

**THE STUDENTS' OBSTACLES IN IDENTIFYING NARRATIVE AND
DESCRIPTIVE TEXT**

THESIS

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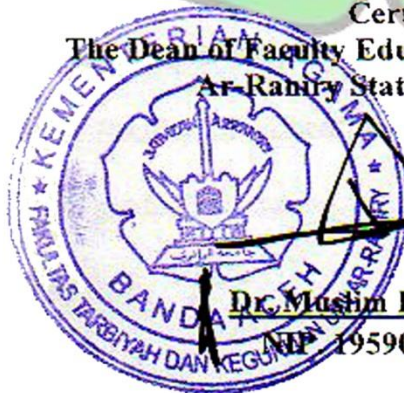


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THESIS

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of the requirement for *Sarjana Degree* (S-1)
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Banda Aceh, 15 January 2019

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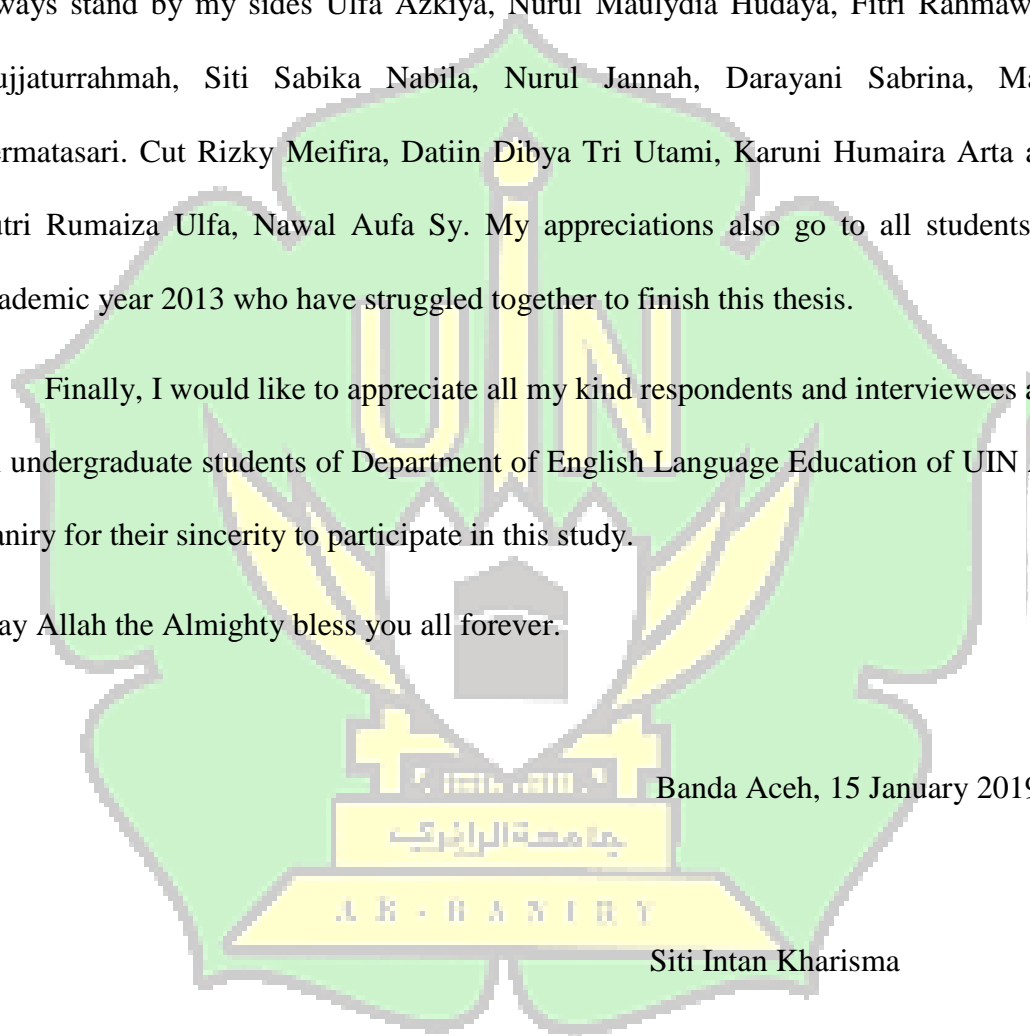


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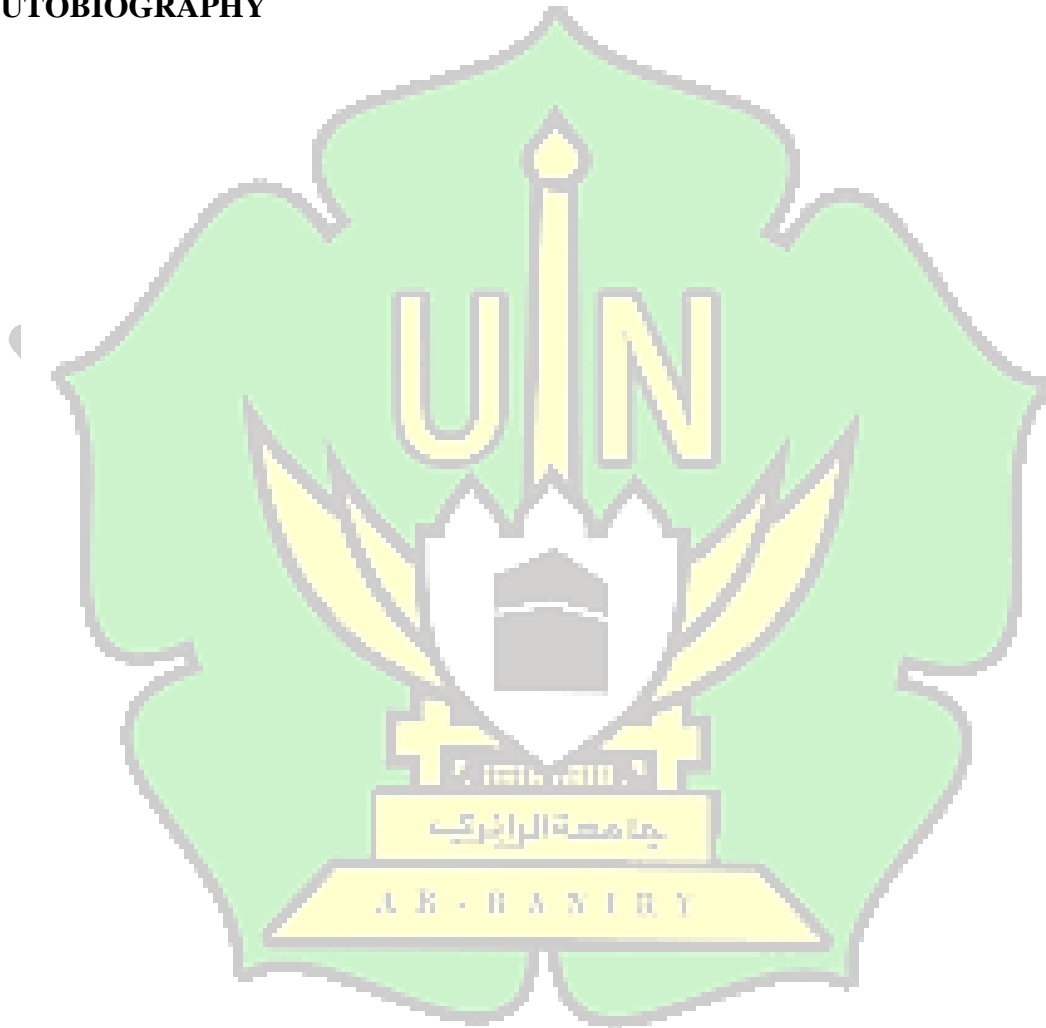
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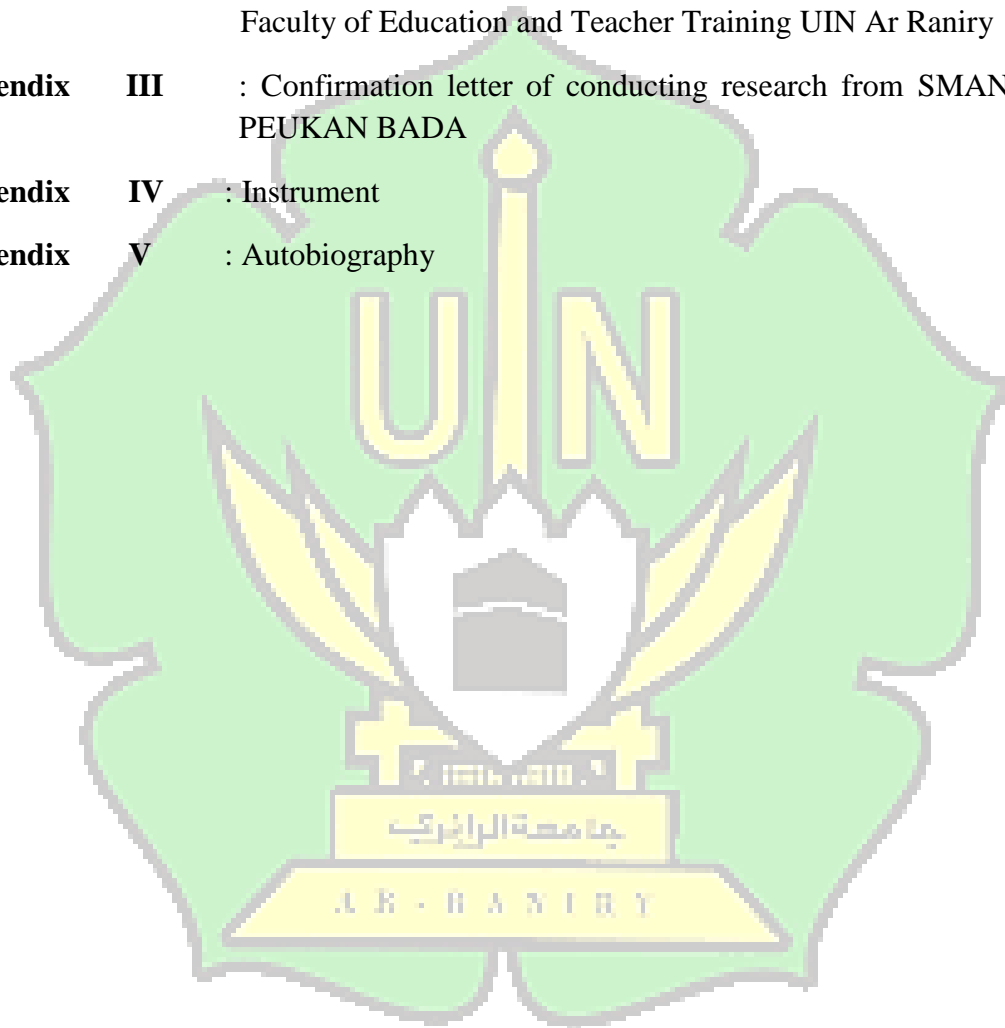
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

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ABSTRACT

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Title : Students' Obstacles in Identifying Narrative and Descriptive Text
Advisor I : Habiburrahim, S. Ag., M.Com.,MS., Ph. D
Advisor II : Rita Hermida,S.Pd.I,M.Pd
Key word : narrative text, descriptive text, and students' obstacles

This study aimed to discover students' skill and students' obstacles in identifying narrative and descriptive text. This research is a qualitative study with descriptive design. The sample of this research was chosen purposively, consisting 16 students of SMAN 1 Peukan Bada. The data were gained through open-ended questionnaire and in-depth interview. Based on the research result, it showed the students have the obstacles in learning narrative and descriptive text. The data also revealed that three obstacles faced by the students in identifying narrative and descriptive text including; lack of vocabulary, less interest the English subject (they do not really interested in English language learning) and not enjoy the learning method that was applied by the teacher.

