

**EXPLORING STUDENTS' SKILLS IN WRITING  
NARRATIVE ESSAYS**

**THESIS**

Submitted By

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BANDA ACEH  
2020 M/ 1441 H**

THESIS

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The Bachelor Degree of Education in English Language Teaching

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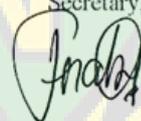
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Exploring Students' Skills In Writing Narrative Essays**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya

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Saya yang membuat surat pernyataan,



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AR - RANIRY

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Finally, I hope the findings of this thesis will be sustainably beneficial for the further researcher on this topic.

Banda Aceh, December 30<sup>th</sup>, 2019

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## ABSTRACT

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Thesis working : Exploring Students' Skills in Writing Narrative Essays  
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Keywords : Students' skill, narrative essays, writing.

The issues face nowadays are students still have problems in writing generic structure and language features of narrative texts. This study was designed to explore the English students' skill in writing narrative essays. This qualitative research involved ten English students who were selected by using purposive sampling. In collecting the data, the writer used document analysis and semi structured-interview. According to the findings of document analysis, from the ten data collected only four of them are qualified as narrative essays . Furthermore, the results of semi structured-interview showed that students have several difficulties in writing narrative essay such as lack of practice, lack of knowledge how to brainstorm an idea, lack of vocabulary and grammar.

## TABLE OF CONTENTS

DECLARATION OF ORIGINALITY .....	i
ACKNOWLEDGEMENT .....	ii
ABSTRACT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF TABLES .....	vi
LIST OF FIGURES.....	vii
LIST OF APPENDICES .....	viii
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
A. Backgrounds of the Study.....	1
B. Research Questions.....	3
C. Research Aims .....	3
D. Significance of the Study.....	3
E. Terminologies .....	4
F. Previous Studies.....	5
<b>CHAPTER 2 LITERATURE REVIEW .....</b>	<b>7</b>
A. Nature of Writing.....	7
1. Definition of Writing.....	7
2. Type of Writing .....	8
3. Characteristics of Writing.....	10
B. Essay Writing.....	13
1. Definition of Essay .....	13
2. Type of Essay.....	14
3. Characteristics of Essay .....	15
C. Narrative Essay .....	17
1. Definition of Narrative Essay .....	17
2. Kinds of Narrative .....	19
3. Characteristics of Narrative .....	20
4. Organization of Narrative Essay.....	21
D. Student's Ability in Writing .....	22
1. Difficulties in Writing.....	22
2. Elements of Writing.....	23
<b>CHAPTER 3 RESEARCH METHODOLOGY .....</b>	<b>26</b>
A. Research Design .....	26
B. Research Sites .....	26
C. Research Participants.....	27
D. Instruments for Data Collection.....	28

1. Document Analysis.....	28
2. Interview .....	28
E. Technique of Data Analysis.....	29
<b>CHAPTER 4 FINDINGS AND DISCUSSION.....</b>	<b>31</b>
A. Research Findings.....	31
B. The Result of Document Analysis .....	31
1. The Result on Generic Structures of Narrative Texts .....	31
2. The Results of Language Features of Narrative Texts .....	46
C. The Result of Interview .....	50
1. The Results on Students' Difficulties in Writing Narrative Texts .....	50
D. Discussion.....	55
<b>CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>58</b>
A. Conclusions .....	58
B. Recommendations.....	59
<b>REFERENCES.....</b>	<b>60</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

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A R - R A N I R Y

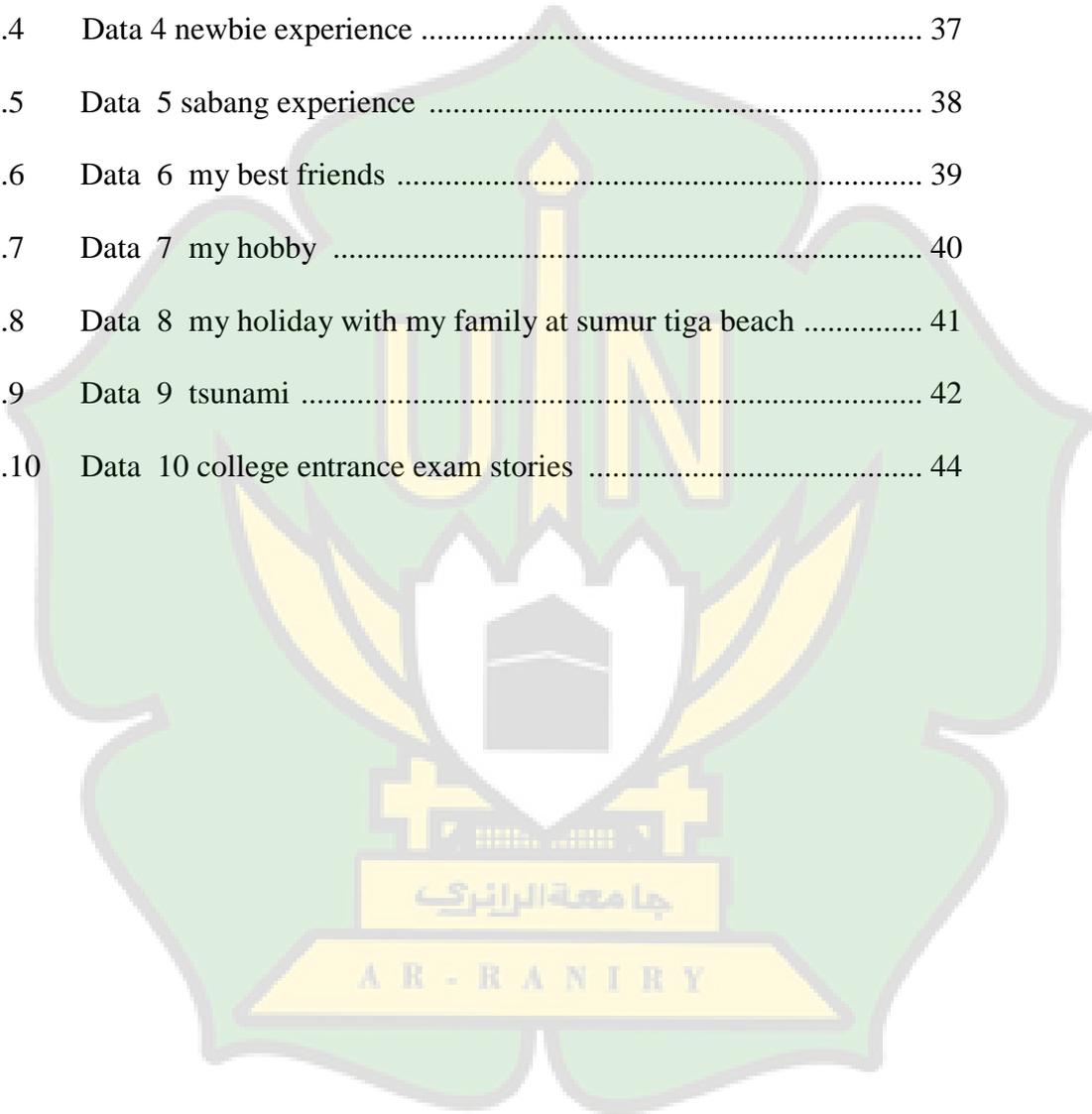
## LIST OF TABLES

Table 2.1 Components of an essay .....	17
Table 4.1 Generic structures .....	45
Table 4.2 Language features .....	46



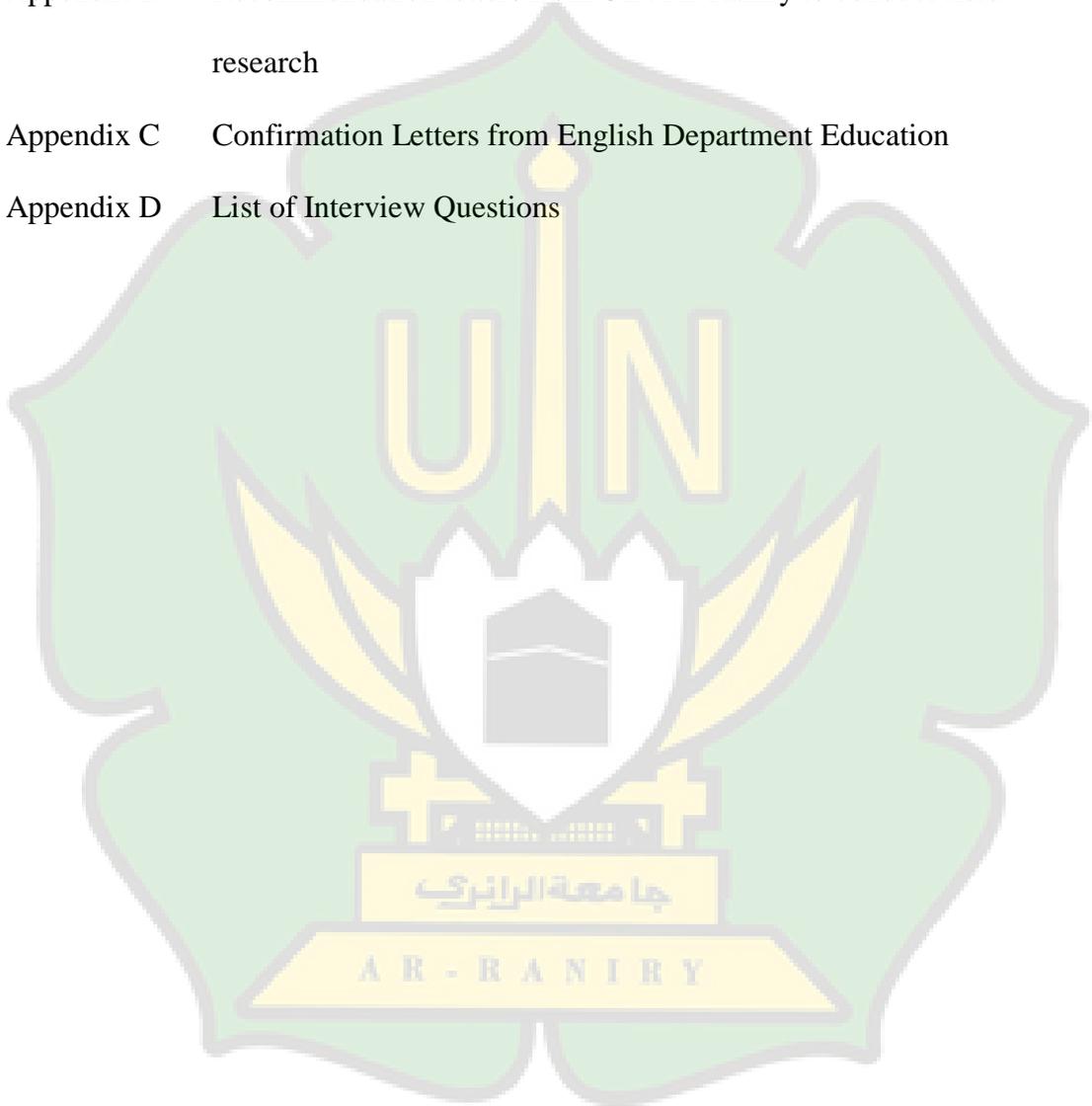
## LIST OF FIGURES

Figure 4.1	Data 1 warnet boy .....	31
Figure 4.2	Data 2 the crazy goat .....	33
Figure 4.3	Data 3 my last holiday .....	35
Figure 4.4	Data 4 newbie experience .....	37
Figure 4.5	Data 5 sabang experience .....	38
Figure 4.6	Data 6 my best friends .....	39
Figure 4.7	Data 7 my hobby .....	40
Figure 4.8	Data 8 my holiday with my family at sumur tiga beach .....	41
Figure 4.9	Data 9 tsunami .....	42
Figure 4.10	Data 10 college entrance exam stories .....	44



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation letters from UIN Ar-Raniry to conduct field research
- Appendix C Confirmation Letters from English Department Education
- Appendix D List of Interview Questions



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the English learning process, there are four skills that must be mastered by English Foreign Language (EFL) learners, they are listening, speaking, reading and writing. Writing is one of those skills that can help students in learning and developing their English by expressing their experiences and knowledge. One of the ways to express it is through an essay.

