

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE TEXT  
AT EIGHT GRADE STUDENT OF SMP N 19 KOTA JAMBI 2018/2019**

**A THESIS**

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## ABSTRACT

Writing is one of the skills students must master. This study aims to determine the ability to write narrative essays and the difficulties faced by students in writing narrative essays. This research was conducted in the second grade of SMP Negeri 19 Jambi City. The type of research chosen is descriptive qualitative by describing the research data narratively. Samples taken were 37 students. Data collection method is done by tests and interviews. The test was conducted to obtain data about students' ability to write narrative essays, while interviews were used to explore information related to students' difficulties in writing narrative essays. The results showed that the ability to write narrative essays in the eighth grade students of SMP 19 Jambi City are in the medium category. This is evident from the average value of 67.12 and the standard deviation of 9.61. The ability to write narrative essays of the eighth grade students of SMP 19 in Jambi City is at an almost moderate interval because it is influenced by positive and negative factors. The positive factors are (1) the existence of students who have a hobby of reading, (2) most students like the type of essay in the form of a story, and (3) the habit of students issuing ideas when composing. The negative factors are (1) students don't master the technique of making well, (2) the lack of knowledge about the types of essays because students only get material about narrative essays only, and (3) lack of time to compose, students motivation in writing is just to get value. The results of the study concluded that the ability to write narrative essays of eighth grade students is at intervals of 50% -60%. The category at that interval is almost medium.

**Keyword :** Ability, Difficulty, Writing, Narrative, Eight Grade

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

In the background of the 2013 Curriculum on English Language, it was stated that English language learning was directed to improve the ability of students to communicate in English language properly and correctly, both verbally and in writing, and to foster an appreciation of the literary work of English human beings. English language learning aims so that students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing; respect and pride in using English as the language of unity and language of the country; understand English language and use it appropriately and creatively for various purposes; using English to improve intellectual abilities, as well as emotional maturity; enjoy and utilize literary works to broaden horizons, refine manners, and improve language knowledge; appreciate and boast English literature.

Tarigan, H.G (2015: 4) says that writing is used by educated people to record, convince, report or notify, influence, intentions and goals like that can only be achieved well by people who can compose their thoughts and express their thoughts clearly. This clarity depends on the mind, organization, use of words, and sentence structure.

Tarigan (2015: 3) said that writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In writing activities, the writer must be skilled at utilizing graphology, language structure, and vocabulary. According to The Liang Gie (2012: 18), to be able to convey strong ideas and facts through written language, the writer

must also have an adequate vocabulary, skillfully composing words into various sentences that are clear and proficient in effective language use.

Writing is the most difficult language skill compared to other language skills (Subyakto, 2013: 180). In fact students lack training in reading and writing functionally. In fact, writing and reading skills are needed by students at any time to deal with the modern world in the future. Therefore, in teaching English language there needs to be an adequate time for reading and writing functionally and culturally (Sujarwanto, 2012: 549). Writing skills are not an easy skill to carry out for everyone. Composing skills require the author's creative power.

Factors that influence a person's ability to write an essay are the logic of thinking (Widyamartaya, 2008: 8). According to Krasen (in Nababan 2013: 181) composing skills will be obtained effectively through extensive reading, where the focus on reading is on the content or message contained in the text. Badudu (2015: 100) states that writing skills require a lot of practice. However, in schools generally speaking and writing lessons are often ignored. Large classes tend to make teachers reluctant to provide writing lessons because it will add to the teacher's burden. Therefore, students only get writing skills once a month.

According to Sujarwanto (2012: 557), writing is a medium that is important for students' personal self-expression in communicating and finding meaning. These needs are increasing by the development of new media for mass communication. Therefore, practice and writing studies are an important part of the school curriculum in an effort to help prepare students to think critically.

This study will examine the ability to write narrative text at 8<sup>th</sup> grade students of SMP Negeri 19 Kota Jambi in the 2018 academic year 2019/2020. This is because the

ability to write narrative text must be mastered by junior high school students. The subjects of this study were eighth grade students of Jambi City 19 Middle School 2019/2020. Researchers chose the junior high school and the class because students had previously learned about writing and in the VIII grade KTSP there was material about writing. This research is expected to be able to contribute in coaching activities and increase students' interest in writing, especially in SMP Negeri 19 Kota Jambi, so that writing skills can continue to be improved to equip students to face the future.

Based on the background above, then in the title of this research is **AN ANALYSIS ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT EIGHT GRADE STUDENT SMP N 19 KOTA JAMBI**

## **1.2 Formulation of Problem**

Based on the description of the background of the problem, the researcher formulated the research problem as follows. "How is the ability of the students in writing narrative text for eighth grade students of SMP Negeri 19 Kota Jambi Academic Year 2019/2020?"

## **1.3 Research Objectives**

The objectives to be achieved in this study are as follows. to describe how the ability to write narrative text in English class VIII students of SMP Negeri 19 Kota Jambi Academic Year 2019/2020.

## **1.4 Research Benefits**

1. For Schools

The results of this study will provide an overview of the ability to write narrative text for eighth grade students of SMP Negeri 19 Kota Jambi so that learning about student writing skills can be improved.

2. For English Language and Literature Subject Teachers in Junior High Schools

The results of this study will provide an overview of the state of language skills, especially the skills of writing narrative text and can be an input in improving teaching and learning activities.

3. for other researchers

The results of this study are expected to be a reference for other researchers for further research.

### **1.5 Definition of Key Terms**

1. Student's ability is the skill of pouring thoughts into written language through sentences that are arranged in full, complete, and clear so that the thoughts can be communicated to the reader successfully.
2. Writing narrative text is the activity of pouring ideas into a form that tells a series of events arranged in sequence in the order of time.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Writing Ability

According to the Big English Dictionary (2015), ability is defined as ability, skill, or strength. Furthermore, in the Large Indonesian Language Dictionary (2015), the word writing is interpreted as giving birth to thoughts or feelings (such as making up, making letters) with writing. According to Suparno (2008), writing is an activity of delivering messages (communication) using written language as a tool or medium.