Keywords: narrative text, descriptive text, and students' obstacle

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions of the study, the research aims, the significance of the study, and the terminology to provide a better understanding of the study.

A. Background of the Study

English as an international language becomes important in many countries. Indonesia is one of the countries that use English as a Foreign Language. Indonesia has a growing number of schools range from kindergarten to university level which uses English as the medium of instruction. It means Indonesia should be better in implementing English in several grade levels in education. Student are not only expected to speak English fluently but also be able to fulfill four language skills; speaking, reading, writing, and listening.

Talking about English, we have to talk about four macro skills; reading, writing, speaking and listening. Learning English and focused on the Narrative text cannot be separated from learning generic structure because the generic structure is also applied to the subject matters. Pardiyono (2007) states that generic structure of genre can define as text type to function as a frame of reference, until a text can to be effective, effective from the accuracy of purpose, choosing and arranged the text

element, and accuracy in using grammar. After selecting the genre for the next text, so we can identify the theoretical structure of the element. A narrative text has three elements; orientation, complication, resolution.

Meanwhile in Indonesia, English is the foreign language, which is also included in educational curriculum, therefore English is also thought since the elementary level up to university level in many fields of study. The expectation is to be able to communicate in English both spoken and written in order to enable the student to get along with other nations in trading and business and also any fields. But the expectancy has a field, it is assumed by many Indonesian experts that the students unable to use English for their international communication. There are, the assumption that can be seen there are still a students who are unable to use English and face the difficulty in identifying between narrative and descriptive text.

Based on my teaching experience in SMAN 1 PeukanBada, the students have difficulties in learning English especially in identifying narrative and descriptive text. They feel confused, they do not really understand about studying English. In the teaching and learning process, the student does not show the difficulties. The difficulties faced by the student because of some factors. First, the lack of the students' vocabulary. Because lack of vocabulary that they know, the student does not understand what the meaning of the text and the student feel like they do not need to know something they do not know. For example, the teacher gives the student the text and give the instruction to the student to read and to answer the question below.

And the student just read the text and does not answer the question because they do not understand the text and the instruction and the problem is that they do not ask the teacher. The second they do not have the Basic English. The student does not know the tenses and grammar it makes the students more confusing in studying English. Third, the student feels intimidating when they are studying English. Some of the students has a problem about the teachers it could be the teacher method, some others about the English itself. The causes faced by the student in studying English made low of interest in student learning English.

The term of writing is especially student obstacles in identifying between narrative and descriptive text. According to the writer experience in teaching English, the student has difficulties in understanding English.

The errors made by students in identifying between narrative and descriptive text are that, they are unable to know the type of text, because the purpose and technique information from one type of text with the other type of text is different, for example: between narrative and descriptive text are different in theoretical structure of the text element.

The studies about students' obstacles in writing narrative and descriptive text has been carried out by several researchers. Irwan Sulisty (2013) discussed about the analysis of generic structure of narrative text for tenth year students of SMA YASIIHA GUBUG. This study conducted to find out the problems faced by the

students in writing generic structure of narrative text. The result of this research showed students' score were good with the average 75 and the mean score is 66-79 and the observation were 27 students in level of excellent, 10 students in level good and 3 students in level fair. The problem faced by the students are they did not pay attention while teacher explained the material. Another study has been carried out by Nica, Perpisa and Sevrika (2016) discussed about students' difficulties in descriptive text at the eighth grade of MTsN LUBUK BUAYA PADANG. The result of this research showed that students faced the problems in generic structures and language features in writing descriptive text. The research also showed the students were difficult in writing text with simple past tense.

In this study, the writer focused on writing especially the Students' obstacles to identifying between narrative and descriptive text. The writer wants to know the students' obstacle in identifying generic in narrative text.

B. Research Questions

In accordance with the thesis theme and the background above, the research question of this study are as follow:

1. How do the students' identify narrative and descriptive text?
2. What are the difficulties faced by students in identifying a narrative and descriptive text?

C. The Aims of Study

Based on the explanation provided above, the aims of this study are as follows:

1. To explore the students skill in identifying narrative and descriptive text.
2. To know the difficulties faced by the students in identifying narrative and descriptive text.

D. Significant of Study

The study was expected to contribute to the body of knowledge through providing insight about how to face the students' obstacles in identifying narrative and descriptive text.

E. Terminology

To avoid misinterpretation about this research, there are some substantial terms are used throughout this writing as clarified beneath:

a. Student

According to Merriam-webster.com, a student is a person who attends a school, college, or university. In this study, the students are senior high school in first-grade students.

b. Obstacle

Hornby (1978, p. 9) states that “the word ‘obstacle’ means something in the way that stops the progress of make it difficult”. Another expert states that “obstacle

means something that stops progress or makes it difficult, something that stops progress or makes it difficult” (Gove, 1993, p. 479). Based on the statement above, students’ obstacle means something difficulty that can stop the process of learning narrative and descriptive text. Such as difficulty in writing orientation, complication, and resolution.

c. Narrative Text

Narrative text is one of the genres that we must teach to the Junior high school and senior high school students. Therefore the text is more developed. The teachers need to have a lot of references about that text type to catch students’ attention in the learning process. According to Hugh (2002), “the narrative text aims to comfort, to get and keeps reader attention or story audience”.

The narrative text aims also to teach, inform, pass on reflection about its author experience, and that does not reduce to increase a reader imagination. Narrative text generally gets the imaginary character, but there is also narrative text that gets the factual character, which tells instance truthfully.

There are some types of narrative text that have often been met with deep life every day, as a fable, legend story, mystery story, horror’s story, romance, and a short story.

Based on the explanation above, narrative text is how the students compose the story, how students tell the story that occurs, where and how the story happens every

day is a narrative story. Narrative text structure is consisting of three parts it is very important for words before beginning to analyze the narrative text, they are:

1. Orientation

The readers are introduced to the main character and possibly some minor character. Some indication is generally given of where the action is located and when it is taking place.

2. Complication

The complication is pushed along by a series of events during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character and even serves to temporarily toward them from reaching their goal.

3. Resolution

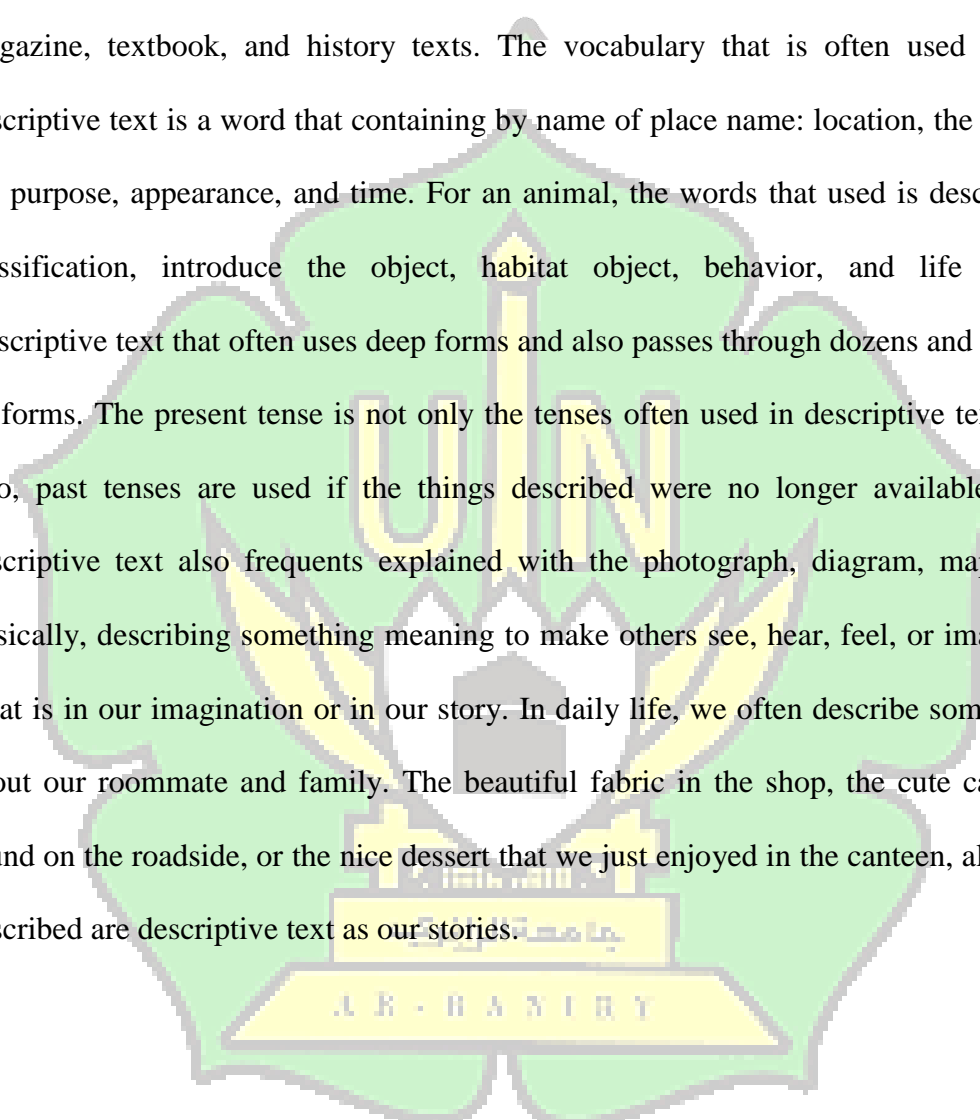
In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is, of course, possible in certain types of narrative).

d. Descriptive Text

Descriptive text is one of the texts that aims to give the information. The general characteristics of object information such as an animal or in a general way are someone pets as an object then given the animal species or given specific characteristics, etc. According to Hugh (2001, p.84) states that “Descriptive text is

someone in charge or the most stand out the deep story so reader or audience have a handicap in determines who the main characterization in one story.”

The media that are used for a descriptive text is an encyclopedia, scientific magazine, textbook, and history texts. The vocabulary that is often used in the descriptive text is a word that containing by name of place name: location, the effect, the purpose, appearance, and time. For an animal, the words that used is describing classification, introduce the object, habitat object, behavior, and life cycle. Descriptive text that often uses deep forms and also passes through dozens and one of its forms. The present tense is not only the tenses often used in descriptive text, but also, past tenses are used if the things described were no longer available. The descriptive text also frequents explained with the photograph, diagram, map, etc. Basically, describing something meaning to make others see, hear, feel, or imagined what is in our imagination or in our story. In daily life, we often describe something about our roommate and family. The beautiful fabric in the shop, the cute cats we found on the roadside, or the nice dessert that we just enjoyed in the canteen, all have described are descriptive text as our stories.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of some important theories which might help the writer to do this research

A. Description of Narrative Text

a. Definition of Narrative Text

Among of texts learned by students' narrative text is the text often learned by the student. Narrative text is the text tells the fiction and nonfiction story. The setting of Narrative text is about the time and place that occurs.