Essay writing is a part of learning a language using complicated writing rules. As argued by Hourani (2008), essay writing is an extended activity of writing and therefore it becomes more demanding than in the case of writing a short paragraph. Some aspects that should be noticed in writing an essay such as the choice of the best topic, the use of grammatical rules, and the using of word choices.

The objective of teaching writing is to write creatively. Besides, it makes the students learn about academic writing, especially narrative text. By learning the narrative writing, the students is not only demanded to master generic structure, language feature, vocabulary and mechanics, but also to understand the function of writing.

Writing is one of the skills that the students should be mastered by the students in learning English. It is one of language skills which someone can express his or her ideas in written form. By mastering writing narrative text,

students are able to write or to apply English writing skill in every opportunity. In reality, many studies conducted by many researchers explained that the students still have problems in writing a good text in English. The students' scores in writing are still low, only some of them get good ones. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So, the students may make mistake in determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language. It requires enough vocabulary and words spelling in order to be able to write the 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. Besides, these issues are also related to the writer's experience in writing classroom at 4<sup>th</sup> semester where students understanding of writing can be counted after getting the exam.

Based on the explanation above, the researcher would like to conduct the research under the title **“Exploring Students' Skills In Writing Narrative Essay”**

## **B. Research Questions**

The research aim is to find out the answers to the research questions as follow:

1. How do the students explore their skill in writing narrative essay in terms of generic structure and language feature?

2. What are the students' difficulties in writing narrative essay?

### **C. Research Aims**

According to the research question above, the aims of this study was expected to disclose the following:

1. To find out how students explore their skill in writing narrative essay in terms of generic structure and language features.
2. To identify what students' difficulties in writing narrative essay.

### **D. Significance of the Study**

This research is expected to be beneficial for the English Department students and the lecturers. First of all, the English Department students will be helped in writing narrative essay. Second, this study supports lecturer in teaching narrative essay. Third this study can be used as a reference for other researchers who are interested in taking the similar study.

### **E. Terminologies**

There are some terms in this study which should be defined in order to avoid misunderstanding. Those terms are

1. Essay Writing

Essay writing is defined as a group of paragraph that develops one central idea, in which is introduction, developmental paragraphs, and conclusion are involved in the organization of it. An essay is a group of paragraph that has rules. It basically consisting of a single topic and a central main idea. There are several types of essays such as narrative, descriptive, cause and effect, compare and

contrast, and the argumentative or persuasive essay. In this research, the researcher uses narrative essay as source of data for exploring students skills in writing narrative essay.

## 2. Narrative Essay

A narrative essay tells a story. It using descriptive language in the beginning, middle, and end of an event. It has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describes the outcome. Anderson (1997) says that narrative text is a piece of text which tells a story and attracts the reader or listener of the information given in narrative essay. The definition of narrative is a piece of writing that tells a story, and it is one of four classical rhetorical modes or ways that writers use to present information.

### **F. Previous Studies**

Several studies have been done regarding writing narrative essays. Mulyaningsih (2013) conducted the research under the title "An Analysis of Students' Ability in Writing Narrative Text". This study focused on the analysis of students' ability in writing narrative texts in terms of schematic structure and linguistic features. A qualitative case was used in this study. The data of this study were nine junior high school students' narrative texts that came from low, middle, and high levels of achievement. The analysis of the data indicates that the students from low and middle achievers have insufficient knowledge of writing narrative. It can be seen from the schematic structure and linguistic features of the texts. Moreover, the students from these levels of achievement still need a lot of writing

guidance from the teacher. Furthermore, for high achiever student, the teacher only needs to remind the student to read again the text for several times to avoid minor mistakes. Hence, appropriate teaching techniques and approaches should be implemented.

Another research was done by Sari (2017), the title is “Using Story Circle To Improve Students’ Ability In Writing Narrative Text”. This study aims to discuss one way of solving the problems of students in writing narrative texts, namely by using Story Circle. In this activity, students were divided into several groups and then the teacher read one of the narrative texts in the form of fairy tales, fables or legends that they have never known before. They rewrote the text they had heard before in accordance with the generic structure and language features found in the narrative text, but with different versions according to their imagination. After they wrote the first few sentences of the story on the paper they had each, the students gave the paper to a colleague on their left. Then, their colleagues added the next sentence based on the idea of the story that had been written before. This activity continued until they completed the complication section of the story. When the paper returned to the real owner, the student wrote down the resolution. Activities Story Circle is expected to be one of the variations of learning to write in the class so that students are able to pour their ideas properly and precisely, especially in English. In addition, through this technique, students can creatively and freely develop ideas of the story.

## CHAPTER II

### LITERATURE REVIEW

#### A. Nature of Writing

##### 1. *Definition of Writing*

Writing is the process containing the writer's knowledge, comprehension, and application where a cognitive domain is needed as a basic skill. According to Nyamira (2014), writing is a description of someone's concepts putting on writing. Besides, Gonzales (2010) stated that writing is how the writer considers the environment, culture, material of learning and words chosen. These definitions also supported by Hedge (2000) cited in Gonzales (2010). He states that "writing requires composers to carry out a series of activities that involve not only writing ideas but also establishing goals, generating ideas, organizing information, selecting appropriate language... and editing them". In other words, writing is the skill that must be mastered by the writer to express ideas and put in words.

Furthermore, Nyasimi (2014) classified two categories of writing into functional and creative writing. Functional writing involves "writing of letters, minutes, reports, notices, speeches, book review and memorandum among others". Besides, Abdallah (2014) defined functional writing as the activity of giving valid information to a particular of readers such as formal letters, notes, instructions, advertisements, and reports. Meanwhile, creative writing is a brief of a creative and informative text containing spelling, word choice, sentence level, punctuation, text structure and modals suitable as defined by Anae (2014).

Meanwhile, Nyasimi (2014) described creative writing as the activity of informing readers' evidence which forms into the narration, description, exposition, and argumentative writing. In this term, compare and contrast is also included in creative writing.

In an EFL context, writing helps teachers and students to develop their ideas or information. Yi (2009) supported the benefits of writing but not the whole of his research entitled “Defining Writing Ability for Classroom Writing Assessment in High Schools”. He stated that writing helps the teacher to determine the topic of the text whether it is for exercise or exam based on teacher ideology for getting students' needs. Besides, Rao (2007) cited in Nyasimi (2014) clarifies that writing “motivates students to organize ideas, analyse, criticize and develop the ability to summarize”. To conclude, the writing takes a main part in developing the concept of writing and makes the student open their mind of the information given while the teaching-learning process is happening.

## **2. Type of Writing**

A composition is a piece of writing that has more than one paragraph. It is divided into three parts: beginning, middle, and end. A good composition is a composition in which the paragraphs are arranged logically and smoothly from the beginning until the end. Reid (1993) states that there are two ways in which students may express their thoughts and ideas into English writing; namely controlled writing and free writing/guided writing. Meanwhile, Raimes (1983), mentions several approaches in teaching writing as following.

**a. *Controlled writing***

In this type of writing, the students are helped to produce a good composition by certain control. Exercises consist of pieces of discourse in which students are instructed to copy and in which to then make discrete changes or fill in the blanks. This will enable students to write with the structure, punctuations, and grammar. The controlled-to-free approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing question to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for students to write and avoid errors correction. As such, this approach stressed on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

**b. *Guided Writing***

It is the type of writing in which the students from controlled writing transit before going to the free writing. In this type, the students are still guided but not given full control by the teacher. The teacher gives only little scaffolds while the writing process. Students are allowed to try some free composition after they have reached an intermediate level of proficiency.

**c. *Free Writing***

This type stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are written down on the page,

grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teacher does not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

### ***3. Characteristic of Writing***

Rao (2017) explained that the characteristics of writing are look at the topic given in the text, the appropriate vocabulary, grammatical structures, punctuation, coherence and cohesion writing. It also supported by Reid (1993) where a good writing least has two requirements insist of main topic and sentences within a paragraph. Besides, he pointed several points of the characteristic of witing as following;

#### ***a. Unity***

Reid (1993) said that unity of the text means the relevance of the sentences in a paragraph. A text has unity if all of the sentences in the text discuss one main idea. The sentences in the paragraph must support the topic sentence. If there is a sentence in a paragraph which is not in line with the topic sentence, it means that the paragraph does not have unity of text.

#### ***b. Cohesion and Coherence***

Reid (1993) defined as the more limited term; specific words and phrases (transitions, pronouns, repetitions of the key words and phrases) that tie prose

together and direct the readers. Cohesion is achieved through the use of variety of lexical and grammatical relationship between items within a sentence in a text.

Meanwhile, Reid (1993) stated that coherence is broader-based concept. It is the underlying organizational structure that makes the words and sentences in discourse unified and significant for the readers. Achieving coherence in a text is actually the writer's job. The readers then just 'follow' the writer and not only understand the words, sentences, and paragraphs, but also relate them to each other and see what purpose the writer serves in the development of the text. The writer may use connectives to achieve coherence such as 'although', 'but', 'for example'. A paragraph can be said as coherent when the movement from one sentence to the next is logical and smooth. Besides those requirements, there are also some conventions in writing as stated in many sources. A writing convention is a general agreement on or acceptance of a particular writing practice; a usage, format, spelling, acronym, etc. that an organization accepts as true or correct by convention.

Writing conventions include paragraphing, grammar, spelling, punctuation, and capitalization. The writer should use conventions to enhance the readability of the paper. In Spelling, it must be correct on all words. Besides, Punctuation should be delicately and guided through the paper. Capitalization and paragraphing should be used correctly to reinforce organization. The writer may manipulate conventions for effect if he or she ignores those rules of writing

**c. *Paragraphing***

According to Reid (1993), paragraphing includes organizational structure of the text, regularity, and appropriateness in beginning new paragraph. Paragraphing must be obvious and consistent and make the text easy to understand. Again, there should be coherence and cohesion within and among the paragraphs in the text, and it must be unity; consistent in developing the idea of the text.

**d. *Grammar***

This is the basic language skill that is used in writing. Including tenses, active-passive voice, subject-predicate agreement, and grammar agreements. The writer must use correct grammar that makes it easy for the reader to understand what written text is as stated by Reid (1993)

**e. *Spelling***

Based on Reid (1993), spelling is related to the correctness of words the writers use in the text. The writers must use correct spelling in all words, even on difficult words they used to make the text clear, readable, and easy to understand. The writer should use Standard English for all words' spelling.

**f. *Punctuation***

Punctuation is very important to make the text clear and the content easy to understand. Punctuation is is used to clarify the meaning of structured sentences. According Rao (2017), punctuation used in written text guides the readers to understand the meaning of the sentences discussed and avoid the readers confusion of it.

***g. Capitalization***

Capitalization is used to mark the beginning of a sentence and to identify all types of proper nouns, names, and titles as stated by Reid (1993).