Yulinar (2009) defines writing as lowering or describing graphic symbols that describe a language that can be understood by someone so that other people can read the graphic symbols if they understand the language and graphic images.

Writing is a form of communication to convey the author's ideas to the audience that is limited by distance, place, and time (Akhadiyah, 2009). Writing according to Nurhadi (2008) is "skills give birth to ideas and package the idea in the form of graphic symbols in the form of writings that can be understood by others".

According to Slamet (2008) "writing in essence is describing graphic symbols that describe a language that is understood by someone to be read by others who can understand the language and symbols of the message". Slamet (2008) states that Byrne defines writing skills as the ability to put thoughts into written language through sentences that are arranged in full, complete, and clear so that the ideas can be communicated to the reader successfully.

The ability to write is the ability to be able to give birth to new ideas and present them in the form of writing in full, complete, and clear, so that ideas are easily understood and understood by others for communication or recording purposes. Writing skills include a variety of abilities, namely:

1. The ability to use language elements appropriately.
2. The ability to organize discourses in the form of essays.
3. The ability to use the right language, the choice of other words.

The ability of a person in writing is determined by the accuracy in using the elements of language, organizing discourse in the form of essays, and accuracy in using language, and the choice of words used in writing. Related to the statement above there is another opinion, namely writing, according to, is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so that readers can understand them easily.

According to Abas (2006) writing is a process of continuous thinking, starting from trying, and up to reviewing it. Writing can be interpreted as an activity of expressing ideas, ideas, thoughts, or feelings into linguistic symbols (written language).

Based on the above understanding, the researcher concludes that writing can be interpreted as a person's ability to describe graphic symbols that are understood by writers and readers into written forms, to convey thoughts, ideas, feelings, desires to be understood by the reader.

## **2.2 Writing**

Writing basically is telling about what is in wishful thinking in written form. According to Kosasih (2014), composing is describing thoughts and feelings in a regular way and writing them in written language. Furthermore, it is explained if

someone uses ideas, ideas, feelings, experiences or others into written language, the activity is a composing activity. To be able to convey a thought, idea, feeling, experience or other, a person needs to have adequate vocabulary, skill in arranging words into clear sentences, adept at using language effectively.

Masnur (2010) argues that, in order to be able to convey ideas and facts agile and strong, one needs to have adequate vocabulary, skill in arranging words into clear sentences, and being able to use language effectively. According to the meaning, composing is a whole series of activities one collects ideas and convey them through language written to the reader to understand.

From the above quote it is said that in the coral process, every idea needs to be involved in a word, words are arranged into a sentence forming a paragraph, and the paragraphs finally embody an essay. While essays are the result of composing activities, namely the realization of one's ideas in written language that can be read and understood by others. According to Kosasih (2014) there are 4 elements in writing, namely as follows:

1. Idea

Idea is the following topic theme that is expressed in writing.

2. Discourse

Discourse is a form of disclosure of ideas that can be understood by the reader. There are 4 (four) forms of writing:

- a. Narration

A form of disclosure that conveys an event / experience.

- b. Description

A form of disclosure that describes sensation, a feeling of making up about various things that are in the arrangement of space (for example: beautiful scenery, melodious songs, etc.).

c. Exposition

This form of disclosure presents facts that intend to give an explanation to the reader about an idea, problem, process or equipment.

d. Argumentation

The form of disclosure with the intention of copying the reader in order to change his mind, opinion, or attitude according to what the author is facing.

3. Organization

Organization is an orderly arrangement and arrangement of ideas heeding various principles, rules, and techniques to plan the framework and steps.

4. Medium

Medium is a means of delivering ideas in the form of written language which mainly concerns vocabulary, grammar, and rhetorical.

Things that need to be considered in writing:

1. Determine the idea or experience you want to write.
2. Make an outline frame first.

Frameworks written before writing should be arranged in a sketch framework first. In literature known as synopsis. An outline framework is a journey of ideas from beginning to end, or the journey of events. Skeletal frameworks are arranged sequentially, regularly, and related.

To use the outline framework is to make it easier for someone to compose. With this framework students know very well the sequences that will be written

later. Examples of fabricating the body state. Skeletal frameworks are made sequentially from top to bottom. Condition of hair, face, hands, chest, legs and so on.

3. Arrange or use short sentences (because sentences that are too long can obscure meaning).

- a. Word Choice

The idea that will be poured in the form of essays is manifested in the form of words or sequences of words. In composing the words are not used independently. As an element of language, words contain weaknesses, which often can be interpreted with various meanings or meanings. Choosing the right words to convey ideas in the form of essays is quite a difficult job. Because students must understand that essays are a medium of communication between writers and readers. A person can communicate if the reader interprets words according to the author's intent. So, don't get a misunderstanding between the writer and the reader. To note, the word used in its meaning is right for the sentence. In addition, there are uses of words that are synonymous or nominated. There is another word that does not support just one concept, has another meaning than the general one. In writing, try to use words that are easy to understand.

- b. Sentence Choice

A good sentence must be arranged based on the applicable rules. The principles in question include the important elements in a sentence (the sentence consists of subject, predicate, object, and description). Rules that have been standardized according to Perfect Spelling. And how to choose

words in sentences. Good and true sentences will be easily understood by others. This sentence is called an effective sentence. In formal essays, the sentences are tried in the form of effective sentences. The effectiveness of a sentence is determined by the elements of equivalence and alignment.