A narrative is releasing a clear sequence of events that occur over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or-dysfunctional) and provide elaboration. Moreover, Charles (1985, p. 129) notes that most narratives have the following characteristic:

1. It tells the story of an event or events
2. The events are usually arranged in chronological order, to occur on time.

Narrative stories focus on characters that have problems, adventures or experiences and written for the purpose to entertain the audience. In the narrative text, the writer is required to be able to entertain the reader imagination about the story.

The committee of national education standard also defines that narrative as a text that tells a story and sequences of events end, in doing so, entertain the audience. The narrative can be an experience of the people that can be told orderly based on what happened in the beginning, the middle and at the end of the story. A good narrative is a text that can put the reader in the story and make it happen in their imagination.

b. Purpose

The basic purpose of narrative text is to entertain the readers and how to make them interested in the story. However, there are some other purposes of narrative text.

The other purposes of narrative text:

1. To provide a fictional explanation for natural phenomena
2. To provide information about the way particular people lived and what they believed.
3. To convey cultural information that influences behavior.
4. To teach the reader a lesson they should learn about life.

In addition, the purpose of the narrative, other than providing entertainment, can make the audiences think about an issue, teach them a lesson, or excited their emotion.

c. Generic Structure

Every text has its own generic structure to identify the text easily. The steps for constructing a narrative are orientation, complication, and resolution.

1. Orientation

The readers are introduced to the main character and possibly some minor character. Hugh (2001, p. 78) states that “orientation is the topic of an activity or event to get the attention of the reader. After the abstract and before the narrative part of a story”. There are usually a number of free (non-narrative) clauses in which the teller sets the stages for the action.

In this orientations clause, we find relevant details about the background of the story. The time, place who was involved and what were they do. Orientation clauses can also appear in other parts of a story to provide descriptive information that becomes relevant as the story emerges as the teller reacting to the listeners. In addition, to give details, orientation clauses can also serve as evaluation.

2. Complication

The complication is pushed along by a serious of events during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character and oven serves to temporally toward them from reaching their goal.

3. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is, of course, possible in certain types of narrative.

d. Type of Narrative Text

The narrative is divided into fiction and nonfiction. Narrative fiction is also called traditional stories or folktales while nonfiction explains the events that have occurred in the past.

1. Fairytale

Fairytale is a fiction story that aims to entertain the reader and to amuse or convey cultural information that influences behavior, such as where it is safe to travel and where it is dangerous to go. The stories usually have magic, the villain characters are very cruel, and the good characters live happily.

2. Myth

Myth provides a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from generation to the next. Myth can also pass on cultural religious or spiritual beliefs and traditions. The myth is an important part of a culture and becomes the basic religious in the past.

3. Legend

Legend is a story about real people or events but some of the facts are exaggerated to make the story sound bigger and better than the original one. The purpose of a legend is to provide information about the way particular people lived, and what they believed. Legend also helps us to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today. The examples of legend are Malinkundang, Tangkuban, and Tapak Tuan.

4. Fable

The fable generally communicates some kind of moral message, often through the depiction of animals, who speak or otherwise take on human characteristics. The fables use many of the typical themes, characters, and settings of traditional stories, but they have a very specific purpose that strongly influences their content. A fable sets out to teach the reader or listener a lesson they should learn about life. The example of fable are the early bird gets the worm, the kind and the wolf and the lion and the mouse.

B. Description of Descriptive Text

The descriptive text creates a clear and vivid impression of a person, place or thing the arrangement of sentence and details according to where the objects being described are located.

Descriptive text is the text that aims to give information that gets common traits, to give information about an object, animal, or in a general way it could be someone pets as an object or a person and etc. Cory (2000, p.184) said about the descriptive text is a text that someone in charge or the most stand out deep a story so reader or audience have a handicap in determines who the main characterization in one story.

The media that used for descriptive text is written as the encyclopedia, scientific magazine, and textbook and history book. Lexicon gives the deep explanations about the Descriptive text is the word that related to location, for the effect, necessity, appearance and giving the evidence. For an animal, the word that uses to describes the classification, the presentation, the habit, behavior, life cycle, and its usefulness. The language that uses is neutral and objective. Descriptive text is often used present tense and past tense. The tense that frequently uses is present tense, but on another side, the past tense is also used if the descriptive text described something no longer available.

Describing something has meaning is giving the audience see, hear, and feel the thing by their mind based on what in our mind. Actually, in our daily life, we often to describe something to everyone like what we do in a day, what we feel and what we see. What we do is describing our story.

There are several advantages to study the descriptive text. We can describe and know about the object that is the main topic in the story. In this study, we can also improve our grammar and vocabulary as long as the text is based on the grammar.

C. Writing a text

Every piece of writing is a form of social action, whether its purpose is to persuade holders of different views, to purpose the construction of a bridge, to justify the return of shipment of paperclips, or to layout and order one's thoughts for personal inspection.

Writing make things happen in the social world and much of that social word is embodied in previous pieces on writing writers need to be able to understand and asses the social situation and then shape writing as an effective response within that context. Writing is usually a derivative, unthinking reflection of the cultural and social process of which the writers in unaware. Informed writing develops the minds against the background of what others have said.

D. The Writing Problem

The problem is many students are difficult to doing the task if the teacher does not give the good opening sentence it is mean the students cannot create the good sentence if they do not given the opening sentence. Perhaps other page fillers will continue flowing. There is a small truth to this, but only a very small truth. Such

thinking misses the real problem, which is knowing what you wish to accomplish in that particular writing situation. Once you know the way, the how and what will follow.

The first steps to resolve the main problem are the teacher need to repair the current situation. Second, the teacher need to use an interesting media than the teacher need to put the students as the central learning. However, requires you to imagine some kind of future situation that will embody your goals. Bazerman (1985) said that “to understanding your problem will suggest a solution because you well-defined goals will help you choose among the various and technique available.” Consider, for the example the problem of having no money approaching that problem in a first way may tempt you simply it. But if you think of the problem in the second way you may start to reformulate it.

E. Developing Text

Bazerman (1985), classified to developing essay to be six points:

1. Create a contentious article ought to primary perused again the annotation
What is more diary sections on the content students need aid setting off to discuss, the view which remarks appear to be those practically noteworthy for retrospect, Furthermore determine with wilt a few remarks might make identified with a basic topic about concurrence alternately difference.
2. Second, choose which of students' remarks will turn into the premise to the students' article an absolute remark might a chance to be the wellspring about

the article or students' might create a solitary steady subject out of a few remarks that appear to be to the side of the point in the same course. Attempt to lift a topic that raises a noteworthy issue. In the perusing, furthermore that students' will have the ability will help and create convincingly commenting for a thought vital of the unique article or fundamental to essential critics or Hosting provision to different more extensive issues will add to those interest from claiming students' exposition and stay with you starting with trivial Previously, Picking around side issues.

3. Third, students' ought to define your assertion or difference for a fundamental conclusion alternately essay which will aid the generally be heading for students' paper. Those articles ought gatherings give an absolute response stemming from person issue suggested eventually students' perusing those first content.
4. Fourth, students if rundown every last one of contentions that backing students' difference or concurred upon. Take a gander profoundly under the reason students feel the path that students do, and pass on of the looker do cement what is the more generous point of interest the great motivation behind.
5. Firth. Rehash those first content and students' past remark should think as of two things, In Eventually students' perusing the original, verify students' response will be generous what's more plainly advocated. Now and again those first will say something unique in relation to your memory about it. A

solid response with a thought could lead students' memory position should be perused those first that's only the tip of the iceberg dispassionately What's more faultlessly second, rereading those first Also your to start with responses might additionally empower on propelling your plans further Furthermore might be recommended more key passages, details, a sample that you camwood utilization to create your discourse. Not bring concentrated around a topic, you will realize considerably better precisely the thing that points you have should help your contention.

6. Sixth, then afterward students need gathered, chosen centered What's more formed your plans students require on arrangement how this material will fit together. In spite of there need aid numerous routes with can contentious essay, often a clear example will know that is important. The opening ought to Furth bolstering include:
 - a. Those books alternately article that evoked your reaction.
 - b. The specific item, idea, or topic with which you are reacting.
 - c. An acceptable explanation about if you agrarian or disagree, or make a greater amount complex, missed position.

The opening section should also include whatever background is necessary to understand either the idea you are responding to your response. But do not feel you need to summarize all the original text or tell your whole life story as background. Just tell enough to make your discussion intelligible. The substance of your

agreement or disagreement should form the main body of the essay. If you have several separate points to make in support of your position, you might simply build a paragraph around each of these points carefully consider, however, the order in which you should place the paragraphs so that the argument will get stronger instead of sliding downhill. If you wish to make a series of logically related points, again you might devote one paragraph to each point, but you should arrange the paragraphs to bring out the logic of their connection.

Finally, if you are making only one extended point, break that single large reason down into a series of stages or respects to be developed in several paragraphs. That will make your reason easier to follow and your point more memorable.

No matter how you organize your essay the reader should be able to follow the organization and ideas, ready and fully, carefully chosen examples will help the reader using your complete idea. Using an appropriate transition between ideas and constantly trying each point to the main idea will help the reader see how your whole essay fits together. The ending should offer a sense of completion by linking your ideas effectively in some strong statement of your position. Because this essay is responding to a text, the conclusion might recall the original idea to which you are responding. Reminding the reader exactly what you are agreeing or disagreeing.

F. Previous Studies

Many studies about students' obstacles in writing narrative and descriptive text has been carried. Irwan Sulisty (2013) discussed about the analysis of generic structure of narrative text for tenth year students of SMA YASIIHA GUBUG. This study conducted to find out the problems faced by the students in writing generic structure of narrative text. Descriptive quantitative was used as the method in this research. The instrument used to collect data was the writing test and observation sheet. The result of this research showed students' score were good with the average 75 and the mean score is 66-79 and the observation were 27 students in level of excellent, 10 students in level good and 3 students in level fair. The problem faced by the students are they did not pay attention while teacher explained the material. The students assumed they could get information by reading the text at glance and their experience. Another study has been carried out by Nica, Perpisa and Sevrika (2016) discussed about students' difficulties in descriptive text at the eighth grade of MTsN LUBUK BUAYA PADANG. This research used qualitative analysis as the method. To collect the data, the research collected students' assignment as the sample. The result of this research showed that students faced the problems in generic structures and language features in writing descriptive text. The research also showed the students were difficult in writing text with simple past tense.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the study. It covers the research method, research subject, method of data collection, and data analysis.

A. Research Method

This study used qualitative research. According to Evelyn (2001, p. 52) stated that “qualitative researchers explore, describe and study social phenomena involving people or cases of interest the statement that means qualitative research is about describing, exploring and studying about social phenomena of people interesting”. In this study, the writer describes the phenomena which happened in SMAN 1 PeukanBada. It is about Students’ obstacle to identifying Narrative and Descriptive text.

This research can be characterized as qualitative research because the technique of data analysis that was used in this research is descriptive data, without the help of statistic formulas. In the past study, the gathered data of the observation and interview was analyzed and concluded narratively and logically, as the main source of data in answering the research questions of the study. Whereas, the data from the literature review was used as the supporting data to complete the analysis of the study.