**B. Essay Writing**

In an education system, writing is used to achieve students' academic development in learning the English language. According to Adams and Keene (2000), students easily fulfilled their academic demands by learning writing skill. Students are required to produce specific writing genres such as essays, summaries, and reports. In addition, The Kenya National Examination (2006), explained that academic materials provided are used to write an essay by the student to achieve academic purposes. In particular, the writing essay functions as a tool for the students completing a task in academic writing.

***1. Definition of Essay***

According to Mali (2014), an essay is a group of a simple structured paragraph. It developing some ideas from one topic discussed in written text. Besides, it is a text arranged focuses on the topic given which affect readers easy to abreast the meaning. Furthermore, Eunson (2014) describes that essays are “documents on a specific topic that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression (p.225)”. The reader should know several essays consist of argumentative or persuasive, compare and contrast, descriptive, narrative, exposition, and classification.

## **2. Type of Essay**

Eunson (2014) explains that there are four types of Essay, they are :

### **a. Narrative Essay**

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

### **b. Descriptive Essay**

Descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. Furthermore, Wardani (2014) explains that descriptive essay is "a text that gives information about particular person, place, or thing" (p. 2). It functions to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

### **c. Expository Essay**

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or

defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person. Besides, Abdallah (2015) stated that expository essay has a function “to explain something to the reader by giving directions or instructions, or to acquaint your reader with knowledge about how to complete a task or how something is done” (p. 54).

#### *d. Persuasive Essay*

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. Besides, Abdallah (2015) stated the writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

### *3. Characteristic of Essay*

Eunson (2014) said that in a good essay, there are several items structured in writing essay insists of introduction, body, and conclusion. An introduction is the first part of the essay which usually describes the main idea of the topic. Based on Oshima and Hogue (2016), the introduction has two parts insist on a general statement and thesis statement. In the general statement, the writer is demanded to

give interesting information so the readers pay attention to the reading essay. Meanwhile, the thesis statement is used to state the main idea and describe the common things in an essay.

Another component of the essay is called the body paragraph. In this term, paragraphs are given consist of three but it could be more depends on the writer's explanation or topic discussed. Oshima and Hogue (2016), explained that each paragraph explains the subdivision of the topic and discusses in a separate paragraph . The final part of the essay is a conclusion. Besides, Langan (2008) said that the concluding paragraph is “the essay by briefly restating the thesis and times, the main supporting points”. It is the main points reviewed in the body paragraph. The following chart that was adapted from Oshima and Hogue (2016) is shown to the readers to explain the overall components of the essay illustrated as following:

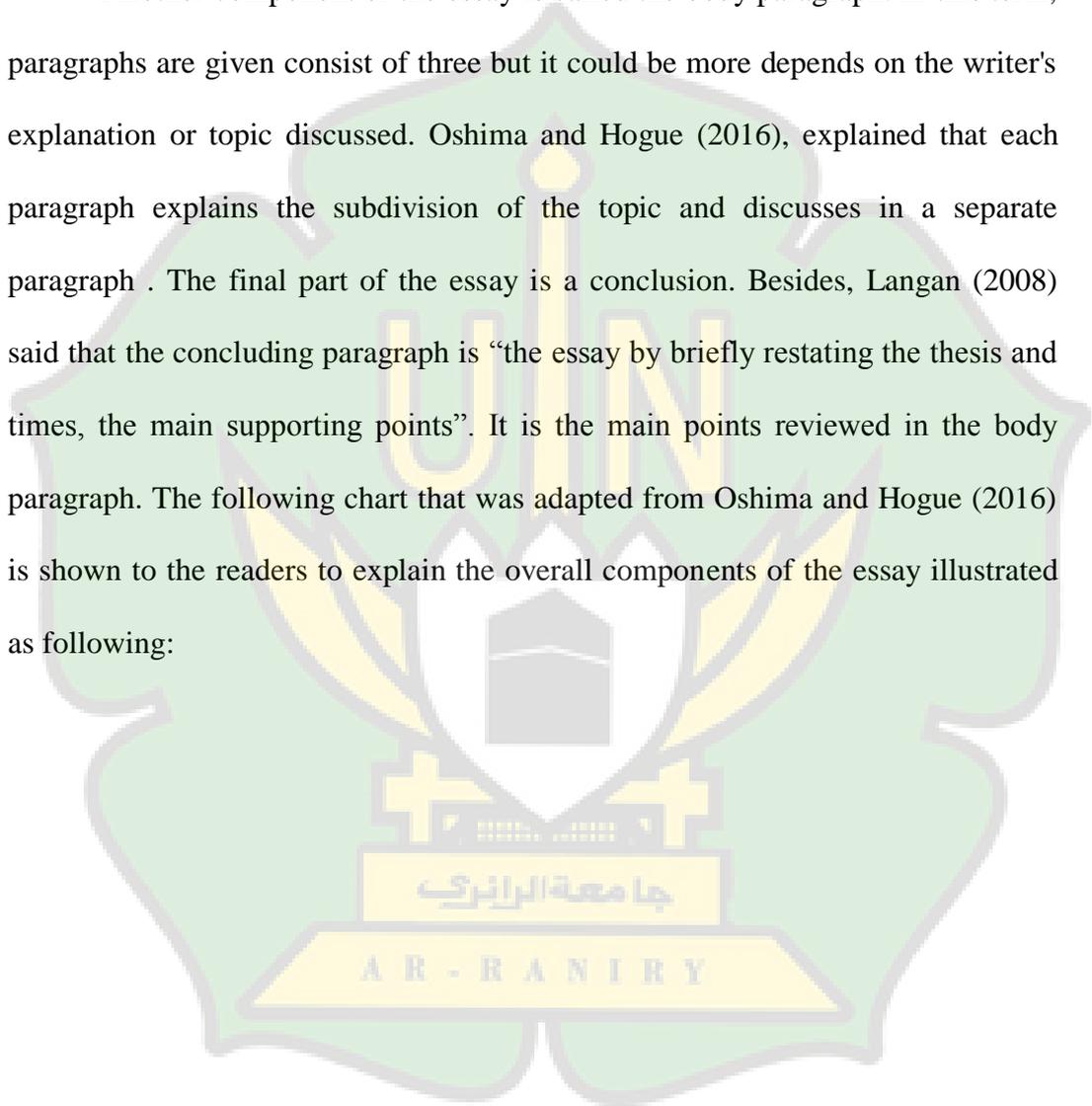
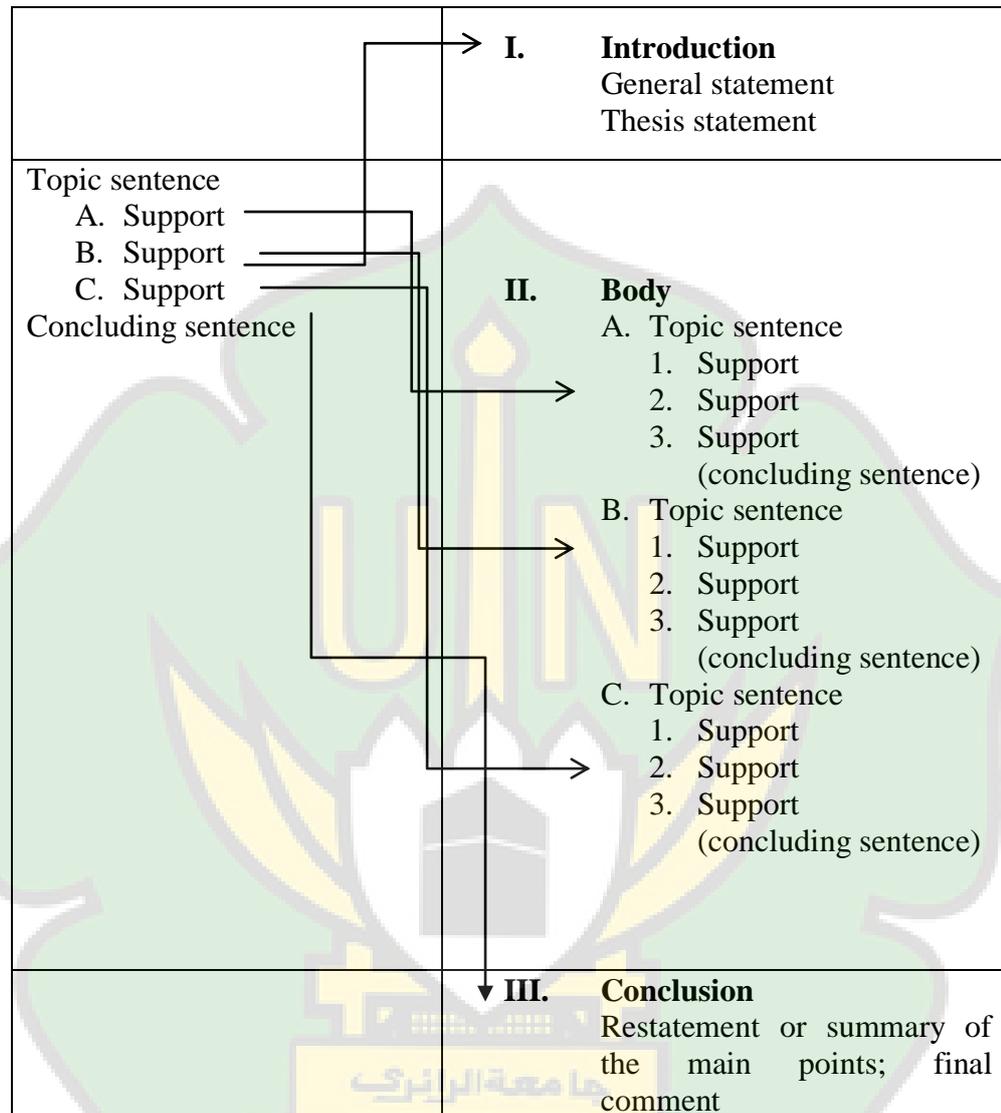


Table 2.1.Components of an essay



## C. Narrative Essay

### 1. Definition of Narrative Essay

A narrative text tells a story by representing a sequence of events. Narrative can be dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism as well as less formal such as personal letters and entries in diaries and journals. Narrative text is also an

essential part of casual conversation, and it may dominate tell tales. Speeches and shaggy dog stories, as well as news the feature stories presented on television According to Keraf (2001) states that “Narrative text as a story tells or describes an action in the past time clearly. Furthermore, Gutierrez at al., (2015) defined narrative essay as ”comprehension and expression of our experience over time which can be found in every setting of human interaction” (p. 45). In addition, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

Based on the definition above narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain people. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot. In short, any time you “tell what happened” you are using narrative text.

Although a narrative text may be written for its own sake-that is simply to recount events in most college writing narrative text is used for purpose, and a sequence of events is presented to prove a point. The socail purpose of this type the text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that re generally highly valued. For instance, a narrative essay about first date, your purpose may be to show your readers that dating as a bizarre and often unpleasant ritual. Accordingly, you select and arrange details of the evening that show your readers why dating is bizarre and unpleasant.

Therefore, narrative text is tried to answer the question: what had happened?" Narrative text as a story, so it is should have the element that makes the story more interesting to the reader such a conflict and conclusion of the story. Narrative text is a description of series events, either real or imaginary, that is written or told in order to entertaint and to amuse the reader. Based on the above description, it can be concluded that narrative text is storytelling. When we write a narrative essay, we can essentially telling a story, whether we are relating a single story of several related ones, and we can tell it in the first person and third person. Through narration we make statements clear by relating in detail something that has happened. We can develop the story in chronological order.