- c. The conditions for children to compose well are as follows:
  - 1) Diligently read a book.
  - 2) Obtaining data.
  - 3) Contemplate all materials that are seen and read.
  - 4) Practice diligently and do not hesitate to try to write down ideas.
  - 5) Initial writing exercises.

### **2.3 Writing Process**

Murray's opinion in Tompkins and Hoskisson there are five stages or activities carried out in the writing process, namely: prewriting, drafting, revising, editing, publicizing or sharing.

#### **1. Prewriting**

Prewriting is the preparation stage. At this stage is the first step in writing which includes activities:

- a. Determine and limit the topic of writing.
- b. Formulate goals determine the form of writing, and determine the reader to be addressed
- c. Choose ingredients
- d. Determine generalizations and ways of organizing ideas for writing.

This stage is a very important stage in writing activities. Therefore, at the prewriting stage sometimes a stimulus is needed to stimulate the emergence of responses in the form of ideas or ideas. This activity can be carried out through activities, such as reading books, newspapers, magazines, and the like. listening to news, speeches, sermons, discussions and seminars. tourist and recreational works. etc.

## 2. Drafting

In a student-centered learning orientation, this stage of writing begins with describing the idea into writing. At this stage various linguistic knowledge and writing techniques are needed. Language knowledge is used for word selection, language style, sentence formation, while writing techniques for composing paragraphs with essays in full.

## 3. Revising

At the revision stage, corrections to the entire essay are made. Corrections are made to various aspects, such as essay and linguistic structures. The essay structure includes structuring the main ideas and explanatory ideas, as well as systematic and reasoning. while linguistic aspects include word choice, language structure, spelling, and punctuation. At the revision stage it is still possible to change the title of the essay if the title is yes.

## 4. Editing

The purpose of editing activities is to make the writing can be read optimally by the reader. If a writing cannot be read, the writer has done something in vain because the expression of his feelings is not read by people.

## 5. Publishing or sharing

Deliver essays to the public in printed form or deliver in non-printed forms.

## **2.4 Objective Teaching Objectives**

According to Kosasih (2014) argued that the purpose of teaching is composing the same as the purpose of teaching conversations only different from the form of writing, namely:

1. Enrich positive and active vocabulary
2. Practice giving birth to thoughts and feelings appropriately
3. Exercise describes the experiences correctly.
4. Exercises using the right spelling (want to master the form of language).

In composing there are six benefits of composing, namely as follows:

1. Means for self-disclosure
2. Means to understand something
3. Means to develop personal satisfaction, pride, and self-esteem
4. Means to increase awareness and absorption of the surrounding environment
5. Means to get involved with enthusiasm
6. Tools to develop understanding and ability to use language.

Based on the six benefits of composing the above there are several reasons that can be stated regarding the importance of composing or writing, among others, as follows:

1. Means to find something.
2. Bring up new ideas.
3. Train the ability to organize and clarify various concepts or ideas.
4. Train an objective attitude that is in someone.



5. Helps to absorb and process information.
6. Train to think actively.

## **2.5 Narrative Text**

Narrative is one of the essays that are categorized based on their form besides essays of description, exposition, argumentation, and persuasion. Narrative essays are often called stories. Narrative essay is an essay that tells a series of events arranged in sequence in the order of time. So Narrative is an essay made based on the time sequence of events. In addition, narrative essays are essays in the form of a series of events that occur in a single unit of time. Narrative is a form of discourse that seeks to tell an event or event so that it appears as if the reader sees or experiences the event himself.

Narrative essays are essays that tell an event or event with the aim that the reader as if experiencing the event told. Based on the above opinion, it can be concluded that the narrative essay is a form of writing in the form of a series of events or events chronologically that occur in a single unit of time so that the reader appears to see or experience the events themselves. Narrative is an essay that presents a series of events in the order of occurrence (chronological), with the intention of giving meaning to an event or series of events, and so that the reader can draw wisdom from the story (Suparno, 2006).

Narrative is a form of essay about a series of events arranged according to the time sequence (Rustamaji and Priyantoro, 2004). In line with the opinion above, Keraf (2007) explains that narrative is a form of discourse whose main goal is actions that are woven and arranged into an event that takes place in a unitary time. In the narrative (story) essay there are generally actors, events, conflicts, and resolutions. The events in

the narrative essay can be in the form of things that are both reality and imaginative. Narratives emphasize the chronological order of events and problems.

The author acts as a historian or storyteller as quoted by Parera (2014). Narrative essays have characteristics as: 1) derived from facts or just fiction. 2) several series of events. 3) narrative (Narsito, 2009)

## **2.6 Forms of Narrative Text**

Narratives are divided into two types, namely:

### **1. Expository Narrative**

The expository narrative is the narrative that tells about a summary of the actions conveyed to inform the reader of an event that occurred. Usually used to narrate soccer, swimming, badminton, and other football matches.

### **2. Suggestive Narrative**

The suggestive narrative is a narrative whose story is imaginary or imaginative from the author. Although suggestive narratives come from real stories, they have been flavored with the imagination of the author. Suggestive narratives are easily found in fairy tales, short stories, novels, saga, and others.

## **2.7 Thory Generic Structure of Narrative Text**

The structure of a narrative can be seen from the components that make it up. The components are (a) flow, (b) background, (c) actions or actions, (d) characterization, (e) point of view, (Keraf, 2007)

### **1. Flow**

Grooves are functional interrelations between elements arising from behavior, character, mood (mind) and point of view, and marked climaxes in the

series of acts, which at the same time mark the sequence of parts in the whole narrative (Keraf, 2007). According to Nurgiyantoro (2008) the plot is a story that contains a sequence of events that are causally linked.

From the opinion above, the author refers to the opinion of Keraf which states that the plot is a functional interrelation between elements arising from behavior, character, mood (mind) and point of view, and marked by climax in the series of acts of horn , which at the same time marks the parts in the whole narrative (Keraf, 2007).