B. Research Subject

This research was conducted at SMAN 1 PeukanBada. The school is located in PeukanBada, Aceh Besar. The writer obtains the data from 16 students' of 20 students and 1 teacher of SMAN 1 PeukanBada from first-class students. The writer was chosen the sample based on purposive sampling. Creswell (2003, p. 185) stated that "purposive refers to the selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge." Thus, the sample was the students who learned narrative text and the teacher who taught a narrative class in the same class so they have experienced the same atmosphere teaching and learning process. Also, the writer took the students as the sample based on the open-ended questioner data. Thus, it is expected that those students may give the contribution to this research.

C. Method of Data Collection

To find the answers of research questions of this study, the writer collected the data needed through field research by using some techniques of collecting data as follows:

a. Open-ended Questionnaires

The open-ended questionnaire are to explore students skill in identifying narrative and descriptive text, the writer also used open-ended questionnaire to get the information before doing the interview research. In order, the writer used the open

ended questioner to answer the research question 1. “Usually open-ended questions are asked during interviews in hopes of obtaining impartial answers, while closed ended questions may force participants to answer in a particular way (Creswell, 2012; McNamara, 1999).” As cited in research methodology education (2018). An open-ended question gives participants more options for responding. For example an open-ended question may be, “How do you balance participation in athletics with your schoolwork (Creswell, 2012)

The writer used the questionnaire to gather additional data to support interview result. The questioner was given to 18 students of 20 students’ member of class. The question was consisted of 5 questions. The questioner was conducted in the Indonesian language in order to avoid misunderstanding and to obtain any detail information as much as possible.

b. Interview

The interview was used as one of the data collection method in this research. “In qualitative research specifically, interviews are used to pursue the meanings of central themes in the world of their subjects. The main task in interviewing is to understand the meaning of what the interviewees say” (McNamara, 2009). Interview help the writer to understand the responses on interviewee. According to Cohen et.al (2000, p.267), “interviews enable the participant to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of views.” In this study, the aims of the interview are to get the data more

details from both, the teacher and the students based on the students' open-ended questioners data.

The writer conducted an in-depth interview. Boyce and Neale (2006) stated that “In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation.” Therefore, an in-depth interview used in this study because the writer wants to obtain data from several participants’.

Based on the data from the open-ended questioners, the writer asked for more detailed information to the students about narrative and descriptive text. The data from the interview was analyzed by using a descriptive qualitative method. The interview was conducted after obtaining the open-ended questioners' result. The interview was in the Indonesian language in order to avoid misunderstanding and to obtain any detail information as much as possible. Specifically, 5 of the respondents is being interviewed by the writer. The interview is doing face to face. All of the interviews are recorded. In the interview, the writer asked more general questions. The writer also uses an interview instrument to help the writer in getting the information.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the research findings and discussion based on result of obtained questioners and interview. It is attempted to answer the questions of the study.

A. Data Analysis Procedure of Open-ended Questioners

There were two processes in gathered the data. The research was held in 3 days, November 29th until 2nd December 2018. In the first step has distributed a set of questionnaire to 20 students but only 16 students answered it, 2 students did not come to the school and 2 others did not want to answer the questioner because they said that they do not know about a narrative and descriptive text.

B. Open-ended Questioners Result

Based on the result of the study which was conducted on November 29th, 2018 the writer got the responses from 16 responses about how to identify narrative and descriptive text in learning English. The result of the interview related to the topic. The topic was about how students identify narrative and descriptive text. The topic also explains the students' difficulties in identifying narrative and descriptive text. The results of questioner are presented in 3 categories:

- Students' ability of narrative and descriptive text in the definition.
- Students ways in differentiate narrative and descriptive text.
- Students' knowledge of narrative and descriptive text in structure.

To help the reader understand the questioner result the writer presents some important information below:

a) Students' ability about narrative and descriptive text in the definition.

In the questionnaire result, there are various answer from the students. The writer conclude that the students more understand the definition of the descriptive text than narrative text. In narrative text, 10 students of 16 students cannot explain what the definition of the narrative text because the students did not answer the question about the narrative text definition.

In descriptive text 3 of 16 students cannot explain the definition of descriptive text. There are also have the students that explained the definition similar to the definition of descriptive text. It means the students cannot differentiate the definition between narrative and descriptive text.

b) Students ways in difference between narrative and descriptive text

This category explained about students' ways to differentiate narrative and descriptive text, it showed that the how the students' ways in differentiate between narrative and descriptive text. The writer elaborated this category into 3 section:

1. In identifying the meaning

In differentiating narrative and descriptive text, the student 7 has explained how the ways in differentiating between narrative and descriptive text. As student 7 stated that “To differentiate between narrative and descriptive text I start to give the meaning for the whole text “

2. Remembering the definition

The research result show that 3 of 16 students differentiate narrative and descriptive text by remembering the definition. As explained by the students 1 “the way I differentiate between narrative and descriptive text by remembering the definition both of it.”

The statement students 1 similar to the statements student 2, and student 11. Student 2 said that “the way I differentiate between narrative and descriptive text by remembering the definition both of it.”

Student 11 conveyed that “the way I differentiate between narrative and descriptive text is only by remembering the definition.”

The statement students 5 and student 8 also described the definition of narrative and descriptive text, so the writer make the summary that the student 5 and student 8 also differentiate narrative and descriptive text by remembering the definition.

Related to student 5 that “narrative text aim to entertain the reader and descriptive text aim to describe the object such as person, place and the thing.”

Student 8 claimed that “narrative text is a text describe about the phenomenon. And descriptive text is a paragraph described something and describes the paragraph as if the reader feels directly the text that being described as perceived by the writer.”

3. Focusing on the structure

Students 10 also has the different way to differentiate between narrative and descriptive text, “We can differentiate by focusing on the structure of the text and the story line of the text.”

The student 4 has another way in difference between narrative and descriptive text, student 4 said that “the best way to differentiate between narrative and descriptive text is by focusing on the text form, descriptive text explain about the specific characteristic and the narrative focusing on about fairy tale or fiction.”

From all the students’ statement in this 3 section the writer concluded that, the students has the various ways in differencing narrative and descriptive text. The first, giving the meaning of the text, the second, remembering the definition of narrative and descriptive text, and the last focusing on the structure of the text because narrative and descriptive text has different structure.

c) Students' knowledge of narrative and descriptive text in structure.

In this category, describes students responses' answer toward the questions related to Students' knowledge about narrative and descriptive text in structure.

Based on the questionnaire result, there are various answer from the students. The writer can conclude, the students more understand the structure of the narrative text than descriptive text. 4 students of 16 students cannot explain the structure of the narrative text and 6 of 16 students cannot explain the structure of descriptive text. The writer concluded that, the students did not answer the questionnaire about this content it is means do not know about the structure both of it.

From the questioner results, it showed the students cannot differentiate between narrative and descriptive text. The students know the definition of the text if the text gave to the students separately, but the student are confused about the text definition if both texts of narrative and descriptive text are gave at the same time.

C. Data analysis procedure of interview

There were several interconnected steps used in the process of analyzing data. First, the data gathered through an interview with five respondents who were chosen by the writer after answer the open-ended questioners, the students who do not answer the questioners selected to be the informants of the interview process. There are:

Students 1 as AS

Students 2 as DP

Students 3 as RT

Students 4 as PA

Students 5 as RR.

The students are second-grade senior high school students' of SMAN 1 PEUKANBADA. The writer recorded the interviews' answer and opinion by an audio recorded before transcribing the data result. The students spent around 5 minutes or more to responses the writer questions and instruction from the writer. Each student received the same questions to answer from the writer. To seek the information more specific, some additional questions were asked based on the interviewee's answer in agreement with the topic by the writer.

The second step was data analysis. The writer analyzed the data from the interview process by listening to the audio record several times to get the valid data from the students' statements. The interview result, have been transcribed the information and gave an opportunity to reflect its overall meaning.

a) The Result of Interview

The interview was conducted after the writer analyzed the open-ended questions. The writer interviewing five students that consisted of five questions. The

interview base on interview guide with five questions. The question was asked to explore students' skill in identifying narrative and descriptive text.

The elaboration of the topic was provided as in following:

1. Students' ability of narrative and descriptive
2. Students' obstacles of narrative and descriptive text.

1. Students' ability in narrative and descriptive text

This category was created to explore students' knowledge and to explain what was the students' ability about students' knowledge of narrative and descriptive definition, students' knowledge in structure also how students compare between narrative and descriptive text.

- Students' ability of narrative and descriptive text in the definition

In this category the writer elaborated into 2 section:

1. Students' knowledge about narrative and descriptive text in definition.

From the students responses in the in interview process, it can be concluded that one of five students cannot explained the definition of both narrative and descriptive text. As stated by AS, she said that "Narrative, the fairy tale, right? But I don't know what the definition is".

Three of five students can explain the definition of descriptive text was DP, RT, and RR. As stated by DP “I know, if the descriptive text describes something. But if narrative I know it about fairy tales but I don’t know the definition”. Also, RT said that: “I know the only descriptive text, because, sometimes the Narrative text is also the same as the descriptive text.”

One of five students can explain narrative text was PA. PA explained that “I know narrative text, narrative text is a text about the fiction, fable or can be a legend”. Three of five students learned narrative and descriptive text in first-grade students’ and two others since secondary school. As stated by DP, RT, and RR. DP: “Hmmm, since..... Maybe when I was in the first grade.”

Also, RT: “I forgot about when it exactly..... But, I think it was in first grade at lintas minat lesson.”

Similar to DP and RT, RR replaced:

“.....in..... The first grade, lintas minat lesson.”

2. The differentiate narrative and descriptive text.

From the students answer, the writer concluded that almost all of the students’ were interviewed cannot compare narrative and descriptive text. One of five students able to compare between narrative and descriptive text, while 4 students of 5 students interviewed cannot compare between narrative and descriptive text, the students feeling confused to compare. as said by PA: “it is difficult to compare

because sometimes I saw it is like the same, a narrative text explanations like descriptive text, and the text used English that makes the narrative and descriptive text more difficult.”

DP the one who can both narrative and descriptive text said that: “The way how to compare it is by memorizing the structure of the text.”

2. Students’ obstacle in learning narrative and descriptive text

This category explains the difficulty faced by the students in learning narrative and descriptive text, how students perception in learning narrative and descriptive text by using teacher method, and how the best way to learn narrative and descriptive text based on students opinion.

- The difficulty faced by students in narrative and descriptive text

This section explains the difficulty faced by students in identifying narrative and descriptive text in general based on students’ point of view. On the whole, the students stated that difficulty faced by students in narrative and descriptive text are difficult to compare, difficult to give words meaning, and difficult to understand the structure.

Another reason faced by the students is difficult to understand the English concerned to RR: “.....I don't know why but, umm.... English is difficult to understand, so what is in English lessons is hard for me to understand.”

From the statement above can be conclude that the big problem to understand English about vocabulary it is also reinforced by the English teacher statement, according to the teacher statement:

“The obstacles usually about lack of vocabulary, it is the problem for our students, of course, it is minimum. Because usually to understand the text we need to know more than 500 words, but the students only have no more than 200 words, that’s why the students have difficulty learning English process”.

- The students’ perception using the teacher method in learning.

This section explains the method that used by the teacher in explaining narrative and descriptive text based on the students’ perspective. There are several opinions from the students in the teaching-learning process about the teacher method as stated by AS: “It is nice to learn, the explanation is clear because sometimes used the picture is sometimes used the projector for picture or video, but the teachers are not patient enough so sometimes I miss the explanation.”