## **2. *Kinds of Narrative***

According to Joyce and Feez (2000), there are two types of narrative essay which devided into nonfiction and fiction. Nonfiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing. Meanwhile, fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

### 3. *Characteristic of Narrative*

According to Nugrahani and Fernando (2006), there are two points founded in narrative text consisting into generic structure and language features. These points are discussing as follow;

#### *a. Generic Structure*

The generic structures of narrative text are:

##### *a) Orientation/Exposition:*

The introduction of what is inside the text. What the text is talk in general. Who involves in the text. When and where is happen.

##### *b) Complication/rising action:*

A crisis arises. The complication is pushed along by a serious of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict,

##### *c) Resolution:*

The crises are resolved. 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 which leaves us wondering “How did it end?.”

#### *b. Language Feature*

According to Josephine and Mukarto (2004), the language features of narrative text are:

1. A narrative text usually uses past tense,
2. The verbs used in narrative are behavioural processes and verbal processes. Behavioral processes: do, make, sing, sit, sleep. Verbal processes: say, remark, insist, ask,
3. The use of noun phrase, that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and a kinds person.

Besides, Siahaan (2008) states that several linguistic features in narrative essays are “focus on spesific and usually individualized participants, use of material process (behavioural and verbal), use of relation processes and mental processes, use of temporal conjunction, and circumstances, and use of past tense” (p. 73).

#### **4. *Organization of Narrative Essay***

The crucial thing in developing the narrative essay is structuring the pattern carefully. Reid (1993) states there are several points that must be involved in narrative text. Those are:

a. **Hook**

The hook gets the reader’s attention with an interesting or surprising fact.

b. **Background**

The background tells the history or what happened before the action.

c. Thesis

The thesis sentence prepares the reader for the main action of the story, but it doesn't tell the whole story (just a "hint" about the main action).

d. Body Paragraphs

The body paragraphs tell the main story. They use a lot of details to bring the story to life.

e. Conclusion

The end or finish of an event, process, or text.

**D. Student Ability in Writing**

***1. Difficulties in Writing***

According to Lidan (2007), there are two difficulties in writing consist of psychological and cognitive.

***a. Psychological Problem***

Speaking is the normal medium of communication in our daily life in most circumstances in our daily accustoms is both to having someone physically present when we use language, writing on the other hand is essentially a solitary activity and we are requires to write on our own without possibility of interaction or the benefit of feedback. This is itself makes the act of writing difficult.

***b. Cognitive Problems***

Writing is learnt through a process of interaction. it needs the requirements to master the written form of the language such as the use of the cohesion,

punctuation, etc. Besides, organizing the ideas in such a way that understandable for readers' attraction is important. It is obvious that writing is different know others language skill (speaking, reading, listening, and writing). Although these skill communication in speaking for example the other productive skill which used to communicate with someone by having a direct interaction while in writing we do not. Reading and listening are respective language skill since reading can only happen when there is a speaker.

## ***2. Elements of Writing***

In many literatures, writing has some important elements. Gaith (2001) for example, mentions four elements namely topic, organizational pattern, supporting ideas and convention of standard written (English). Byrne (1990) proposes different elements of writing as accuracy, fluency, text and purpose. Heaton (1998) provides elements of writing in relation to assessment as language use, mechanical skills, treatment of content, stylistic skills and judgment skills. It was found that written communication elements consist of content, paragraph structure and mechanics. The four sources from which the elements of writing are taken, it can be summarized that writing consists of four main elements, namely content, paragraph structures and mechanics.

### ***a. Content***

Content is consistently related to the flow or the fluency of ideas in a composition that is characterized by the choice of topic, the compatibility of the topic with the writing purpose or judgment and supporting ideas. In short, content

is associated with the way a writer treats the content of his or her writing in such a way for his or her writing does not contain extraneous or loosely related information.

### ***b. Paragraph Structure***

Paragraph structure or commonly called as pattern of organization in paragraphs is related to a set of procedure of constructing ideas into paragraphs. In this part, a creativity of a writer to convey and to develop his or her main idea in an elaborated manner can be assessed through the ability of the reader to follow the flow of ideas. Normally, a good piece of paragraph structure contains a beginning, middle and end. It also uses transitional devices, details, examples, vivid/clear language, and mature word choice.

### ***c. Mechanics***

According to Reid (1993), the use mechanics is due to capitalization, punctuation, spelling appropriately. This aspect is very important since it leads the readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make the readers easy to understand the conveying ideas or the messages stated in the writing.

#### **a. Capitalization**

The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. It also to differentiate one sentence to others.

b. Punctuation.

Punctuation can help the readers to identify should be taken as a unity of meaning and suggest how the units of it related to each other.

c. Spelling.

There are three important rules followed in using spelling appropriately. They are suffixes addition, plural formation, and handling error within the words.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Based on research question, the researcher applies qualitative research. Qualitative research is an approach for investigating and understanding the importance meaning or impute to a social or human issue. According to Creswell (2014), qualitative research means “The procedure of research includes developing inquiries and methods, data regularly gathered in the participant’s setting, data analysis inductively going from particulars to general subjects and explain clarification of the meaning of the data”.

#### **B. Research Sites**

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. Universitas Islam Negeri (UIN) A-Raniry (State Islamic University) is the Ministry of Religion Affair. According to President Degree number 64 of 2013, UIN Ar-Raniry was given as a new name for previous IAIN (The State Institute for Islamic Studies) Ar-Raniry. UIN Ar-Raniry was firstly established on the 5th of October 1963. It is located at JL. Ar-Raniry Kopelma Darussalam, Banda Aceh. As an Islamic University, it is not only concerned with Islamic affairs but also concerned with general knowledge with some branchers. There are nine faculties in UIN Ar-Raniry, namely Ilmu Tarbiyah dan Keguruan Faculty, Syariah dan Hukum Faculty, Ushuluddin Faculty, Dakwah dan Komunikasi Faculty, and Adab dan Humaniora Faculty, Ilmu Sosial dan Pemerintahan Faculty, Ekonomi dan Bisnis Islam Faculty, Psikologi Faculty, Sains dan Teknologi Faculty. The

researcher specifically researches Exploring students' skills in writing narrative essays at Tarbiyah dan Keguruan Faculty in Pendidikan Bahasa Inggris/PBI (English Department).

English Department is the place where the researcher conducted and represented the sample for research. It is one of the leading and reputable departments that many students eagerly study in which headed by T. Zulfikar. In this term, the researcher researched in the Faculty of Education and Teacher Training Department of English Language Education.

### **C. Research Participants**

The population of this research was the third semester of the English students department which the students are taking their essay writing class. The participants of this research were 10 students of the third semester. They were 4 (four) males and six (6) females. In this study, the researcher used purposive sampling. According to Tongco (2007), purposive sampling used the nonrandom technique without any theory beyond and “researcher decides what needs to be known and sets out to find people who can and are willing to provide the information.

### **D. Instrument for Data Collection**

#### ***1. Document Analysis***

In this term, the researcher used document analysis of narrative essays to explore students skills in writing by looking at generic structure and language features. According to Bowen (2009,p.27), document analysis is “systematic procedure for reviewing or evaluating documents”. It needs the interpretation to

elucidate meaning, gain understanding and empirical knowledge. From the ten data collected of participants, only four of them are qualified as narrative text. Two of the participants wrote the descriptive text. Meanwhile, six participants wrote the recount text.

## **2. Interview**

Interview was conducted to get information about the second research question of the students skills in writing narrative essays correctly. In this study, the researcher used semi-structured interview. Cook (2008) explains that in semi-structured interview, the researcher has more guidance over the direction of the conversation and discussed content than in non-directive data collection approach, but still the informants are not restricted in elaboration or changing the course of the interview technique is recognized. Ten participants were interviewed of students of the third semester in PBI which the students of the third semester are taking their Essay writing class, 6 of them were male and 4 of them were female. In this interview section, each participant were interviewed about 15-20 minutes depending on the question and situation. The data were recorded by using a handphone. The researcher spoke in Indonesia and the transcription of the record is translated into English. As an ethics code of participants, the researcher used pseudonyms instead of the participants. So, interview was only conducted in analyzing situation.

## **E. Technique of Data Analysis**

In analyzing the data, the researcher used data analysis procedure that suggested by Gass and Selinker (2008). Technique of analyzing data is important

element in any conduct research. All collected data was meaningless, if did not do the analysis. The results of the analysis provided an overview of the direction, purpose and intent of the study. Techniques of analyzing data in this research used descriptive technique. Data analysis is the process of systematically searching and arranging all information gained from interview and document analysis. The data were analyzed through several stages. First, document analysis is used in order to find out how the text narrative essay is gained by the students relating to their problems face through the interview section. Second, the researcher recorded the interview to explore their difficulties in writing narrative essay. Furthermore, its result of the interview was transcribed into the data.

1. The interview was conducted to every respondent.
2. The researcher asked 8 questions
3. During the interview, the researcher recorded the voice
4. The recording transcribed into the data
5. After getting the data, the researcher drawn the conclusion by analysed it.
6. Relating to the interview result, the researcher involved the text narrative essays as document analysis in order to find out students problems face as evidence in interview section.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

Rooting back to the research questions posed in the earliest chapter, this chapter provides the results in concern to those two research questions. First, it is concerning the generic structure and language features of narrative text. Second, it is concerning students difficulties in writing narrative text.

#### B. The Result of Document Analysis

##### 1. The Results on Generic Structures of Narrative Texts

There are three major features of narrative text, they are orientation, complication, and resolution. According to Nugrahani and Fernando (2006), Orientation is the stage where the author introduces all important elements of the story, namely characters, characterization, time and place settings, and plot. Complication is the stage where the conflict(s) happen. So that, in narratives, there should always be conflicts. And last, it is resolution. It is the stage where the conflicts are being resolved and the ending is settled. It can be happy ending, or sad ending.

From ten narrative writing produced by students, the details on generic structure of each writing is examined as below. Below is data entitled *Warnet Boy*.

*When I was at junior high school, I am so addicted to playing game and I am so interested in online game. I was willing to walk after and before school just for saving money and did not eat any snacks until I returned to my home. So many struggles I made to satisfy my hobby. I usually spent 12 hours a day just for sitting in front of the computer, I went to Warnet after lunch and I went back home after feeling sleepy and even sometimes I slept at Warnet.*

*Furthermore my parent got angry for what I had done, the worst thing I ever felt when my father picked me out while I was playing game and then struck me at home, they even cut off my pocket money and kicked me out of home. I had to wrap my entire clothes and went to my friend's house for sleeping. I was so regretful at that time. I lost my family's connection because of my useless hobby.*

#### **Figure 4.1. Data 1 “Warnet Boy”**

From the figure above, it can be seen that the author has good ability in writing a narrative text. He inserted the introductory part where he listed all the narrative elements such as character (himself), characterization, time and place setting, as well as the plot which is in chronological order. Then, he also raised the conflict where he wrote as shown in the excerpt below.

#### **Excerpt 1**

“... my parent got angry for what I had done, the worst thing I ever felt when my father picked me out while I was playing game and then struck me at home, they even cut off my pocket money and kicked me out of home”.

The readers can feel the conflicts that were shouldered by the author through the narrated situation. He felt so terrible that his parents also drive him out of their house. It is clear that his experience was not easy in regards to his hobby—playing internet games. Later on, the resolution that he stated was the sentence “*I was so regretful at that time. I lost my family's connection because of my useless hobby*”. The author believed that his hobby was very destructive that he had to lose the connection from both of his parents. And this story ends in an unhappy ending plot.

The second is a data with the title *The Crazy Goat*. The data is displayed as in the following.