## 2. Act the Horn of Action

Actions or actions are all behaviors carried out by the characters in the narrative. The main feature that distinguishes between narrative and description is action or behavior. Without a series of actions, the narrative will turn into a description, because everything is seen in a static state. The series of actions or actions become the main foundation for creating the dynamic nature of a narrative (Keraf, 2007).

## 3. Settings

The background here is the place and / or time of occurrence of the character's actions or events experienced by the character (Suparno, 2006). In relation to the background of Keraf (2007), the following are stated: Place or stage is called background or setting. The background can be described in a vivid and detailed manner, it can also be described sketched, according to its function and role in continuous actions. It can be an important element in the actions that occur, or only acts as an additional element. In certain parts it may be that the role of the background is less than the background of other parts.

Likewise, the setting which is the place or stage can take the form of an atmosphere in a certain period of time. The setting or setting includes the place, time, and atmosphere behind the occurrence of events in a story. Background has the function of clarifying or reviving events in the story. A good story must have a setting that blends with the theme, character of the actor, and plot.

#### 4. Viewpoint

The point of view in the narrative answers the question who told this story. Whatever viewpoint chosen by the author will determine the style and style of the story (Suparno, 2006).

In connection with the point of view, Keraf (2007) expressed his opinion as follows. The point of view in a narrative questions how the relationship between the person who narrates the narrative and the actions that take place in the story. The person who brings the story can act as an observer (observer) only, or participant of all the actions told. The aim of this last point of view technique is as a guide or guide for the reader regarding the character's actions or actions in a story.

Briefly it can be said that the point of view in the narrative questions: who is the narrator in the narrative, and what or how it relates to a process of acting on the characters in the narrative.

So, the point of view in the narrative serves to express how the narrator functions in a narrative, whether he takes part directly in the whole series of events (participant) or as an observer (observer) of all the actions in the narrative.

#### 5. Character and characterization

Character is a process used by an author to create physical figures (Tarigan, 2002). Regarding character and characterization, (Keraf, 2007) suggests the following. The characters are characters in a narrative and characterization is the way a story writer describes his characters. Statements in narration can be obtained by attempting to illustrate the actions and sayings of the characters (supporting characters), in line with the words and actions. Motivation of the characters can be trusted or not measured through actions, speech, habits, and so on. In acting they must give reactions to the environment they enter, whether the reaction value is reasonable or false, speak or act in accordance with the dominant character or deviate from the dominant character.

In this research the structure of the narrative studied includes the plot, actions, background, point of view, character and characterization, the chaos of events and the completeness of the story.

## **2.8 Language Features of Narrative Text.**

### **1. Ability to Use Punctuation**

The ability required in using spelling in composing based on series images includes the ability of punctuation, word writing, use of letters.

### **2. Ability to Use Capital Letters**

The writing of the first capital letters of the passage takes place using honors, names of nations, tribes and nations, names of years, months, days, historical events, official names, names of books, newspapers, essays, violent relations such as Father and Mother and so on.

### **3. Ability to Choose Words / Dictations**

To compose a lot of words are provided. Even more than enough can be said. Of course the writer will look for the best words to convey something in his narrative. The word is said to be the best if it is precisely the meaning and place, careful with what will be said and commonly used in common language. So precise, thorough and prevalent is a guideline for choosing words in writing.

## **2.9 Criteria for Assessing Narrative Essays**

An essay is said to be good if it has the following criteria.

### **1. Themes**

Essays can be said to be good if they have a theme. The theme serves as a foundation that must be guided by the author in describing the contents of the essay. The conditions in formulating a essay theme are:

- a. Clarity, that is, the central idea must be clear and one topic with its main purpose. Except that, a theme must be clear in relation to its parts, to the smallest of the essays, namely the formulas of the sentence.
- b. Unity, namely the existence of unity between the parts and their central ideas. All talks are inseparable from the central meaning. The division of essays into chapters, sub-sections, paragraphs, and sentences cannot be separated from the central idea. Thus, the essay is a unit characterized by its central idea.
- c. Development, which is a clear and detailed breakdown of the theme down to the smallest part, after which the details have been arranged regularly and logically, for example, if the theme has been described in sections or paragraphs, then the relationship of part -The part or paragraphs must be arranged regularly and logically. This means that the part that must be stated in

front, must be stored in front, and the part that should be stored in the back, placed behind.

- d. Authenticity, namely the purity of a writing that can be measured from the choice of subject matter, point of view, approach, set of sentences, choice of words, etc. (Muclisoh, 2015).

## 2. Essay Language

Writing language has criteria. The researcher refers to the following criteria:

- a. The language must be economical, precise, meticulous, compact and concise.
- b. Essays are arranged with effective sentences.
- c. Authorship uses language that suits the atmosphere and rules that applies (Natia, 2013).

## 3. Linkages to the contents of the title

The title acts as the core name / identity in an essay. Determination of the title of an essay can be done before the theme is elaborated thoroughly, and can also be done after the theme is described thoroughly. The title is said to be good if it meets the following requirements.

- a. The title must be relevant, meaning the title must be related to the essay theme.
- b. The title must be provocative, meaning that the title must attract the attention or interest of the reader to want to know the contents.
- c. The title must be short, meaning by using short sentences or phrases. Don't be too long to be easily understood, even in a short time (Muclisoh, 2015).

### **2.10 Difficulty in Writing Narrative Essays**

Writing is an activity to create a note on a media using characters (Alek, 2011: 106.). Writing activities can express one's ideas in written form. According to Combs, quoted by Mohd (2007: 45-46) the difficulty of writing narrative essays is as follows:

1. The child is not aware of the repetition of a word or word form.
2. The child does not realize that written forms are more detailed which uses several letters in various combinations and patterns.
3. The child does not understand the arbitration of signs in written language.
4. The child does not realize that a sign can flexibly be or become another sign.
5. Children do not realize that writing is linear, moving from one letter to another letter to form a word, from left to right, moving from line to line.