It is also related to RR opinion, RR stated that:

“The explanation was good because the teacher used an interesting topic such as the pyramid, but the teacher was impatient in the teaching process when I was asking because it is so fast and I miss the explanation, so I asked the teacher again to explain again the teacher do not want”.

The student RT has a different opinion about teaching method, in RT opinion,

“The teacher is nice. But the first-grade teacher was nicer, ha-ha. The teacher explained clearly, there were lots of pictures also, there were videos and other media, but there were also images that brought our own pictures, various things, basically”.

The students' has similar statement to the teacher statements about the method that used by the teacher, the teacher used the varieties media to seek students interest such as giving interest topic, the video, picture and sometimes the teacher gave the picture by using projector As the teacher said: “I gave the text first, then I also gave the video, there were pictures also through a projector.”

Also, the teacher gave the examples of text before give the instruction for the students own text to make the students easier to understand and sometimes the teacher gave the question in true and false form or match the picture. The teacher explained:

“I also give the text, for example, the narrative text is given the text as well as with descriptive I give the example of the text, then I ask the descriptive text model, the questions are various, then there is a true-false that I give or match the image”.

3. The best way to learn narrative and descriptive text according to students' opinion

From interview result it can be concluded that the students has some several opinions that related to the vocabulary. Some of the students have the lack of vocabulary that made the students difficult the understand the topic, cause the students not interested in learning English, especially narrative and descriptive

text, even the teacher gave the interesting topic, the students did not understand and did not interested to the lesson.

Related to AS opinion, AS do not like English because AS did not compete in it. “I don't know, because I do not like English, but if the teacher used a good picture, I little bit understand, but if I have to make my own text, do not know what I want to write.”

The teacher said that the students are more interested in studying by using picture or video, true and false and also students like if the teacher does not give the task.

“The students like to look up the pictures or video it would be nice if it was like that, especially if the assignment was not given that time they are must be happy but the students were less like it we give first the stimulus, for example, a picture matching match. For the task, there is true-false, it is interesting, then for the last choice is an assignment, answers the question according to the text”.

4. Teacher opinion in teaching Narrative and Descriptive text

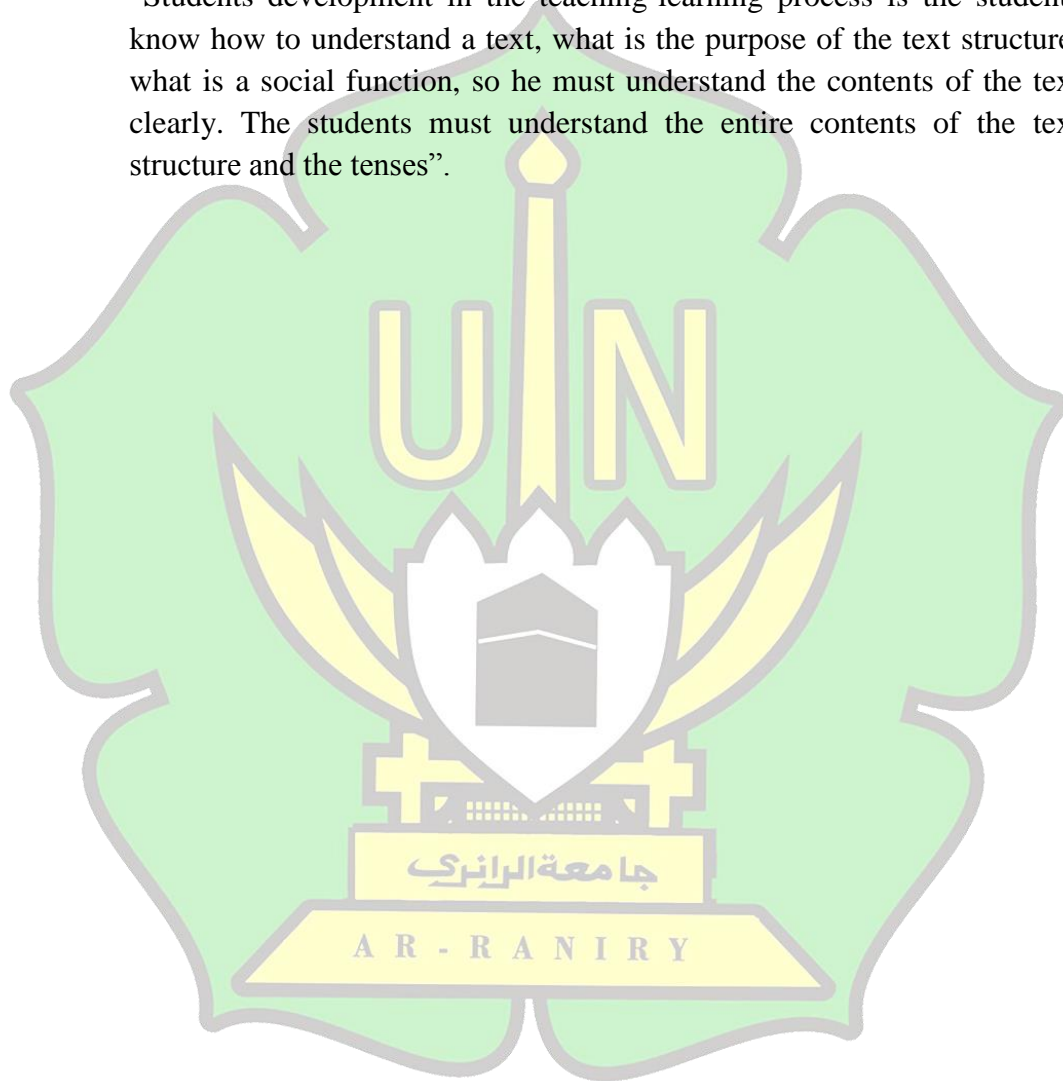
The students have lack of vocabulary. It can be an obstacle faced by the students in the learning process. As stated by the teacher,

“The obstacles usually about lack of vocabulary, it is the problem for our students, of course, it is minimum. Because usually to understand the text we need to know more than 500 words, but the students only have no more than 200 words, that's why the students have difficulty learning English process”.

The teacher also giving the solution for the students' problem in vocabulary as stated, “So the solution is every student must have a dictionary, it is impossible to answer every question from the students.”

About the students' development in learning English especially about narrative and descriptive text by using the teacher teaching method, as explained by the teacher:

“Students development in the teaching-learning process is the students know how to understand a text, what is the purpose of the text structure, what is a social function, so he must understand the contents of the text clearly. The students must understand the entire contents of the text structure and the tenses”.



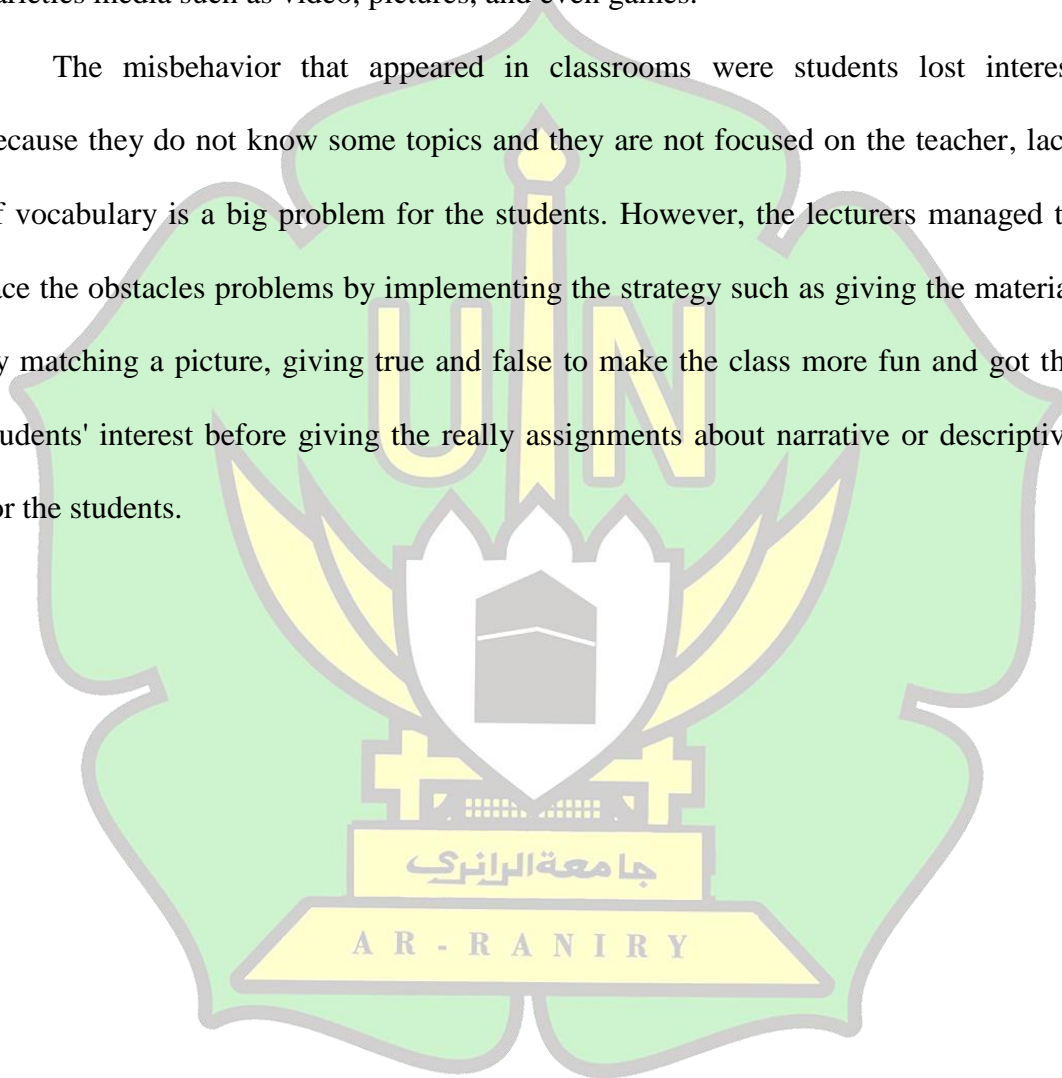
D. Discussion

This section discussed the research findings that the writer has conducted SMAN 1 PEUKANBADA. The writer used open-ended questioner and in-depth interview as the primary technique of data collection. Based on the results of the research, the writer has elaborated the important point in this part to answer the research question sequentially. First, the students' way in identifying narrative and descriptive text. Only a few of students know how to compare both narrative and descriptive text, some others confusing to compare between narrative and descriptive text. From all the students statement the writer concluded that, the students has the various ways in differentiate narrative and descriptive text. The first, giving the meaning of the text, the second, remembering the definition of narrative and descriptive text, the third, focusing on the text form of narrative and descriptive text and the last focusing on the structure of the text. Eventually, narrative and descriptive has different structure, the students still have difficulty in comparing the narrative and descriptive text.

In answering the second research question, the result of the questioner and interview showed the difficulty in learning English especially in narrative and descriptive. The students answer basically the same, the student has a lack of vocabulary, the students only have no more than 200 words. Actually, to understand the senior high school lesson the students need to know 500-700 words it is meant only a little bit than the students knows. The way the students understand narrative and descriptive text basically are the same, some students understand about narrative,

descriptive and the others understand both of them. For the result, all of the students admitted that they are not really interested in English. That is why the students were not enthusiast. In order, to support students' interest in learning, the teacher also used varieties media such as video, pictures, and even games.