It was my second week at SENJA (jeumala amal arts). At "SENJA" as usual we learned to make paintings, khaligrafi, etc., we usually leave at 9 and go home at 11 pm Friday night, because tomorrow is holiday. But, that day was a very memorable day for the four of us.

On that day, for some reason we returned very late to the dormitory, not as usual. It was already 12 o'clock at night and the male students were no longer present, they had returned to their respective dormitories across. Only four of us who stayed including 2 of our seniors, they asked both of us to put the goods in the warehouse, then suddenly our senior one sat whispered,

"wh ... why is that goat? how come we are looking at it? .. from where else does it enter?". We even ignored, just glimpsed and then busy with our work. After our work was finished, we immediately returned to our respective dormitories, we walked casually while joking suddenly my friend asked

"nan .... why does that goat still see us huh? ... I am afraid ...". After heard my friend I immediately looked at the goat, for some reason we began to fear then ran small but I was still a bit relaxed so that I was left behind, I accidentally looked back because I was curious "will the goat still see?", I muttered to myself, and it turns out the goat walked as behind me.

that night, I saw the goat's eyeballs splashed very red, I was shocked and immediately ran at the front, my friends noticed my escape and immediately followed. In front of us someone almost locked the door of our hostel screaming to prevent it and finally we managed to enter and didn't forget to lock the door quickly quickly. Our breathing was breathless but with a relieved heart because it managed to run away from the crazy goat.

And of course, that night was a very historic night for us to even often discuss it during a reunion, now this story is a joke for us.

**Figure 4.2. Data 2 "The Crazy Goat"**

From the second narrative text above, it can be seen that the author inserted the orientation part. First, the character of the story is "I". She also frequently mentioned "we" but she did not specify the member of "we" that she means. She also used pronoun of "us", and "our" without explicitly specifying the referents. In addition, she also included "male students" as the characters.

Later, the characterization of the characters is not provided in this narrative. Concerning to time setting, it happened during later night. The place

setting was in an art gallery at her former boarding school. The plot is chronological plot.

Secondly, the complication part was when they were really frightened by the goat as shown in the excerpt below.

Excerpt 2:

“nan .... why does that goat still see us huh? ... I am afraid ...”. After heard my friend I immediately looked at the goat, for some reason we began to fear then ran small but I was still a bit relaxed so that I was left behind, I accidentally looked back because I was curious "will the goat still see?", I muttered to myself, and it turns out the goat walked as behind me.

That night, I saw the goat's eyeballs splashed very red, I was shocked and immediately ran at the front, my friends noticed my escape and immediately followed. In front of us someone almost locked the door of our hostel screaming to prevent it...”.

What happened as the conflict in this story was at the time the author and her friend(s) became really afraid of the goat. They could not do anything else but running away from it. This is the conflict that the author highlighted in her narrative. Finally, the resolution was when they reached home safely and they managed to escape from the frightening goat as she wrote “we managed to enter and didn't forget to lock the door quickly. Our breathing was breathless but with a relieved heart because it managed to run away from the “crazy goat”.

Next, the third data collected is as shown in the following figure.

In my last holiday, I have very extraordinary experience with my life. I begun to identified the true identity about me, made peace with myself, forgave my past, accepted my condition, started to struggle for living. What I have got through for this last holiday was really inspired me. I choose to be a workers in Catering enterprise. My job was as a waiter, table arranger, and garbage thrower. It was my first job, first time for me to recognize the world of working. There were pressure and responsibility. So many times I felt that I was trapped there. Imagine! I should went to working place at 5 am and came back to my house at 10 pm. It was extremely tired, not only physical, but also emotional. At the same time, I attached with quarter life crisis moment. I though about many scary things in the life. I just realized that I can not rely on my parents forever. I just knew that my parents is not superman, they can not provide everything that I want. The most anxious one was when I realized that no one who want to guarantee for my future. I also depressed, I felt I was a fool man. I did not past any program and scholarship that I applied for. I saw my friends status, they came everywhere, joined many program, have a lot of experiences, and that just made me more depressed by comparing myself with them. Added by the fact that I need to work there, trapped there without opportunity to study. It just made me super blue. I was though "if I were a kid from rich parents, I did not need to work. I could focus on my study and careers. I could got prestigious studies". There was a moment, when I always cried for one weeks full at work place, in pray room, alone. I tried to learn about the reality of life. The life which is not perfect asi though when I was kid. The life which is not too easy as I want. This is the true of life, the life that I must learn to accept. Then, I would not just to be melo forever. I decided to fight my fear. About "a fool person" though, I fight it by waking up more earlier than usual. I started to study before I came to the work place. If there was leisure time, I used it for reading English articles. When I felt anxious with my future, I decided to pray duha. Remember my friends, what I try to tell you right now is the achievements that I got in this semester, are not just simply achievement. I must through full of tears path, hard, painful, and sometimes cruel. But remember, this world not for "crybaby" people, but for resilience people. Believe in Allah, Alhamdulillah, and Insva Allah, Allah already set the perfect story for us.

**Figure 4.3. Data 3 "My last holiday"**

The writing above is basically not a narrative writing. Although the author put the title "My last holiday" as if it was a narrative, there are a lot of narrative elements that seem to be missed. First of all, analyzing the introductory part—character, characterization, time and place setting, and plot—he did not mention every part. The character of this writing is "I", but there is no characterization. He did not depict the characterization of "I" explicitly. Later, there is also no time setting. Although he mentioned "my last holiday", but there is not any occurrence that he narrated about his last holiday. The same thing also happen with the place setting. He did not mention any place setting. Regarding the plot, there is no plot

at all. He wrapped the description with some opinions and the adjustment of his feelings.

When looking at the next element, which is conflict, there is no conflict narrated in this writing. The following excerpt may look like the conflicts, but it is not.

***Excerpt 3***

I should went to working place at 5 am and came back to my house at 10 pm. It was extremely tired, not only physical, but also emotional. At the same time, I attached with quarter life crisis moment. I though about many scary things in the life. I just realized that I can not rely on my parents forever. I just knew that my parents is not superman, they can not provide everything that I want. The most anxious one was when I realized that no one who want to guarantee for my future.

I also depressed, I felt I was a fool man. I did not past any program and scholarship that I applied for. I saw my friends status, they came everywhere, joined many program, have a lot of experiences, and that just made me more depressed by comparing myself with them. Added by the fact that I need to work there, trapped there without opportunity to study. It just made me super blue. I was though “if I were a kid from rich parents, I did not need to work. I could focus on my study and careers. I could got prestigious studies”.

There was a moment, when I always cried for one weeks full at work place, in pray room, alone. I tried to learn about the reality of life.

Although he described all his problems in excerpt, it looks more like the description of his life problems not the narration of his life problems. In order to make it a narration, he should have portrayed all the narrative elements as mentioned earlier such as character, characterization, time and place settings, and plot.

Finally, it is the resolution. Basically, when there is no conflict, it is just no place to put any resolution. Because resolution means how the character deals with the conflict whether he fights for it and it ends happily or he surrenders to it and it ends sadly. The final paragraph of this writing is not the resolution, it is an advice that the author suggested for other people who are having tough life as his. Besides, he was also adjusting his own emotional condition to be stronger in the future. Simply put, this writing is more likely to be categorized as a a recount rather than a narrative.

The next data is as below.

In this semester, i am well. But not in the first semester. At that time, i was the newbie in my university and i have no friend. I am really bored to go to the class and When the class over, i went home even though i want to have a lunch in the canteen. It always be like that until i talked to someone who understand acehnese language and i think she was a good person. After that meeting, i have a friend.

Beside have no friend, i also dont understand the material of the lesson. I just know that university is very different with senior high school. In senior high school we can choose wether we want to learn or not about some subject. But not in the university. Wesued to take control all of the lesson and every lesson we have to do the presentation. Talk about the presentation, i just remember that i have a presentation tomorrow. So that, i have to learn more and try to remember the material that i want to explain.

**Figure 4.4. Data 4 “Newbie Experince”**

The data displayed above is given the title “*Newbie Experince*” by its author. From the title, it surely pictures an interesting story in it, and the story is supposed to be about the author’s experience when she was only a freshman at the university.

The character posed in the paragraph is “I”, with the characterization as a freshman student at the college. The time setting is in the beginning process of

campus orientation, for sure. The place setting is on campus. However, after read, it can be seen that a specific narrative is not being told there. The passage is more likely to tell about the author's personality. The author emphasizes on how she acted in the beginning of campus semester when she started as a new freshman.

Concerning the complication, there is no complication being narrated. As the consequence, there is not any resolution either. At the end, she inserted a sentence of "So that, i have to learn more and try to remember the material that i want to explain" which is not a resolution, but looks more like an opinion or adjustment for her in alligning with her problem during the early times of campus. Similarly as the previous text, it is a recount text rather than a narrative text.

The next data is as below.

Banda Aceh 31th of desember, it was a good season for us to take our body away from here, said ahmad. Why not ?? Lets us break the city borderline, I said. That night me and him pack up our stuff and get hurry to the harbour. We must for a couple of hour to get a ship. After the night fell off. We get registered and seat at the face of the boat. Krkkkkkk...the boat engine start moving, te wind blow our face gently. the envy circle beside us being a huge landscape of sea. Its such as an epic picture that we ever sea.

Sabang 01 jan, we woke up in a clean huge bed. After an exhausted joumey. Let's go said ahmad. I wanna see pretty coastel and pretty girl offcourse...LOL said me. We took our boat and heading to the snorkeling place. Waving our hand in the sea. After couple of minutes we arived there and dressup with swimsuit. Byumrr...the water slap our body. Aaahh.....such as mini heaven he said...Dope mate j said...the sun start to falling up, said goodmorning to us.

2018

**Figure 4.5. Data 5 "Sabang Experience"**

From the story above, the first thing to see is the characters and characterization. The characters are "I" and "Ahmad". However, there is no explanation about the characterizations of these two characters. Then, the time setting is in the end of year and the place setting is in Sabang. Concerning to plot,

there is no clear plot as the author did not insert any plot sequence. What makes this writing excluded from the narrative category is that it has no elements of conflict and resolution. So that, this writing is categorized as a recount.

Later on, another data is shown as in the following.

This story about me and my best friends during high school. I have four friends. We were friends from grade 10 to grade 12, and always were in the same class. We first met in on our first day as high school students. At that time we were in the 10 IPA Unggulan. actually in that class i knew almost all of them, because most of them were my friends at junior high school, but there were only 3 people I didn't know. I immediately approached them and asked them where they came from. One of them answered ,she said that she knew me, and said that her house was very close to mine, only aa different village. I was very surprised to hear that. Actually I was a little out of school in the area around my home, I went to school a little far from home. So I don't really know about friends from other villages. Since knowing we were from the same area, we became very close . we often do homework together, study together and also I often stay at their homes when my parents are on duty outside the city.

At the time of semester 1, the four of us sat very close. We often joke and do other things together, at that time there was a girl who sat behind me . the girl was less mingled with the others. I know the girl ,we were in same school when junior high school but not in the same class. I always pay attention to her, she always eats alone, learns by himself and does everything else himself. Because she sat behind me, so I often invited him to chat. Sometimes I also ask him for lessons. Then one day our class will have a math test for a few more days. We are four , there is no one who os good at math, so i asked the friend behind me to teach us math. From that moment on we became very close. We often go to canteen ,eat and do anythings together. Even though we are in different universities, we will always meet every week. I hope our friendship will be forever into old age.