According to Templet and friends, quoted by Mohd (2007: 45-46) about the four stages of development of difficulties experienced by children in writing, namely:

1. Students already recognize the shape and size of letters, but he has not been able to combine letters to write words.
2. The phonemic stage, in this stage students have begun to recognize phonetic principles, to know how writing works, but the skill to operate phonetic principles is still limited.
3. Mastering letters, in this stage students begin to be able to apply phonetic principles. Students can already use letters to represent the sounds that make up a word.
4. Students master the writing system more fully even though it is not consistent. Students can already use spelling and punctuation in writing, especially the spacing between words.



5. Students can already apply well to all writing systems. Students can express their feelings, ideas or thoughts in a more varied and structured way.

The stages mentioned above can also be related to language skills, especially writing skills which include namely: 4 a) copying, activities aimed at writing skills. Beginning writing lessons can begin copying or imitating writing on the blackboard or in a book. b) composing, means arranging or arranging the results of thoughts in written language. It can also be explained that writing is writing the results of thoughts about being heard, seen, or experienced. c) dictation, including writing activities, written is the spoken language spoken by the teacher. Therefore dictation also includes listening activities.

Based on point (b) writing can also be interpreted as the ability of students to write an essay. Essay is essentially a collection of several paragraphs that are arranged systematically, coherently, intently in which there is a main part of the introduction, content and cover that talks about something written in perfect language.<sup>5</sup> While the ability to write essays is the ability possessed by students in write a few full paragraphs which include introduction, content and cover and are then arranged into a composition while paying attention to the use of enhanced spelling.

An essay either long or short will be arranged perfectly and well if there are three main parts in which each part has a different function, namely:

1. The introduction

This section has a function to attract the reader's interest, direct the reader's attention, explain briefly the main idea or theme of the essay.

2. The contents (body)

This section serves as a link between the introduction and the concluding section.

### 3. The concluding part (conclusion)

This section has the function of giving conclusions, emphasizing certain parts, climaxing, completing and stimulating the reader to do something about what has been told.

The three parts above are closely related to each other and are a unified and unified whole. If the introduction describes the main ideas in general, the contents section explains in detail and the concluding section provides conclusions. In addition to the parts of the essay, there are also elements that must be possessed by an essay, namely:

- a. Content of the essay: an essay in which there must be things or ideas to be expressed by the author to the reader.
- b. Essay form: arrangement or the way the writer presents the contents of ideas in the form of sentences that can be understood by the reader.
- c. Grammar: a good and correct essay must use proper grammar and sentence patterns so that the language of the essay is well organized.
- d. Style: choice of structure and vocabulary given by the author in his essay so that his essay has a tone or color that can attract the reader.
- e. Essays made by the author must pay attention to the use of spelling and punctuation that are in accordance with the rules in enhanced spelling.

Essay also has types that must be considered, namely descriptive (painting), narration (storytelling), exposition (exposure), argumentation (discussion) and persuasion. Description is a form of writing that depicts something in accordance with

the actual situation so that the reader can understand the intent of the author, Narration is a composition that presents a series of events chronologically (in order of occurrence) with the intention of giving meaning to an event so that the reader can take wisdom from the story. Exposition is an essay that aims to peel, describe, and explain something, an argument is an essay that explains the reasons or opinions to form conclusions, persuasion is an essay that contains exposure to persuade or encourage the reader to believe the writer's appeal.

Researchers focus on the type of narrative essay (storytelling). A narrative essay has two fundamental objectives, namely:

1. Provide information or insight and broaden the knowledge of readers or what is called informational narrative (expository stories). This narrative is used for factual essays such as biography, autobiography, history, or the process and way of doing things.
2. Give meaning to an event or as an aesthetic experience to the reader which results in an artistic or suggestive narrative. This narrative is used for imaginative essays such as short stories, novels, romance and drama.

### **2.11 Indicators of Narrative Essay Assessment**

The indicators used in evaluating narrative essays are content, grammar and vocabulary. The following is an explanation of each indicator used in assessing a narrative essay.

1. Content of Narrative Essays

Writing narrative essays must also pay attention to the basic principles of narration as a foundation of thought for the formation of narrative essays. The basic principles are:

a. Plot

Plot is a storyline that contains an event. Plot has elements such as: recognition, the emergence of conflict, peaking conflict, climax and problem solving. The flow also regulates how actions are related to one another, an event is related to other events, situations and feelings of the characters involved in a unity of time.

b. Characterization

The characterization referred to in the narrative essay is the narration of moving characters in a series of actions or narration of the characters involved in an event. The selection and limitation of characters in an event must also be considered important, so that the events that are displayed are kept in control.

c. Setting (setting)

The setting in question is the place or time when the character's actions or events occurred. In narrative essays sometimes it is not clearly stated where the character experiences an event. Often also found in the background in general.

d. Point of view

The point of view in the narrative answers the question of who is telling this story. The author's chosen perspective determines the style and style of the story.

Writing a narrative essay has the following development steps:

a. Determine the theme or message to be delivered.

Before writing a narrative essay, the writer must determine what the writer wants to write in the essay and what message the writer will convey to the reader.

- b. Set a target audience for narrative essays.

The author determines who will read the narrative composition. The intended readers are adults, teenagers or children.

- c. Design the main events to be displayed in the outer scheme.

The author designs the events that will be raised in the narrative essay, the events that have been raised are important or not.

- d. Divide the main events in the beginning, development, and end of the story.

The author divides and determines events that are suitable for each part of the story. The events determined by the author must be arranged logically and fairly.

- e. Breaking down major events into event details to support the story.

The author details important events and interesting events related to and supports the main event.