The misbehavior that appeared in classrooms were students lost interest because they do not know some topics and they are not focused on the teacher, lack of vocabulary is a big problem for the students. However, the lecturers managed to face the obstacles problems by implementing the strategy such as giving the material by matching a picture, giving true and false to make the class more fun and got the students' interest before giving the really assignments about narrative or descriptive for the students.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of this qualitative study. From the result of this study, it can be concluded the different students used different strategies to learn narrative and descriptive text based on the students' need. Based on the result and discussion in the previous chapter, some conclusion can be inferred into:

The first is about the students way in differentiate narrative and descriptive text, In the definition of narrative and descriptive text, some of the students cannot explain what is the definition of narrative and descriptive text, only a few students that can explained what is narrative and descriptive. Almost all of the students' cannot compare narrative and descriptive text. The students were confused when they asked to compare both of the text, and only a few students can compare the text. The students have the various way in differentiate narrative and descriptive text. The first, giving the meaning of the text, the second, remembering the definition of narrative and descriptive text, the last focusing on the structure of the text

The second is the difficulty faced by the students in learning process. The difficulty faced by students in narrative and descriptive text in general based on students' point of view. On the whole, the students stated that difficulty faced by the

students in narrative and descriptive text are, difficult in comparing the text, difficult to give words meaning, and difficult to understand the structure.

The method used by the teacher in explaining narrative and descriptive text based on students' perspective. There are several opinions from the students in teaching learning process about teacher method, some of the students understand with the teachers' method and some others do not care with the method.

Some of the students have the lack of vocabulary that made the students difficult to understand the topic and made the students not interested in learning English especially narrative and descriptive text, even the teacher gave the interesting topic, the students did not understand and did not interested to the students.

B. Suggestion

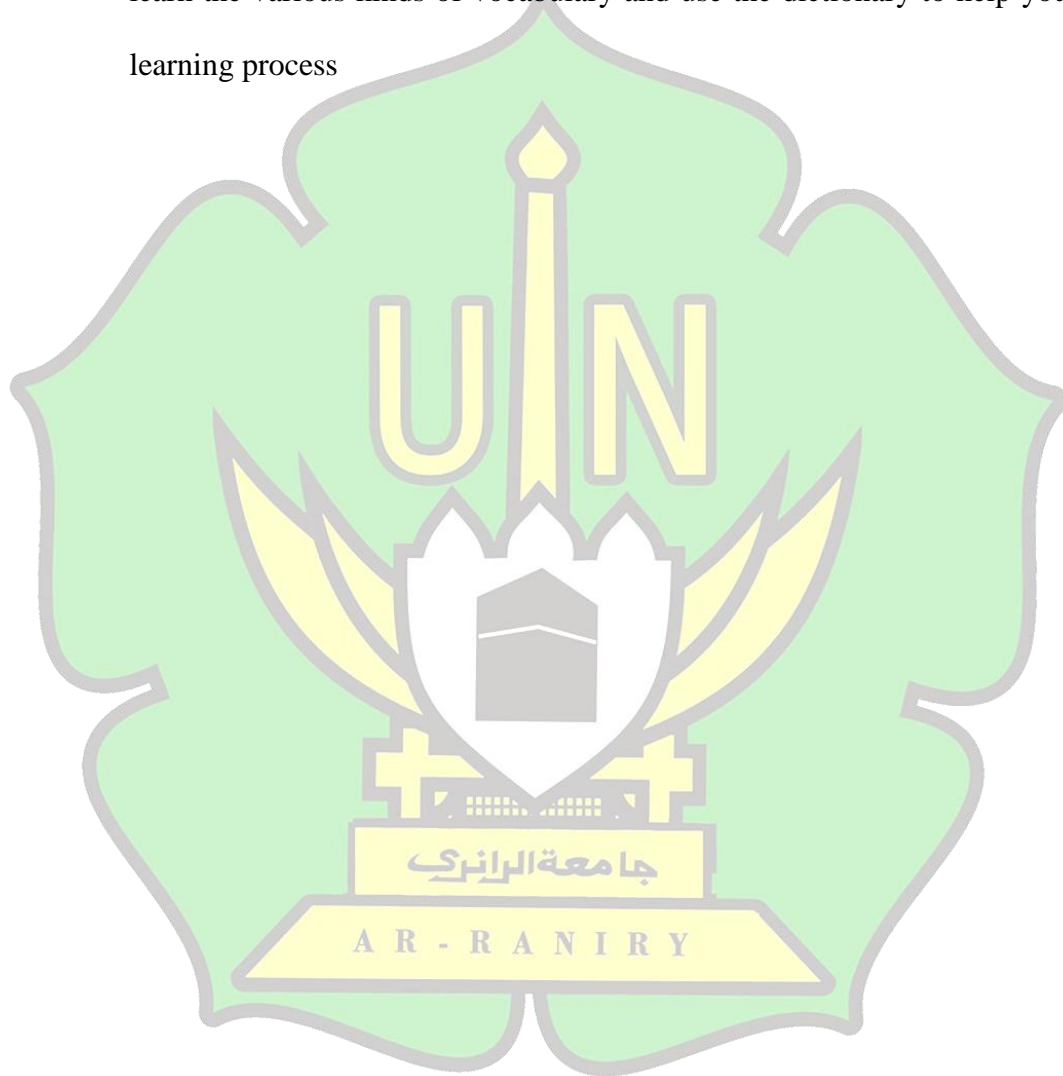
Based on the result of the study, the writer wants to give some suggestion for the teachers and students.

a. For teachers

- The teacher needs more pay the attention for the students
- Use newspapers as an examples for the learning process, for example, Garuda post, Jakarta post, and others, teachers can also use novels or storybooks as student learning guides.
- The students need the teachers' motivation and the teachers' kindness in teaching

b. For students

- The students need to know the basic of English
- Use the dictionary to help your learning process
- learn the various kinds of vocabulary and use the dictionary to help your learning process



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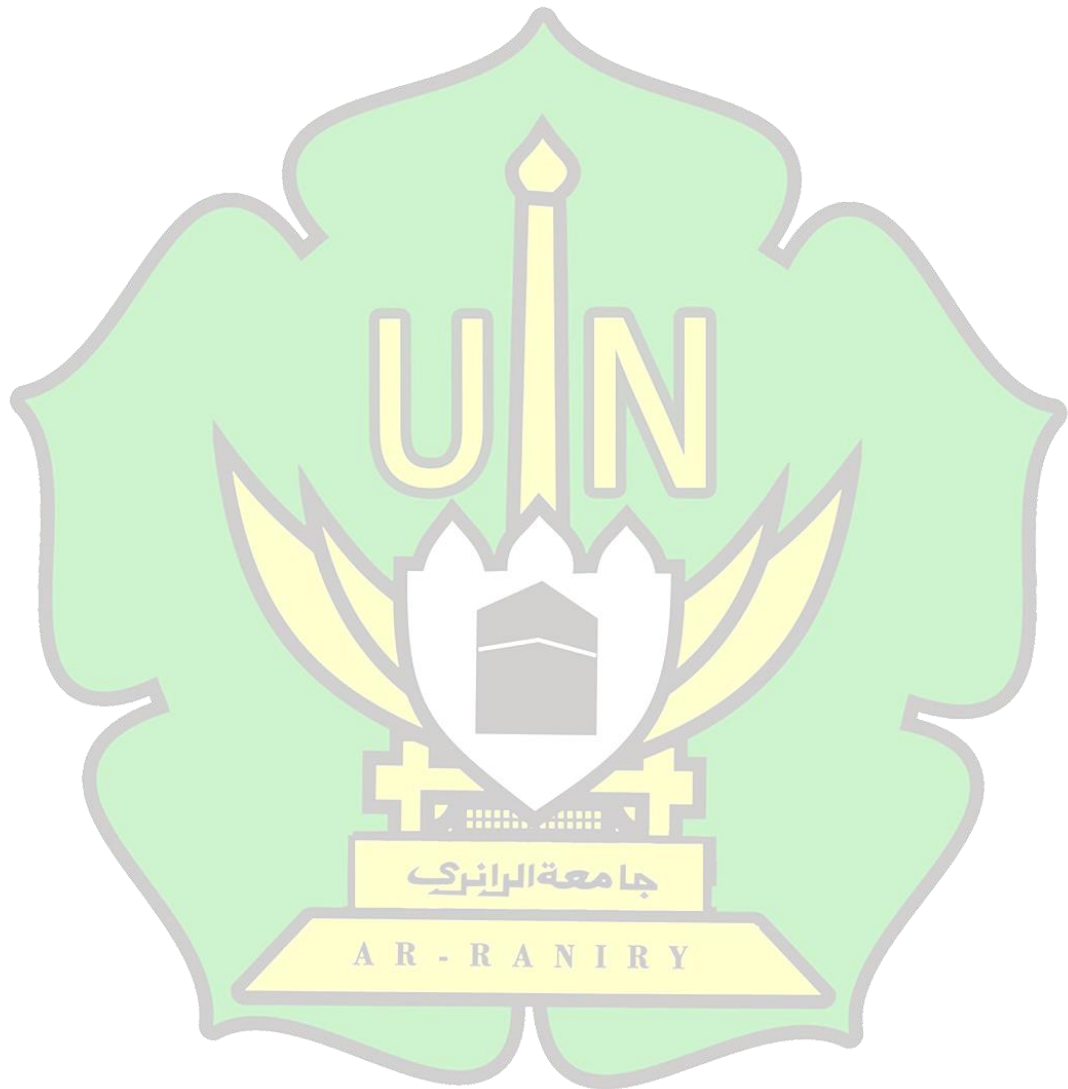
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APPENDIX INSTRUMENTS

Participant PA

a. Personal information

1. Name : Putri Aldilla
2. Class : X ipa 1
3. **Berapa lama kamu belajar Bahasa Inggris?**

Jawaban: dari SMP belajarnya kak

4. **Dimana kamu belajar Bahasa Inggris ?**

Jawaban: belajar bahasa inggris nya ya di sekolah aja kak ga ada les-les gitu

b. Students experience in learning narrative and descriptive text

1. **Apa kamu tahu apa itu narrative dan descriptive teks ?**

Apa itu ? sudah berapa lama kamu tahu narative dan descriptive teks ?

Jawaban: Saya tau kak, tapi ga tau apa definisinya kak

2. **Apa kamu tau perbedaan narrative dan descriptive teks ?**

Bagaimana cara membedakannya ?

Jawaban: tau kak, saya bedainnya lihat dari bentuk teksnya kak, dari apalagi ya namanya structure ya kak.. gitu lahhh...

3. **Apa kamu punya kesulitan dalam belajar narrative dan descriptive teks ?**

- apa kesulitan terbesar yang kamu hadapi dalam narrative and descriptive teks ?

Jawaban: structure nya tau kak, definisinya juga tau tapi kalau udah jadi teks agak susah kak

-Yang mana yang lebih sulit narrative atau descriptive ?

Jawaban: Narrative teks lebih susah kak

4. Bagaiman guru dalam menjelaskan narrative and descriptive text?

Jawaban: enaklah kak lumayan penjelasannya jelas tapi terlalu cepat ngajarnya.

-apakah itu membantu kamu dalam mengerti narrative dan descriptive teks ?