**Figure 4.6. Data 6 “My Best Friends”**

The story above may also seem as a narrative because there are some characters in it. The characters are “I” and “my four friends”. There are also characterization for every character. However, there is no conflict raised until the end of the story. The author mostly described the places where they are from, the group of classes they were divided, and other things which clearly are not conflicts. In the end, of course there is no complication either because no conflicts

were raised. Because the absence of these two important narrative elements, this text is categorized as a description text rather than a narrative text.

Then, the next data is shown below.

Music is a combination of vocal and instrumental to make a song. I enjoy listening to music because it can refresh our mind especially after you have done a tiring day. I really like many music genres such as R & B, pop, indie pop, and country. The genre that I listen to the most is indie pop because indie pop song contains of meaningful lyrics. You can either enjoy the harmony or motivate yourself through the lyrics in.

Moreover, I can also increase my English skills by having hobby in listening to the music. I can develop my listening, reading, writing, and speaking skills by listening to the music. Therefore, I believe that listening to the music is very useful. Music can entertain me and also help me a lot in learning English.

***Figure 4.7. Data 7 “My Hobby”***

Similar to the sample shown previously, the text above is also not a narrative. It is clear from the title that the author chose for this writing, which is “My Hobby”, which directly sounds like a descriptive text rather than a narrative text. To be more specific, the facts can be found when the text is investigated. The first line in the paragraph is located the definition of music. This is clearly an introductory body of a descriptive text which usually known as Orientation section. The so that, there is the whole absence of all narrative elements. There are not characters, characterizations, time setting, place setting, plot, conflicts, and resolution. This text is a descriptive text.

The next data is as shown below.

Last month was New Year holiday. I and my family went to Sumurtiga beach for a vacation. We took a car to go there. We left at 07.00 o'clock in the morning. The trip took about 30 minutes and we arrived at around 07.30 am.

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish.

The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part. We also didn't miss our opportunity here taking some pictures with the background of scenic Sumurtiga beach.

Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 10.00 am. It was a memorable experience for me with my family.

#### **Figure 4.8. Data 8 “My Holiday with My Family at SumurTiga Beach”**

From the data above, it can be seen that there are characters in the story which are “I” and “My family”. The time setting is during the last holiday and the place setting is at the Sumur Tiga. The plot is also chronological plot. However, there is no conflict raised in the story, which is the key-element of a narrative. There is also no resolution in this story. As a result, this text is not categorized as a narrative, but as a recount.

Later, the following data is also one of the text written by one of the participants.

It was 26th december 2006, that day was Sunday. So let say that was a lovely day with lovely weather and i was 4 years old at that time and i go through my daily life just like usual, woke up early in the morning and i played around my house. However, that did not take so long. Suddenly a great earthquake occurred and destroyed so many part of the city and then my parents directly looked after me and saved me and took me to the safe place. Then, after the situation was quite calm down i me along with my parents wanted to see the situation around. Shortly after that there was a people who screamed out loud and said that “A big stunami, a big stunami” and i saw such a big wave perhaps that is the biggest wave i ever seen in overall my life and the wave at that time right in front of me approximately 20 meters until it reach me. The people got panic and fled and avoid the stunami but i still dumbfounded because i still observed what just happened, because i still child at that time and my parents grab my hand and fled to the top of our house. Before we reaced to the top, in a second the wave reachd us and we were got hit by the wave at the floor of the house that was on going to the top but luckily we succeed to reach the top.

I remembered that i was crying out all the time, because from the top of the house i could see everything, the people who struggled to swam and rescued they life and so on. Banda Aceh has been drowning for 1 or 2 hours at that time. After the waves receded i and my parents tried to went down and seek for help, on the way i saw that Banda Aceh completely destroyed at that time. i saw corpse everywhere and that experience left in my memory untill now.

**Figure 4.9. Data 9 “Tsunami”**

The text above is a good example of a narrative. It can be seen that there is a character brought into the story, which is “I”. There is also the characterization for this character. “I” is four-year old boy, woke up early, and played around the house. The time setting is on December 26, 2006. In fact, it is supposed to be 2004. The place setting is in the author’s house. The plot is chronological.

Concerning to complication part, the conflict is raised when the author wrote “Suddenly a great earthquake occurred and destroyed so many part of the city and then my parents directly looked after me and saved me and took me to the safe place”. This happened all of sudden when he was playing around his house. Later, the resolution is when he inserted “After the waves receded i and my parents tried to went down and seek for help, on the way i saw that Banda Aceh completely destroyed at that time.i saw corpse everywhere and that experience left in my memory until now ”. At this moment, he understood that the catastrophe happened and it left him with tragic memory. The plot is a sad ending.

The last data is as shown in the following.

**College entrance exam stories**

Never give up, that’s good words to describe in my story, because with that word, I can reach my dream to studied in my favorite majors that is English Department in Islamic state university of ar-raniry. My story it real happened, why it happened? Because during the selection I really disappointed with the selection result. I am still sure and believed Allah Swt will accept our pray, effort.it can happened if we keep trying,pray,and always remembered to Allah Swt.in this paragraph, I will tell you about my story when struggling to enter the campus entrance selection.

One day, after we all graduated from senior high school and I

very happy with that, cause finally we can graduated and can passed the school and national examination well. after graduated, all my friends start to determined what should they do after graduated. some of them tried to to continue their study in university (include me), some friend want to worked, and many others. at the same time, sbmptn for state university and umptkin for Islamic university. i registered two of them, I choosen the majors, payed the registration, study well every night, and follow the test.

After that, I have spend many times to waited the announcement of the test (sbm and umptkin). until the day of the announcement arrived, the first announced is sbmptn. I opened the website, write my name, id number and after that, I really dissappointed with the result and I really sad and cried because of that. but I still hoping, umptkin is still not announced. after waiting for 3 weeks, the annoucement day for umptkinis arrived and I got the same result, same feeling, same dissappointed with sbmptn result. at the same moment after saw the result, my feeling is mixed and I don't know what should I do after that. i don't want to dissappointing my parents and I disappointed with my self, and know what can I do is only can pray expect to him.

Until one day, hope for study in university appears and I still have hoped. islamic state university ar-raniry opened registration path again called pmb local. pmb local is only for students who don't passed the sbmptn and umptkin test and they can use as alternative way to studied in ar raniry university. of course I am not waste that oppunities, tried to studied more hardest, pray to Allah Swt and followed the test, and finally the announcement is coming and the result is I passed the exam. i am very happy and very grateful to Allah Swt for the gift and his power, to my parents who always support me during study and others.

Finally, and now I studied in Islamic university ar raniry in English major. my dream to studied in university came true, and all that thing happened because his power and grace. support from my family and parents very effected for me. for every who is strumgling, do not to give up. and think for sure Allah will make it easier and don't forget to always pray to Allah Swt anywhere and anytime.

***Figure 4.10. Data 10 “College entrance exam stories”***

The data above shows a narrative text. The character in the story is “I”.

The characterization is that she is a hard-working person and never give up. The

time setting is during the college entrance test. The place setting is at home and

campus. The plot is a chronological plot with a happy ending. The complication is when the author figured out that she did not pass the first exam. The resolution is when the author got registered in another test and passed that test.

To sum up, in the following is provided the summary of those ten narratives collected from the ten respondents.

Table 4.1 Generic structures

No	Title	Generic Structures			Text genre
		Orientation	Complication	Resolution	
1	Warnet boy	Yes	Yes	Yes	Narrative
2	The crazy goat	Yes	Yes	Yes	Narrative
3	My last holiday	Yes	No	No	Non-Narrative (Recount)
4	Newbie experience	Yes	No	No	Non-Narrative (Recount)
5	Sabang experience	Yes	No	No	Non-Narrative (Recount)
6	My Holiday with My Family at Sumur Tiga Beach	Yes	No	No	Non-Narrative (Recount)
7	My best friends	Yes	No	No	Non-Narrative (Descriptive)
8	My hobby	No	No	No	Non-Narrative (Descriptive)
9	Tsunami	Yes	Yes	Yes	Narrative
10	College entrance exam stories	Yes	Yes	Yes	Narrative

The table above shows that all the texts have the orientation stage. In order to make a text become a narrative, it should have conflicts and resolutions. These

two parts are mostly missed parts by the respondents. There is only one text without orientation part, but there are four texts having no complication part and no resolution part as these four texts are considered to be written as recounts. Meanwhile the other two were written in a decriptive text.

## 2. The Results on Language Features of Narrative Texts

In this section, the results that were found in concern to the language features of the narrative texts written by the students are displayed. The language features in this case is scoped into three major scopes. They are: first, the use of past tense; second, the use of behavioral verbs such as *do, make, sing, sit, sleep* and verbal process verbs such as *say, remark, insist, ask*; and third, the use of noun phrase followed by adjectives such as *a beautiful princess*.

Just to mention, from the ten data collected, only four of them are qualified as narrative texts. Two of the rest are categorized as description, and the other four are recount. Consequently, those non-narrative data are not analyzed for their language features. Initially, to see the completion of these features in the narrative texts written by the respondents, the following table is provided.

Table 4.2 Language features.

No	Title	Language features		
		Past tense	Behavioral/verbal process	Noun phrase
1	Warnet boy	Was, did, returned, made, spent, went, got, kicked, had, lost.	Addicted, felt.	my entire clothes, my friend's house, my family's connection, my useless hobby.

2	The crazy goat	Was, learned, returned, were, had, stayed, asked, ignored, glimpsed, whispered, looked, muttered, walked, saw, locked, managed, didn't forget.	Asked, ignored, glimpsed, ignored, muttered, didn't forget.	A memorable day, the goats' eyeballs, a relieved heart, the crazy goat, a very historic night.
3	My last holiday	-	-	-
4	Newbie experience	-	-	-
5	Sabang experience	-	-	-
6	My Holiday with My Family at Sumur Tiga Beach	-	-	-
7	My best friends	-	-	-
8	My hobby	-	-	-
9	Tsunami	Was, woke up, played, did not take, occurred, destroyed, looked, saved, wanted, screamed, got, observed, happened, reached, remembered, could, struggled, rescued, left.	Wanted, screamed, observed, remembered.	A lovely day, my daily life, lovely weather, 4 years old, a great earthquake, my memory.
10	College entrance exam stories	Disappointed, happened, graduated, passed, saw, tried, registered, followed, chose, paid, arrived,	Disappointed, tried, announced, cried, hoped, affected.	My favorite major, the selection results, campus entrance selection, senior high school, national

		announced, opened, cried, mixed, hoped, called, passed, studied, affected.		examination, state university, Islamic university, the annoucement day, alternative way
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From the table above, it shows that there are six texts which are not included as narrative texts so they were not analyzed for the narrative language features. The texts are the ones entitled *My Last Holiday*, *Newbie Experience*, *My Hobby*, *My Best Friends*, *My Holiday with My Family at Sumur Tiga Beach*, and *Sabang Experience*.

The first narrative entitle *Warnet Boy* employed the past form of verbs such as *was*, *did*, *returend*, *made*, *spent*, *went*, *got*, *kicked*, *had*, *lost*. Later, the behavioral process verbs used in this text were *addicted* and *felt*; and there are no verbal process verbs. Last, the noun phrases with adjectives employed in this text are *my entire clothes*, *my friend's house*, *my family's connection*, *my useless hobby*.

Second, in the text with the title *the crazy goat*, the past form verbs which was used are *Was*, *learned*, *returned*, *were*, *had*, *stayed*, *asked*, *ignored*, *glimpsed*, *whispered*, *looked*, *muttered*, *walked*, *saw*, *locked*, *managed*, *didn't forget*. Then, the behavioural processes used in this story are *ignored*, *glimpsed*, *asked*, *ignored*, *didn't forget*. Meanwhile, the verbal processes are *asked* and *muttered*. Finally, the noun phrases used are *A memorable day*, *the goats' eyeballs*, *a relieved heart*, *the crazy goat*, *a very historic night*.