- f. Arrange characters and character, setting, and point of view.

The narrative essay in it must have a character, character, background and point of view.

## 2. Vocabulary and Spelling

Spelling is a procedure for writing according to a standard size. Regarding the use of spelling, here are general guidelines for enhanced spelling that can be measured based on the following:

- a. The use of letters, which includes: the alphabet, vowels, diphthongs, consonants, ethnic and self-names.
- b. Writing letters, which include: uppercase (capital) and italics.
- c. Writing words, which include: basic words, repeated words, descendants, combined words, pronouns, prepositions, si and sang words, particulars, numbers and numbers.
- d. Writing uptake elements.
- e. Writing punctuation, which includes: periods (.), Commas (,), semicolons (;), colons (:), dashes (-), dashes (-), question marks (?) , exclamation points (!), parentheses (), ellipses (...), square brackets ([...]), quotation marks ("..."), single quotes ("...."), re-sign (.... 2), slash (/), abbreviation (,,).

Based on the general spelling guidelines above, researchers focus on capitalization and punctuation. The following is an explanation of capitalization and punctuation, namely:

- a. Use of Capital Letters or Capital Letters

The rules for using uppercase or capital letters are:

- 1) Uppercase or capital letters are used as the first letter of the initial sentence.
- 2) Uppercase or capital letters are used as the first letter of the person's name.
- 3) Uppercase or capital letters are used as the first letter in expressions relating to religious matters, scriptures, and the name of God, including the pronouns.

- 4) Uppercase or capital letters are used as the first letter of the name of the year, month, day, holiday, and historical events.
- 5) Uppercase or capital letters are used as the first letter of the direct quote sentence.
- 6) Uppercase or capital letters are used as the first letter of the abbreviation for name, title, rank and greeting.
- 7) Uppercase or capital letters are used as the first letter of the name of the position and rank followed by the name of the person, the name of the institution, or the name of the place.

b. Use of Punctuation in Writing Essays

- 1) Use of the period (.)
  - a) A period is used at the end of a sentence that is not a question or an exclamation.
  - b) A period is used at the end of the abbreviation for the person's name.
  - c) A period is used at the end of abbreviations, titles, titles, ranks and so on.
  - d) Periods are used at the end of abbreviations, words or common expressions. For abbreviations consisting of three or more letters, only one period is used.
  - e) A period is used behind the numbers or letters in a chart, summary, or list.
  - f) Periods are used to separate the hours, minutes and seconds that indicate time.

- g) A period is used to separate the hours, minutes and seconds that indicate the time period.
  - h) Periods are used to separate thousands, millions, and so on that don't show numbers.
  - i) Dots are not used in abbreviations consisting of initial letters of words or syllables, or a combination of both, or contained in acronyms that have been accepted by the public.
  - j) Dots are not used in chemical symbol abbreviations, units of measure, measurements, scales and currencies.
  - k) A period is not used at the end of the title which is the head frame, or the head of illustrations, tables and so on.
  - l) Periods are not used behind the sender's address and the date of the letter or the name and address of receiving the letter.
- 1) Use of Commas (,)
- a) Commas are used between elements in a breakdown or numeration.
  - b) Commas are used to separate one equivalent sentence from the next equivalent sentence which is not preceded by words such as but, but rather.
  - c) A comma is used to separate the clause from the parent if the clause precedes the clause.
  - d) Commas are not used to separate the clause from the parent if the clause precedes the clause.



- e) Commas are used behind the words or conjunctions between sentences that are at the beginning of the sentence. This includes, therefore, so, anyway, even so, however.
- f) Commas are used behind words like, o, yes, wow, ouch, sorry, which is at the beginning of the sentence.
- g) Commas are used to separate quotations directly from other parts of the sentence.
- h) Commas are used between (i) names and addresses, (ii) parts of sentences, (iii) places and dates, and (iv) names of places and regions or countries written in sequence.
- i) Commas are used to reflect the part of the name that is reversed in the bibliography.
- j) Commas are used between the place of issuance of the publisher's name and the year of publication. (commas that describe this have now changed).
- k) A comma is used between the name of the person and the academic title that follows it, to distinguish it from the abbreviation of the surname or surname.
- l) Commas are used in front of tenths and between rupiah and cents in numbers.
- m) Commas are used to surround additional information and apposition information.

- n) Commas are not used to separate the direct passage from other parts of the sentence if the direct typing ends with a question mark or exclamation point, and precedes other parts in this sentence.
- 3) Use of Semicolons (.)
- a) Semicolons can be used to separate parts of similar and equivalent sentences.
  - b) Semicolons can be used to separate equivalent sentences in compound sentences instead of conjunctions.
- 4) Use of the colon (:)
- a) A colon is used at the end of a complete statement if followed by a series or description.
  - b) Colons are used after words or expressions that require description.
  - c) A colon is used in the drama text after the word that shows the doer in the conversation.
  - d) A colon used in the sequence or description is the appendix that ends the statement.
  - e) Colons are used (i) between volumes or numbers and pages (ii) between chapters and verses in the scriptures, or (iii) between the title and subtitle of an essay.
- 5) Use of Hyphens (-)
- a) Hyphens connect separate basic syllables by line breaks.
  - b) A hyphen connects the prefix with the word part behind it, or the ending part of the word in front of it at the turn of a line.
  - c) A hyphen connects the reset word.

