follows:

Content : The lowest score is 10 and the highest score is 16

Lexical Grammatical: The lowest score is 10 and the highest score is 16

Vocabulary: The lowest score is 9 and the highest score is 17

Social Function: The lowest score is 8 and the highest score is 17

More ever, to know the level of the skill of the students, the following classification is use:

### **The Students' Score Skill Level**

<b>Test Score</b>	<b>Level</b>
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

### **3.6 The Triangulation**

In this research , the writer uses triangulation technique Cohen (2000:112) triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior. Thus triangulation technique means the writer uses two or more data collections to get validity. Denzil (2009) there are four techniques in triangulation namely: source triangulation, investor triangulation. The purpose of triangulation is to increase the credibility and validty of the findings.



The writer will use methodological triangulation to get validity of data. Methodological triangulation refers to the writer uses more than one method in the research. Cohen state (2000:113) methodological triangulation is using the same method on different methods on the same object of the study. Thus, methodological triangulation is made different method to get validity of data. Besides, the writer collects the data by using observation which is supported by documentation which can give evidence if the participants are people that is proper to used as subject of writer.