Third, in the writing with the title *Tsunami* which has the past form of verbs such as *was, woke up, played, did not take, occurred, destroyed, looked, saved, wanted, screamed, got, observed, happened, reached, remembered, could, struggled, rescued, left*; then, the behavioural processes used in this text were *wanted, observed, remembered*; and the verbal process was only *screamed*. Last, the noun phrases employed in this text are *a lovely day, my daily life, lovely weather, 4 years old, a great earthquake, my memory*.

Finally, in the text entitled *College Entrance Exam Stories*, the past verbs are *disappointed, happened, graduated, passed, saw, tried, registered, followed, chose, paid, arrived, announced, opened, cried, mixed, hoped, called, passed, studied, affected*. The behavioural process verbs employed in this text are *disappointed, tried, cried, hoped, affected*, while the verbal process is only *announced*. The noun phrases with adjectives are *my favorite major, the selection results, campus entrance selection, senior high school, national examination, state university, Islamic university, the announcement day, alternative way*.

### **C. The Result of Interview**

#### **1. Results on Students' Difficulties in Writing Narrative Texts**

This is the point that the second research question attempts to find the answer for. In order to figure out the answer, a research instrument which is an instrument was used to collect the data needed for this question. In the following is shown the results of the interview. There are eight questions asked on the

interview as elaborated below along with the response from some participants.

The questions are as follow.

1. What do you think about narrative essay?
2. Have you ever written a narrative essay?
3. Did you find any obstacle in writing narrative essay?
4. What kind of problems do you find during writing narrative essay?
5. Did you have solution to solve that problems?
6. Did you think writing narrative essay improve your writing skill?
7. In which part do you get improvement? why?
8. How do you think about your narrative essay writing? Why?

The first question of the interview was about “What do you think about narrative essay?”. All respondents (R1 until R10) answered that it is a type of writing which is frequently found in the form of story and to amuse the readers. In addition, they understand that the purpose of the narrative is to entertain the readers. As some of the respondents’s excerpts below (R1 is short for Respondent 1, R2 is short for Respondent 2, and so on).

R2 : *“I think narrative essays is a type of writing, usually we used it for story, so we tell the story based on chronology and narrative essay use simple past grammar.”*

R3: *“Narrative essays is essays that usually they use simple past grammar I the writing way, and it usually tell about the story like, fable, fairytale, and many story like our diary and etc.”*

R4: *“Narrative essays is one text of essays, that the purpose is to entertain the reader”.*

Later, concerning the second interview asking about “Have you ever written a narrative essay”, all of the respondents answered that they have written

narrative texts. Respondents R1 until R10 had the same answer. They said that they all have written narrative essay. As excerpted from some respondents' as shown below.

*R7: "Yes sure, I have written in the second semester, and in the second semester we are train to write about writing, including narrative essays".*

*R10: "Yes, of course I write my essays writing in senior high school".*

Then, the third question is "did you find any obstacle in writing narrative essay?", they all (R1 until R10) admitted that they face problems mostly in vocabulary, grammar, and ideas about what to write. As shown in the excerpts below.

*R1: "yes exactly I got obstacle when I write narrative essay".*

*R2: "Yes, my obstacles, first definetly grammar issue, and the second is how I can built a story, because its really hard for me to make a good story."*

Next, the fourth question asked them about "What kind of problems do you find during writing narrative essay?", they answered as directly excerpted from some of the respondents below. R1 and R3 have problem with vocabulary. R2 has problems with ideas. R4, R5, and R6, R7, R8, R9, and R10 have problem with grammar and narrative generic structures.

*R1: "Based on my knowledges, I don't have a lot of vocabulary when I write the narrative essays and may be I not easy to use the real grammar of narrative essays, because usually I write narrative essays by using present tense."*

*R2: "Mmmm, during writing narrative essays, I found like I don't know how to write it more again, because my idea is terbatas, so when I lost my idea I don't know how to go on my writing".*

R4: *“My problems is like the use of grammar error, I dont know how to built opening paragraph and how to finsh my story, and I very hard in determine the word choice”.*

R5: *“My obststacle is I don’t have knowldeges what I want to write, I still got lot of error grammar and don’t have enough of vocabulary and I don’t know how to bult a topic. Just it.”*

R6: *“When I writing narrative essay, I don’t know a lot of vocabulary, grammar, because my grammar is in low level and I don’t have lot of knowlegdes”.*

R7: *“My obstacle is really hard to think about the idea, especially in narrative essays is something that really needing imagination to develop[ the writing topic, knowldeges and also have to good in grammar”.*

R5: *“My obststacle is I don’t have knowldeges what I want to write, I still got lot of error grammar and don’t have enough of vocabulary and I don’t know how to bult a topic. Just it.”*

R6: *“When I writing narrative essay, I don’t know a lot of vocabulary, grammar, because my grammar is in low level and I don’t have lot of knowlegdes”.*

R7: *“My obstacle is really hard to think about the idea, especially in narrative essays is something that really needing imagination to develop[ the writing topic, knowldeges and also have to good in grammar”.*

Then, concerning to the fifth question which is about the solutions that they are trying to find in order to tackle the problems they have when writing narratives as in question “Did you have solution to solve that problems?”, their responses are as shown in the following. R1, R2, R6, R7, R8, R9, and R10 would learn vocabulary and grammar more. R3 would build his/her knowledge on narrative generic structure. R4 and R5 would practice more.

R1: *“I think for my problems solving when I write narrative essays, I learn more about the....how to use other Tenses*

*memorize more about the vocabulary, and read a lot about the story for references”.*

*R2: Yes of course for my problems, I have to solve my grammar problems by to see my note , my book about grammar, I try to solve my problems when my idea terbatas by searching on the internet and I have to practice more how to write a good narrative essays.*

*R8: I have to learn about my grammatical, I have to read a lot, and learn again about the narrative essays, and read a lot in magazine, google and etc.*

*R9: I have to read, read and read lot and learning again about the grammar.*

*R3: “Yes for me I have to try to practice writing more, learn about the generic structure about narrative essays and also language feature of narrative essays”.*

*R4: “I think I can solve that problems , like practice and practice”.*

Next, concerning the sixth question, all of the respondents (R1 until R10) agreed that writing narrative essay can improve their writing skill. Their answers are as shown below.

*R5: “I think narrative essays can improving my wrting skill, because narrative essay is a basic wrting for a beginner, and after that I can continue the next type of writing. Because in narrative essays I learn about the grammar, remember vocabulary, how to built a topic idea, how to write the resolution in the end of story”.*

*R6: “Of course, that is improve my writing because I got a new information, or I can study the grammar when I writing narrative essays”.*

*R7: “Yes sure, with narrative essay I can improve my imagination, my knowledges, my vocabulary and also improve my grammar”.*

More specifically, when they were asked the seventh question which is “In which part do you get improvement? Why?”, they answered as follows. R1

improve in the knowledge. R2 and R7 improve in their grammar capability. R3 and R4 improve in vocabulary. R5 improves in ideas. R6, R8, R9, and R10 have improvement in knowledge, ideas, grammar, and vocabulary

*R1: "I don't know how to say that because, but sometimes I feel like I got a lot of knowledge about the story."*

*R2: "First in analysis the grammar, so I can analyze which is error grammar or not, and writing narrative essays improve my vocabulary, I can learn new vocabulary from writing narrative essays, and I can spell English words very well because I practice to write the word by the word."*

*R3: "I found the improvement like I got new vocabulary, because when I read a text about narrative essays and don't know about the meaning so I try to search it and it makes me know about new vocabulary."*

*R5: "I can know how to build main idea."*

*R8: "I get improvement in my grammar, my vocabulary, word choice, and in building the topic idea."*

Finally, regarding the last questions about "What do you think about your narrative essay writing? Why?". They all (R1 until R10) believed that their quality of narrative writing still needs improvements as we can directly see in some of the following excerpts by several respondents.

*R4: "My narrative essays are not too bad, but I think I still need to improve regularly, and practice regularly."*

*R5: "I think my writing is standard not too good, because I still have some problems that I mentioned before in questions 3 and 4."*

*R6: "My writing narrative essays is not good, because I lack in grammar, lack in vocabulary and lack in making the story interesting."*

#### **D. Discussion**

In this section, there are two points that are going to be discussed. First, it is about the first research question asking about “How does students’ explore their skill in writing Narrative Essay in terms of generic structures and linguistic features?”. And the second point is about the second research question which is “What are the students’ difficulties in writing Narrative essay?”.

In order to pose the discussion on the first research question, the notion is about the students’ ability in writing narrative texts. Initially, the concern is about the generic structure of the narrative texts namely orientation, complication, and resolution. From the ten samples, there are only four students who included these narrative elements in their writing. Meanwhile, the others did not pose the complete elements. Some only put the characters but not characterization. Some put characters and characterization, but not the time and place settings. Some even did not insert any plots.

Then, the stage of the orientation is the phase of complication. This stage is the most important part of a narrative as it lives up the story with the sense of conflicting situation. The climax or anti-climax of a narrative is derived from this stage. This in line with Keraf (2001) who states that narrative is an amusing story about a person’s experience but it has to contain conflicts, so that there will be resolutions to be acted upon those conflicts. However, six of the samples did not write this part and this means that their writing cannot be classified as narrative, but it is classified into recount or description. In recount, some regular and unconflicted experiences are written. Recounts are also frequently written in

diaries. Meanwhile in description, the topic is being described for its features rather than to be narrated.

Later, the wrapping part is the resolution part. This part should be rooted from the prior 'complication' part. This means that if there is no complication, there will be no solution needed. This, of course, goes systematically as we can see in the writing samples that the narratives without complication stage will surely have no resolution stage. The resolution part is important in a narrative because it moves the characters into stability, whether it is the good stability which is the happy ending, or the bad stability which is the sad ending. As Adam (2015) suggests that it is important to teach stories to students because it can develop their ability to understand all elements of the story including the resolution element. He has examined his students' ability in the pretest and post-test in writing narrative. After he gave the treatment, the students ability in drawing conclusion or resolution increased. Briefly, teaching stories can enhance students' ability in writing narrative texts.

Secondly, the case is about the language features of the narratives. The narrative language features consist of the use of past tense, the use of behavioral and verbal process verbs, and the use of noun phrase followed by adjectives. From the samples we can see that all students who wrote an ideal narrative (with the orientation, complication, and resolution stages) could manage to fulfill all of these three narrative language features.

Next, in attempt to answer the second research question, the interview excerpts were precisely shown in the display section. There were eight questions

altogether. From the first interview question, we can understand that all respondents understand the narrative text very well as they all have written narrative texts. Later, the following question was about their obstacles when writing narrative texts. Mostly, their problems are alike. They do not know what to write and where to start. They do not have enough vocabulary to describe the actions. Additionally, they were lacked of grammar with the use past tense which is the dominant tense used in narratives.

Later, they promoted solutions to solve their own problems, for example they need to practice more writing narratives, and they also need to read more stories so that they can understand the elements of the stories very well. As they understand, it will make them write their own narratives at ease. The next question was about the skill improvement when writing narrative. They all agreed that writing narratives can improve their writing skills especially in the scope of vocabulary and grammar.