- d) Hyphens can be used to clarify the relationship of parts of an expression.
  - e) The hyphen connects the letters of the words spelled individually and the date parts.
  - f) Hyphens are used to sequence (a) the next word starting with a capital letter, (b) to a number, (c) a number with an, and (d) an abbreviation of capital letters with a word affix.
  - g) Hyphens are used to link Indonesian elements with foreign elements.
- 6) Use of Dashes (-)
- a) Dashes limit the insertion of words or sentences that give special explanation outside the sentence construction.
  - b) The dash confirms the existence of another position or statement so that the sentence becomes clearer.
  - c) A dash is used between two numbers or dates that mean 'equal' or between two city names that mean 'to' or 'to'.
- 7) Use of Question Marks (?)
- a) The question mark is used at the end of the question sentence.
  - b) Question marks are used between parentheses to ask the part of a sentence which is doubted or which cannot be verified.
- 8) Use of Exclamation Marks (!)
- Exclamation marks are used expressions or statements in the form of exclamations or commands, or describe sincerity, distrust, or a strong sense of emotion.
- 9) Use of Brackets ( )

- a) Parentheses enclose additional information or explanations.
- b) Parentheses enclose information or explanations that are not part of the integration of the subject matter.
- c) Brackets around numbers or letters detailing or series of information. The numbers or letters can also be followed by close brackets.

10) Use of Ellipse Marks (... ..)

- a) Ellipse marks describe intermittent sentences.
- b) Ellipses mark indicates that in a passage there is a part that is omitted.

11) Use of square brackets ([...])

- a) The square brackets surround letters, words, or groups of words as corrections or additions to sentences or parts sentences written by other people. This sign is a signal that the error is indeed found in the original text.
- b) The square brackets surround the information in explanatory sentences that are marked with brackets.

12) Use of Quotes ("...")

- a) Quotation marks flanking direct quotation that comes from a conversation, text, or other written material. Both pairs of quotes are written the same height next to or line.
- b) Quotation marks the poetry titles, essays and book chapters, let alone used in sentences.

- c) Quotation marks around a scientific term that is still unknown or a word that has a special meaning.
  - d) The closing quotation marks follow the punctuation marks that end the direct passage.
  - e) The closing sentence or part of the sentence is placed behind the quotation mark that surrounds the word or phrase used with a special meaning.
- 13) Use of Single Quotation Marks ("... ..")
- a) Single quotation marks arranged in other quotations.
  - b) Single quotation marks surround translation or explanation of foreign words or expressions.
- 14) Use of Re-Signs (... ..2) (ordinary number 2)
- Repeat marks can be used in shorthand and notes to ask for repetition of basic words.
- 15) Use of Slash Signs (/)
- a) Slashes are used in letter code numbering.
  - b) Slashes are used instead of words and, or, per, or address numbers.
- 16) Use of Shorten Signs (Apostrophes) (,,)
- Apostrophe marks indicate omission of words.

## **2.12 Previous Research**

The following are some previous studies that have relevance to this study.

1. The study was conducted by Rahmawati (2017) with the title of Narrative Writing Ability Based on the Text of Interview of Class VII C MTs Laboratory Tarbiyah Faculty IAIN Sulthan Thaha Saifuddin Jambi Academic Year 2016/2017. This

study describes the ability of students to write narratives based on the interview text of class VII C MTs Laboratory Tarbiyah Faculty IAIN Sulthan Thaha Saifuddin Jambi Academic Year 2016/2017. The method used in this research is descriptive method. This research is a type of quantitative research. The data taken in this study is the ability to write narratives based on the interview text of class VII C MTs Laboratory of Tarbiyah IAIN Faculty Sultan Thaha Saifuddin Jambi. The data source in this study is in the form of narrative essays of class VII C MTs Laboratory Tarbiyah IAIN Faculty Sulthan Thaha Saifudin Jambi 2016/2017 Academic Year. The results showed that (1) the ability to apply theme suitability was 72.2% which included SM: 51.8%, M: 29.6%, CM: 14.8%, KM: none, and TM: 3.7% . (2) the ability to apply groove grooves 71.5% which includes SM: 44.4%, M: 37%, CM: 18.5%, KM: none, and TM: none. (3) ability to apply 69.3% background clarity which includes SM: 29.6%, M: 55.5%, CM: 14.8%, KM: none, TM: none. (4) ability to apply clarity of character and characterization of 92.6% which includes SM: 100%, M: none, CM: none, KM: none: none. and (5) the ability to apply the suitability of the 62.5% viewpoint which includes SM: 14.8%, M: 51.8%, CM: 25.9%, KM: 7.4%, TM: none. The conclusions obtained from this study are the ability to write narratives based on the interview text class VII C MTs Laboratory Faculty of Tarbiyah IAIN Sulthan Thaha Saifuddin Jambi can be categorized quite capable (CM). This is evident from the media and can improve the quality of learning in writing narratives based on interview texts. the average value in general is 73.5.

2. The research conducted by Yulia Nursyamsiar and Siti Halidjah (2017) with the title Improving the Writing Ability of Narrative with a Guided Writing Strategy in

Class IV Elementary School showed that the results of the study showed that the use of guided writing strategies could improve the ability to write narrative essays in Indonesian learning in class students IV Public Elementary School 09 North Pontianak. The results of writing narrative essays in the first cycle increased with an average of 73.93% of students having achieved completeness. Then in the second cycle there was an increase with an average value of 10.56 or around 84.49% of students achieving completeness.

3. The study was conducted by Ariyanto (2016) with the title Writing Ability of Narrative Texts and Factors Affecting Class VIII Students of Kanisius Middle School Kalasan, Sleman, Yogyakarta, 2016/2017 Academic Year showed that the results showed that the ability to write narrative essays of Grade VIII students in junior high school Kanisius Kalasan is almost moderate, which is at an interval of 50% -60%. The ability to write narrative essays is influenced by positive factors and negative factors. The positive factors are: (1) having a hobby of reading, (2) enjoying the type of essay in the form of a story, and (3) having a habit of issuing ideas when composing. The negative factors are: (1) not mastering good listening techniques, (2) lack of knowledge about the types of essays because they only get material about narrative essays only, and (3) less time to make up, (4) composing motivation only to obtain value. Based on the results of these studies the researcher gives advice to students, Indonesian language teachers, schools, and other researchers. Students should improve their writing habits. This writing habit can be started by writing a diary, writing poetry and writing short stories about events at school. Teachers who are capable of teaching Indonesian language are expected to provide clear and complete knowledge of narrative essays to students and provide

many composing exercises so that students master good writing techniques and have complete knowledge of essays. Schools should add library facilities for example by providing reading books that attract students' reading interest and provide audiovisual facilities. Other researchers can conduct research on factors that can affect writing skills, such as interest, motivation, family environment, and level of intelligence.