Jawaban: lumayan membantu kak

5. Menurut kamu, apa/bagaimana cara yang tepat dalam mempelajari narrative and descriptive text?

Jawaban: kalau menurut saya dengan menyediakan vocabulary udah sangat membantu kak

Participant AS

c. Personal information

5. **Name** : Aulia safitri

6. **Class** : X ipa 1

7. **Berapa lama kamu belajar Bahasa Inggris?**

Jawaban: Emmm udah lama kak kyknya dari smp laa

8. **Dimana kamu belajar Bahasa Inggris ?**

jawabab: Apa kak? Dimna belajar ya? Cuma disekolah kak ga ada les kek orng lain.

d. Students experience in learning narrative and descriptive text

1. **Apa kamu tahu apa itu narrative dan descriptive teks ?**

Apa itu ? sudah berapa lama kamu tahu narative dan descriptive teks ?

Jawaban:

Iya tau pernah belajar

Naratif tu yang dongeng-dongeng gitu kak kan? Tapi ga tau laa definisinya apa.

Dari smp udah tau kak tapi ga tau tau kali Cuma sekilas kek gitu belajrnya.

2. **Apa kamu tau perbedaan narrative dan descriptive teks ?**

Bagaimana cara membedakannya ?

Jawaban: Tau tapi kalau udah dua duanya bingung sering ketukar gitu kan hamper hamper sama gitu.

3. Apa kamu punya kesulitan dalam belajar narrative dan descriptive teks ?

- apa kesulitan terbesar yang kamu hadapi dalam narrative and descriptive teks ?

jawaban:

iya ada kak susah bedainnya ga tau mana yg naratif mana yang deskriptif
Saya tu ga bias bahasa inggris ga tau kata katanya, udah cari di kamus tapi kata katanya beubah ubah gitu ada yang verb 1 la ada yang verb 3 laa. Jadi bingung

-Yang mana yang lebih sulit narrative atau descriptive ?

Answer :

descriptive susah kali kak ga tau vocabnya jadi kalau disuruh buat teks gitu susah bingung pilih katanya.....

4. Bagaiman guru dalam menjelaskan narrative and descriptive text?

Jawaban:

enak karna kadang kadang pakek gambar kadang kadang ada pakek infokus tapi kak kan ibunya kurang sabar jadi kalau udah tinggal ya udahlaa

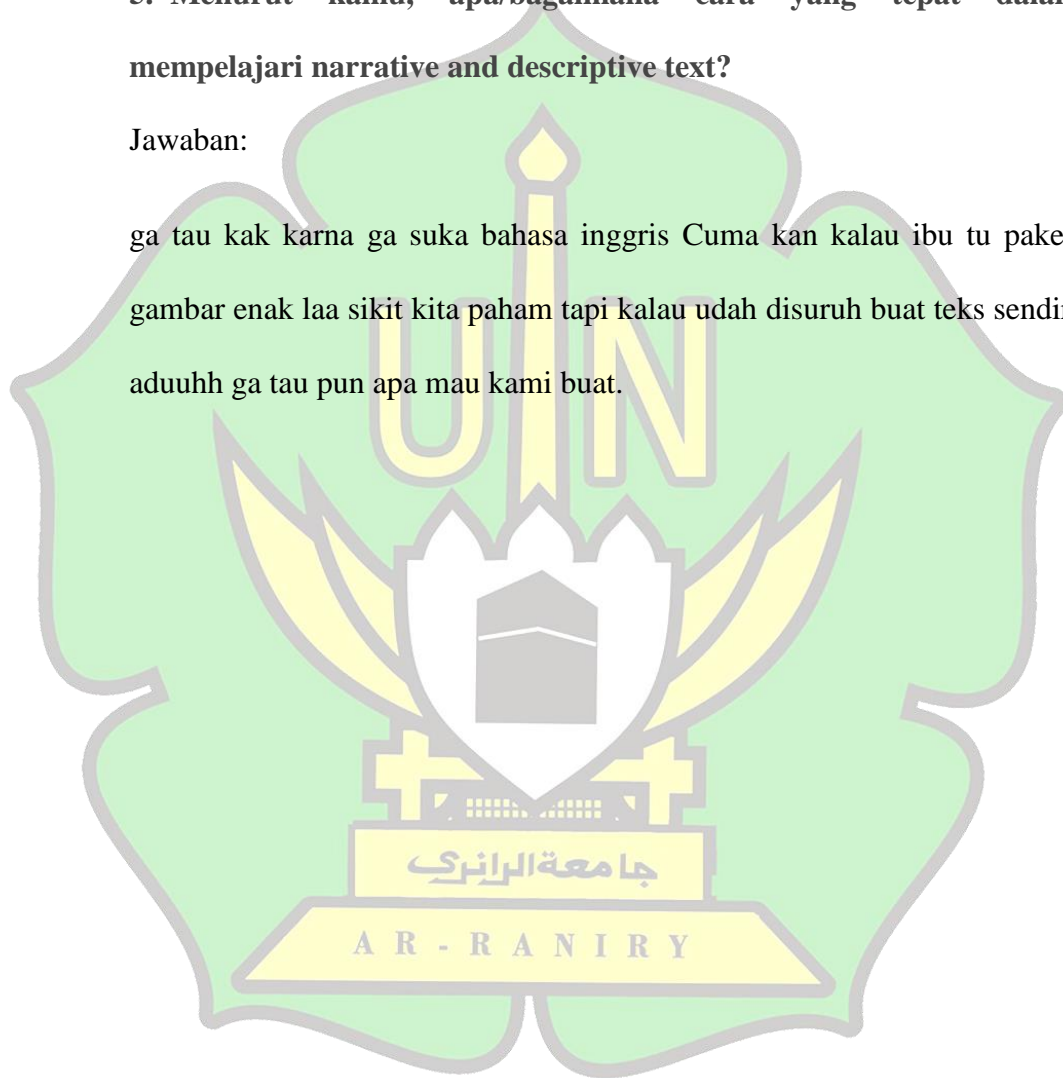
-apakah itu membantu kamu dalam mengerti narrative dan descriptive teks ?

Jawaban : enggak kak gitu gitu aja.

5. Menurut kamu, apa/bagaimana cara yang tepat dalam mempelajari narrative and descriptive text?

Jawaban:

ga tau kak karna ga suka bahasa inggris Cuma kan kalau ibu tu pakek gambar enak laa sikit kita paham tapi kalau udah disuruh buat teks sendiri aduuhh ga tau pun apa mau kami buat.



Participant RT

e. Personal information

9. Name : Rahmat taufik

10. Class : X ipa 1

11. **Berapa lama kamu belajar Bahasa Inggris?**

Answer : lupa kak dari kapan kyknya sd ehntah smp hahahahahahah

12. **Dimana kamu belajar Bahasa Inggris ?**

jawabab di sekolah laa kak mana lain

f. Students experience in learning narrative and descriptive text

1. **Apa kamu tahu apa itu narrative dan descriptive teks ?**

Apa itu ? sudah berapa lama kamu tahu narative dan descriptive teks ?

Jawaban:

Taunya deskriptif aja yang ceritain ciri cri gitu kaan kak?

Dari kapan kak yaa apa pas kelas satu kek nya.

2. **Apa kamu tau perbedaan narrative dan descriptive teks ?**

Bagaimana cara membedakannya ?

Jawaban: Answer:

tau nya descriptive aja kak, karna kadang-kadang narratie sama juga kaya descriptiave kak.

3. **Apa kamu punya kesulitan dalam belajar narrative dan descriptive teks ?**

- apa kesulitan terbesar yang kamu hadapi dalam narrative and descriptive teks ?

jawaban : ini sebenarnya yang susah bahasa inggrisnya kak bukan narrative atau descriptive nya

-Yang mana yang lebih sulit narrative atau descriptive ?

Jawaban:

narrative, karena ajda juga dongeng tapi dia kaya jelasin ciri-ciri gitu.

4. Bagaimana guru dalam menjelaskan narrative and descriptive text?

Answer :

enak lah kak. Tapi enak lagi guru 1 lagi kak, haha

Ibu ni jelasinnya banyak bahannya ada gambar gitu, tapi ada juga d suru bawa gambar sendiri, macam-macam lah kak pokoknya.

-apakah itu membantu kamu dalam mengerti narrative dan descriptive teks ?

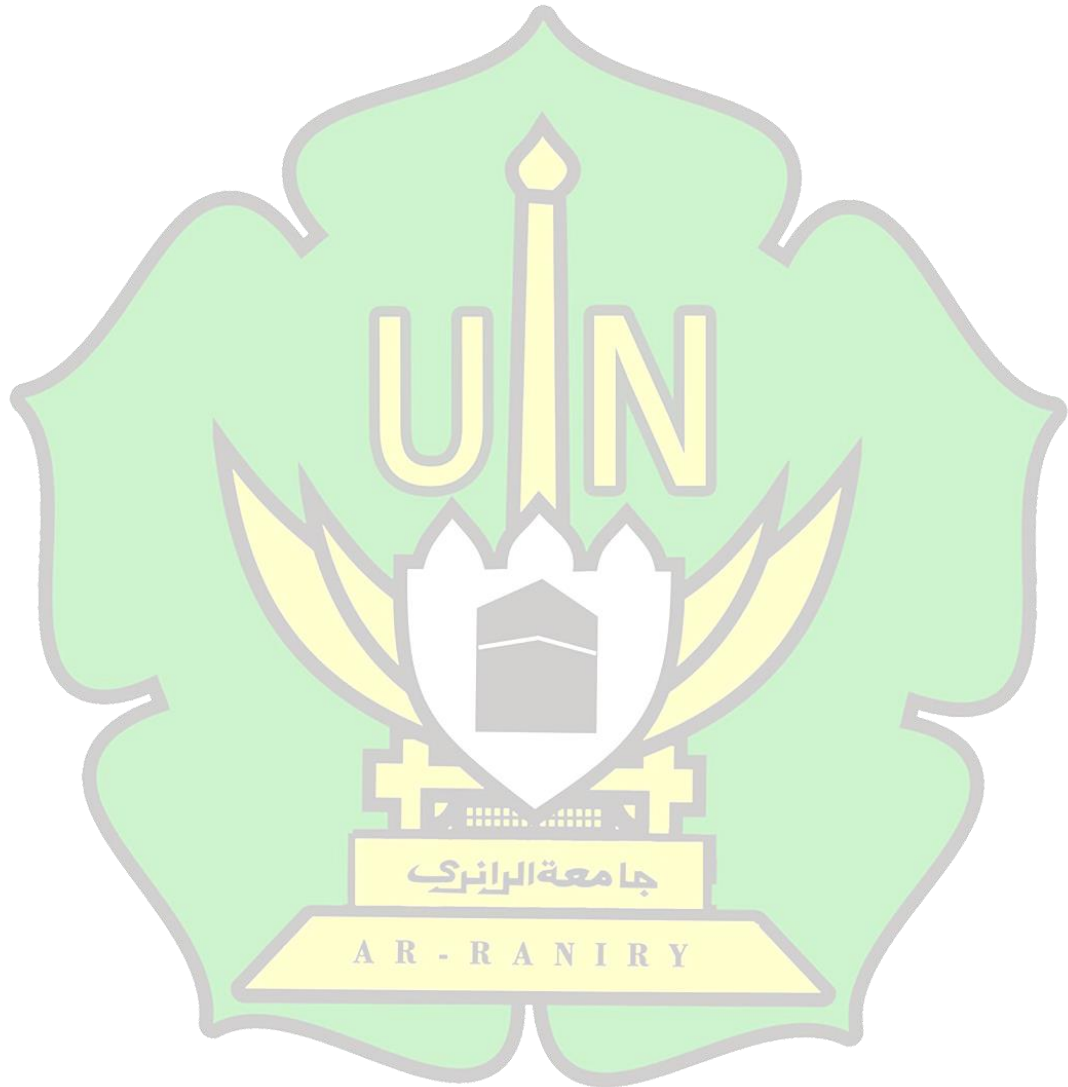
Answer :

kalo bawa bahan sendiri enak kak karna kan yang kita suka kak.