The last question was about their opinion about their own narrative writing. They admitted that they could write a standard narrative but it is still too far from perfection. They said that they needed to practice more with the narrative writing. In addition, they also need to read more stories so that they can perceive larger perspectives and viewpoints of narrative texts.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains the conclusions which are taken based on the results and discussion in the previous chapter. In addition, the suggestions are also made to the readers and future researchers.

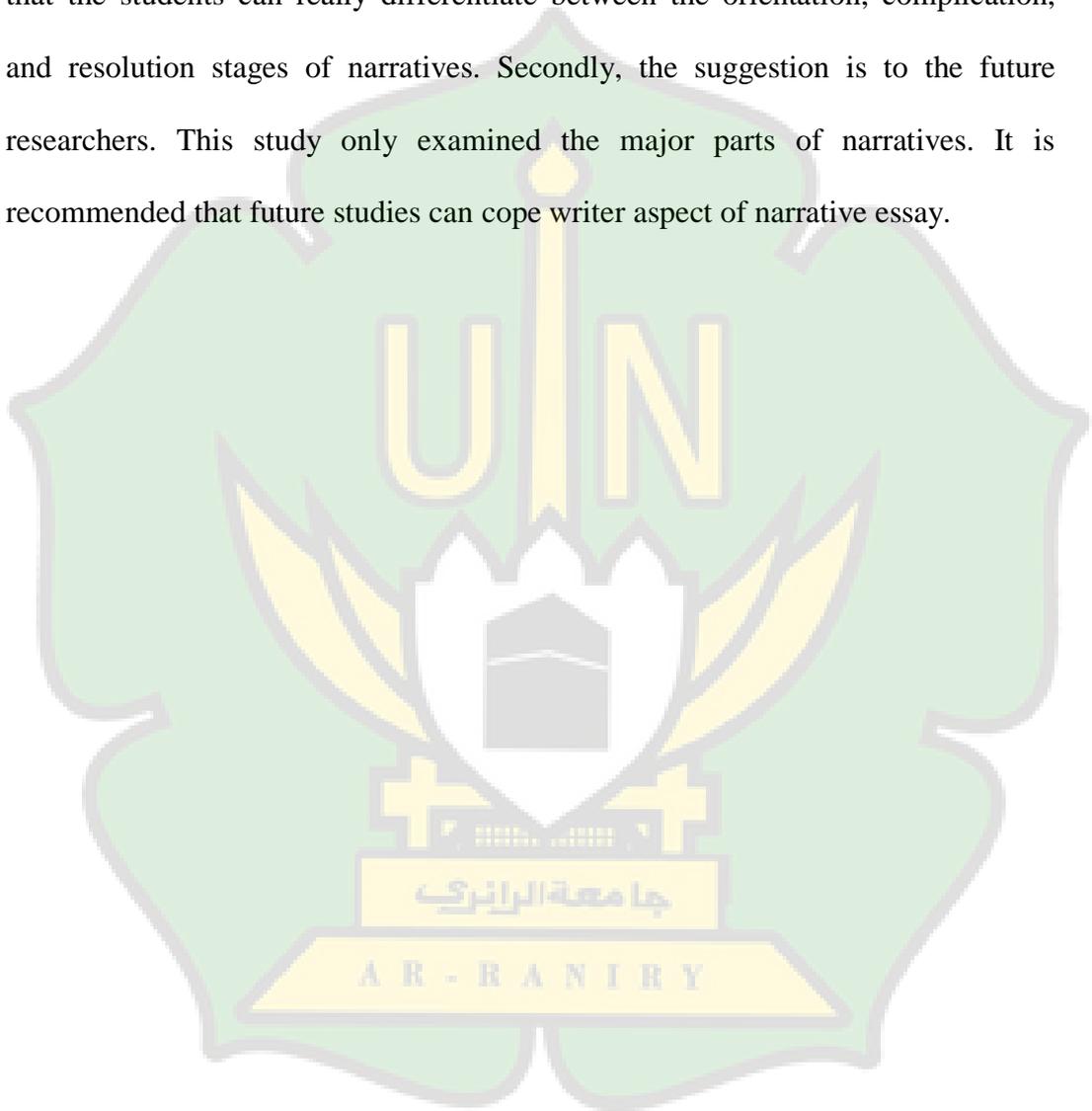
#### **A. Conclusions**

Based on the findings, there are two conclusions that can be drawn. First, it is concerning the generic structure and the language features of narrative texts. Some students have understood very well the generic structures of narrative as they already inserted the three stages of narratives into their writing. Meanwhile, there are still students who do not understand the three stages which are orientation, complication, and resolution. Regarding the language features, all students who wrote an ideal narrative passage have employed the narrative language feature in a mannerly way. They used past tense, behavioral and verbal process verbs, and also noun phrases with adjectives.

The second conclusion is concerning the respondents' perception towards their ability in writing narratives essays. Most of them have understood very well the definition of narrative texts. However, they still admitted that they have problems in writing good narratives. They said that they still need to make more efforts and practice to a good writer for narrative texts. They need to enhance more their knowledge on vocabulary and grammar.

## **B. Recommendations**

The suggestions are addressed to two parties. First, to the English teachers, it is suggested that they teach their students with story elements very carefully so that the students can really differentiate between the orientation, complication, and resolution stages of narratives. Secondly, the suggestion is to the future researchers. This study only examined the major parts of narratives. It is recommended that future studies can cope writer aspect of narrative essay.

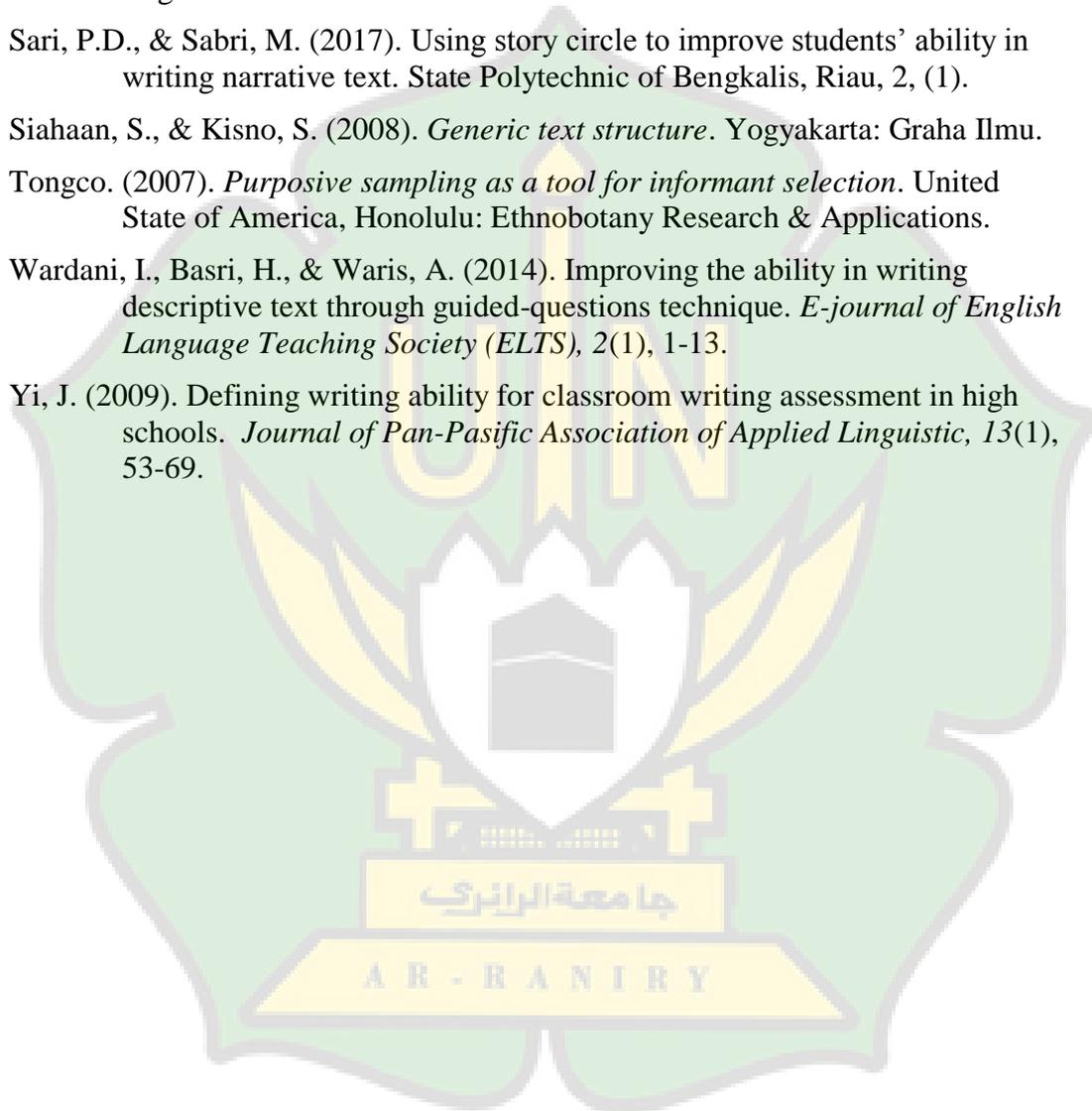


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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-15069/UN.08/FTK/KP.07.6/10/2019

**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, Pemindahan 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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
- |                         |                            |
|-------------------------|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Rahmi Fhonna, MA     | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Nurul Fajri
- NIM : 150203153
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Exploring Students' Skills in Writing Narrative Essays
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- 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: 15 Oktober 2019



**Tembusan**

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;
5. Arstip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telpon : (0651)7551423, Fax : (0651)7553020  
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Nomor : B-16241/Un.08/FTK.1/TL.00/11/2019  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Banda Aceh, 21 November 2019

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** : NURUL FAJRI  
**N I M** : 150203153  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : IX  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry  
**A l a m a t** : Jl. Kaye Adang 2 No. 15 Lamgugop Kec. Syiah Kuala  
Banda Aceh

Untuk mengumpulkan data pada:

Universitas UIN Ar-Raniry Banda Aceh

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

**Exploring Students' Skills in Writing Narrative Essays**

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

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
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Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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**SURAT KETERANGAN**

Nomor: B-578/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16241/Un.08/FTK.I/TL.00/11/2019 tertanggal 21 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurul Fajri  
NIM : 150 203 153  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Exploring Students' Skills in Writing Narrative Essays.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2019

Ketua Prodi Pendidikan Bahasa Inggris,



**T. Zulfikar**

جامعة الرانيري

AR - RANIRY

## LIST OF INTERVIEW QUESTIONS

1. What do you think about narrative essay ?
2. Have you ever written a narrative essay?
3. Did you find any obstacle in writing narrative essay?
4. What kind of problems do you find during writing narrative essay
5. Did you have solution to solve that problems?
6. Did you think writing narrative essay improve your writing skill ?
7. In which part do you get improvement ? why ?
8. How do you think about your narrative essay writing? Why?



## AUTOBIOGRAPHY

1. Name : Nurul Fajri
2. Place/Date of Birth : Pulo/ 7 September 1997
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. Kayee Adang 2, Lamgugob, Kec.Syiah  
Kuala, Banda Aceh.
8. E-mail : nurulfajri2222@gmail.com
9. Parents
  - a. Father : Muhammad A. Jalil
  - b. Occupation : Farmer
  - c. Mother : Nurhayati, S.Pd
  - d. Occupation : Civil Servant
10. Education Background
  - a. MIN Ulee Gle (2003)
  - b. SMPN 1 Bandar Dua (2009)
  - c. SMAN 1 Bandar Dua (2012)
  - d. UIN Ar-Raniry (2015)

Banda Aceh, September 30th, 2019

Nurul Fajri