5. Menurut kamu, apa/bagaimana cara yang tepat dalam mempelajari narrative and descriptive text?

Jawaban:

enaknya belajar di luar jangan di kelas, kaya bahasa Indonesia kan sering belajar di luar kak.



Participant DP

g. Personal information

13. Name : Dara puspita

14. Class : X ipa 1

15. How long have you learn english language?

Answer : dari Sd kak

16. Where are you learn English ?

Answer: belajar bahasa inggris nya di sekolah kak

h. Students experience in learning narrative and descriptive text

1. Did you know what narrative and descriptive text is?

What it is ? how long have you know about narative text dan descriptive text ?

Answer:

Tau kak, kalau descriptive teks yang menggambarkan tentang sesuatu yg gitu-gitu lah kak. Tapi kalo narrative tau dongeng tapi definisinya gatau kak, lupa kak kayanya waktu kelas 1 di kelas listas minat

2. Did know the differences between narrative and descriptive text ?

How to compare it ?

Answer:

bedainnya biasa nya dari hafalin gimanna structure teks nya kak.

3. Did you found any obstacles in learning narrative and descriptive text ?

-What is your big obstacles that you face in learning narrative and descriptive text?

Answer :

structure nya tau kak, definisinya juga tau tapi kalau udah jadi teks agak susah kak

-Which one more difficult narrative or descriptive ?

Answer :

Narrative teks lebih susah, karna structure nya lebih banyak kak eh tapi gatau juga knpa kak

4. How is your teachers in explaining narrative and descriptive text?

Answer :

enak kak ibunya baik, ga bertele-tele gitu kak. Jadi harusnya dara paham. Tapi dara sering ketinggalan kak.

-Is it help you in understand narrative and descriptive text ?

Answer : lumayan membantu kak

5. In your opinion, what/how is the best way to learn narrative and descriptive text?

Answer :

enaknya medianya sering di ganti-ganti gitu kak jadi ga bosan kak.

Participant RR

i. Personal information

17. Name : Rahmi Ramadhani

18. Class : X ipa 1

19. **Berapa lama kamu belajar Bahasa Inggris?**

Jawaban:: dari SD lah belajarnya kak

20. **Dimana kamu belajar Bahasa Inggris ?**

Jawaban belajar bahasa inggris nya di sekolah kak

j. Students experience in learning narrative and descriptive text

1. **Apa kamu tahu apa itu narrative dan descriptive teks ?**

Apa itu ? sudah berapa lama kamu tahu narative dan descriptive teks ?

Jawaban tau kak, emmmmm tapi gatau apa definisinya gmna kak, tau narrative nya dari SMA kak..

2. **Apa kamu tau perbedaan narrative dan descriptive teks ?**

Bagaimana cara membedakannya ?

Jawaban: saya agak susah gitu kak gmna bedainnya..emmm....karna agak bingung...hheehe

3. **Apa kamu punya kesulitan dalam belajar narrative dan descriptive teks ?**

- apa kesulitan terbesar yang kamu hadapi dalam narrative and descriptive teks ?

Jawaban: saya agak susah kak karna saya gak paham bahasa ingris kak

-Yang mana yang lebih sulit narrative atau descriptive ?

Jawaban: Narrative teks lebih susah,....perasaan kak gatau juga knpa kak

4. Bagaiman guru dalam menjelaskan narrative and descriptive text?

Jawaban: cara ibunya mengajar enak...kak penjelasannya jelas, ibunya juga pake topic yang menarik kaya tempat-tempat terkenal gitu kak.....hmmmm..... tapi ibunya cepet marah gitu, kalau di tanyain gamau ulang lagi kak, jadi kadang-kadang kalau ga ngerti saya ga berani Tanya kak.

-apakah itu membantu kamu dalam mengerti narrative dan descriptive teks ?

Jawaban: lumayan membantu kak

5. Menurut kamu, apa/bagaimana cara yang tepat dalam mempelajari narrative and descriptive text?

Jawaban: caranya gimana ya kak ? hmm , saya rasa akan lebih gampang dan lebih mudah di pahami kalau teksnya sudah ada translatenya...

Transcript Interview

1. -Metode yang bagaimana ibu gunakan dalam mengajar narrative dan descriptive teks ?

Answer : (1) *pertama saya memberikan teks dulu, kemudian saya juga memberikan video, ada gambar- gambar juga melalui infokus.... Ayo kenapa ributt sekali (suasana kelas yang sedang berisik) misalnya cerita tentang snow white, kemudian siswa memerhatikan saya berikan contoh satu jangan rebut (suasana kelas) kalimatnya apa, dan deskripsinya seperti apa, kemudian mereka itu merangkai kalimat bagaimana ceritanya dari pertama sampai akhir misalnya seperti itu.*

Kalau (2) *descriptive itu misalnya describing place, iya itu saya berikan gambar gambar misalnya tempat tempat terkenal tempat tempat bersejarah di misalnya yang ada di Indonesia ataupun dunia misalnya pyramid, menara Eifel, diberikan seperti itu dan kemudian, saya berikan contoh teks, dan objeknya berasal dari Negara mana seperti itu. Dan kemudian descriptive teks ini saya berikan juga mteksanya misalnya narative teksa tadi kan diberi teks begitu juga dengan descriptive saya beri contoh teks kemudian saya beri pertanyaan descriptive teks model pertanyaannya macam-macam nanti ada yang namanya true false yang saya berikan atau mencocokkan gambar, misalnya monolog,*

Terkahir menjawab pertanyaan , karna kan menjawab pertanyaan itu untuk memahami isi teks

Kalau misalnya menyusun cerita dari sebuah teks descriptive mereka menyusun dari paragraph acak itu mereka menyusun kembali menjadi paragrah yang benar.

Klau menulis sendiri itu belum karna masih kelas sepuluh karna descriptive teks itu dikelas sepuluh.

-bagaimana respon siswa belajar dengan metode yang ibu gunakan ?

Answer : siswa kalau yang untuk melihat gambar atau tayangan itu pasti menyenangkan ya kalau seperti itu apalagi kalau tugasnya tidak kita berikan langsung yang menjawab dari teks karna mereka itu kurang kurang suka Kita beri dulu stimulus kita berikan misalnya gambar gambar ada matching mencocokkan. Untuk soal solnya ada true false itu menarik kemudian terakhir nanti tugasny baru menjawab pertanyaan sesuai teks.

2. Apakah siswa punya kesulitan dalam mempelajari narrative dan descriptive teks ?

Answer : (3) *kalau kesulitan itu biasanya dengan kosa kata untuk siswa kita memang yang namanya vocabulary ya pasti kurang. Biasanya ga sampe 200-500 lah inimal jadi agak sulit memahami.*

(4) Jadi solusinya harus ada kamus, kan ga mungkin setiap pertanyaan saya kasih tau.

3. Bagaimana perkembangan siswa setelah belajar tentang narrative dan descriptive menggunakan metode mengajar ibu ?

Answer : perkembangan bagaimana?... ohh jadikan mereka jadi paham bagaimana memahami sebuah descriptive teks , apa tujuanny apasih struktur teksnya apa sosial fungsi sosialnya , jadi dia harus memahami isi teksnya kan. Struktur teks itu mereka itu bagaimana ya harus memahami keseluruhan isi teks. Apa Kalau misalnya unsur bagaimana tensies tensens Kan setiap teks ada misalnya teks descriptive itu kan siswa harus memahami. (5) ***Jadi lebih kurang mereka sudah meningkat pemahamannya dengan metode tersebut.***



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 10178/UN.08/FTK/KP.07.6/10/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UN.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindehan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 - 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 Januari 2017

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/573/2017 tanggal 12 Januari 2017

Menunjuk Saudara:

- 1. **Habiburrahim, S.Ag, M.Com, MS, Ph.D** Sebagai Pembimbing Pertama
- 2. **Rita Hermida, M.Pd** Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

- Nama** : Siti Intan Kharisma
- NIM** : 231324261
- Program Studi** : Pendidikan Bahasa Inggris
- Judul Skripsi** : Students' Obstacles in Identifying Narrative and Descriptive Text

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Oktober 2018

An. Rektor
Dekan



Muslim Razali

Tambahan

- 1. Rektor UIN Ar-Raniry (sebagai laporan);
- 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- 4. Mahasiswa yang bersangkutan;



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 PEUKAN BADA

Jl. Ateung Tuha No. 3 Peukan Bada, Kabupaten Aceh Besar, Kode Pos 23351
Telepon/Faks 0651-44312, email : smanpeukanbada@gmail.com

SURAT KETERANGAN
Nomor : 422 / 447 / 2018

Sehubungan dengan surat Kementerian Agama Universitas Islam Negeri Ar-Raniry Banda Aceh Fakultas Tarbiyah dan Keguruan Nomor : B-11966 /Un.8/TU-FTK/ TL.00/11/2018 Tanggal 13 November 2018 tentang Izin Pengumpulan Data, maka dengan ini menerangkan :

Nama	: Siti Intan Kharisma
N I M	: 231 324 261
Prodi/Jurusan	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat	: Keutapang, Jl.Flamboyan V No. 17 Aceh Besar

Benar yang namanya tersebut di atas telah mengumpulkan data di SMA Negeri 1 Peukan Bada dengan judul "Students' Obstacles in Identifying Narrative and Descriptive Text"

Demikian surat keterangan Izin Pengumpulan Data ini di buat untuk dapat dipergunakan seperlunya.

Peukan Bada, 5 Desember 2018
Kepala,



Hj. Aminah Daud, S.Pd. M.Pd
NIP. 19600917 198412 2 005



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. (0651) 7551423 Fax. (0651) 7553020 Situs: www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11966 /Un 08/TU-FTK/ TL 00/11 /2018

13 November 2018

Lamp

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada

N a m a : Siti Intan Kharisma
N I M : 231 324 261
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Keutapang, Jl. Flamboyan, V, No.17, Aceh Besar

Untuk mengumpulkan data pada:

SMAN 1 Peukan Bada

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Obstacles In Identifying Narrative and Descriptive Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

AUTOBIOGRAPHY

1. Name : Siti Intan Kharisma
2. Place / Date of Birth : Banda Aceh, 28 January 1995
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Occupation : Student
7. Address : Jln. Flamboyan V No. 17 Gue Gajah, Aceh Besar
8. E-mail : sitiintankharisma@gmail.com
9. Parent
 - a. Father : Drs.A.H.Risman
 - b. Mother : Dra.Irmayani Ibrahim
 - c. Occupation : Civil Servant
10. Education Background
 - a. Elementary School : MIN 1 Banda Aceh (2001-2007)
 - b. Junior High School : SMP Tgk. Chiek Oemar Diyan (2007-2010)
 - c. Senior High School : SMAN 2 Banda Aceh (2010-2013)
 - d. University : UIN Ar-Raniry (2013-2018)

Banda Aceh, 15 January 2019

Siti Intan Kharisma