**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Methods**

The research approach used in this study is descriptive quantitative. This study uses a quantitative descriptive method by testing students and giving an assessment of the results of student writing.

**3.2 Population, and Samples**

1. Population

The population in this study were all eight grader of public junior high school 19 Jambi City. The total population studied was 240 people divided into 7 classes.

2. Samples

The sample in this study was taken by random sampling. the sample taken is as much as 10%, so the number of samples studied were 24 students. According to Syamsuddin (2011: 23) random sampling is intended to eliminate subjectivity in sampling.

**Table 3.1.**  
**Sampling Distribution**

No	Class	Number of Students	Number of Sample
1.	VII A	33	3
2.	VII A	33	3
3.	VII A	33	3
4.	VII A	35	4
5.	VII A	34	3
6.	VII A	36	4
7.	VII A	36	4
<b>Total</b>		<b>240</b>	<b>24</b>

Based on these opinions, the steps in sampling are as follows:

- a. All seventh grade students of state junior high school 19 Kota Jambi are sorted according to their class list.
- b. A small piece of paper is made to write down the student serial number.
- c. Written serial number of students on small paper, one letter for one serial number.
- d. Small paper folded or rolled, then put in a closed container.
- e. Take one small piece of paper, and open it. Then note the serial number printed on small paper.
- f. The sequence number indicated shows that the student owner of the sequence number is selected as the sample.
- g. Steps e and f are repeated 15 times.

### **3.3 Research Instruments**

The research instrument was developed to observe and to collect data for each activity of the learning process by applying a guided writing learning model towards increasing creativity and the ability to write student narratives. The instrument in this study used instruments in the form of tests. According to Arikunto (2012: 150) tests are a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The test instrument used in this study was intended to obtain data on the ability of students to write narratives based on the experience of students by paying attention to the increase in writing creativity.

The test in question is a performance test in the form of product writing / narrative essay based on the experience of students by paying attention to the increase in students' writing creativity. The test used the writing ability assessment guidelines,

namely the calculation of scores carried out analytically by taking into account the structure of the element of narrative writing. In addition, the written product assessment guidelines are seen from the perspective of writing creativity and are adjusted to the demands of the material and indicators of essay writing skills in Indonesian language learning in junior schools. The instruments in this study are as follows.

1. Learning instruments that are in the form of syllabus and learning plans that are used as references in the teaching and learning process.
2. Instruments for data collection in the form of:

Tests are conducted to determine students' writing skills. The form of the test used is a test of writing narrative essays with assessment criteria based on elements of creativity and skill.

**Table 3.2**  
**Grid and Guidelines for Assessing Writing Narrative Text**

No	Aspect of Assessment	Description of Score
1	interesting idea	3
2	original ideas	3
3	Paragraph placement	3
4	Placement of sentences in paragraphs	3
5	Themes according to general needs	3
6	Unique and surprising themes	3
8	Choice of words according to reference	3
9	Choice of words according to the idea	3

Keraf (2007)

**Table 3.3**  
**Grids and Guidelines for Assessing Writing Skills of Narrative Text**

No	Aspect of Assessment	Description of Score
1	Determine the title of the essay.	
2	Making a plot	
3	Bring out the characters in the essay	
4	Determine the background in the essay	
5	Determine the point of view of the essay	
6	Use of Language	

Keraf (2007)

### 3.4 Technique of Data Collection

Data collection is done through narrative text writing test activities. Each student is given a test question to write a narrative text, and then collected, and the results are given an assessment in accordance with the assessment indicators.

### 3.5 Technique of Data Analysis

The data obtained will be analyzed using normalized gain values. The normalized gain value is calculated using the following equation:

$$G = \frac{\text{Score Real}}{\text{Score Max}}$$

**Table 3.4**  
**Assessment Criteria**

<b>Average</b>	<b>Gain Score Normalized</b>
0.00 <(<g>) ≤ 0.30	Low
0.30 <(<g>) ≤ 0.70	Medium
0.70 <(<g>) ,001.00	High

(Sudrajat, 2014:72)

**CHAPTER IV**  
**RESEARCH RESULTS AND DISCUSSION**

**4.1 Data Description**

The data in this study are quantitative data in the form of scores on the results of tests of the ability to write narrative essays and the results of interviews. The population in this study were eighth grade students of SMP 19 Kota Jambi. The population in this study was 93 students. However, there are only 24 students who can be used as members of the population. This is caused by the presence of 2 students who were absent for reasons of illness. Data collection is carried out by carrying out narrative essay writing tests and interviews conducted on July 7-20 2019. The scores obtained are described in the following table.

**Table 4.1**

**List of Narrative Essay Writing Ability Scores for Jambi City Middle School 19**

No.	Skor	No.	Skor
1	82	13	60
2	62	14	60
3	75	15	63
4	58	16	60
5	84	17	67
6	82	18	54
7	64	19	49
8	63	20	61
9	60	21	66
10	85	22	66
11	68	23	68
12	57	24	57

The total amount of data is 91 essays, but there are 1 essay that are damaged so that only 90 essays can be used as research data.

**4.2 Data Analysis**

Based on the data that has been obtained, in this section it is analyzed (1) how high is the ability to write narrative essays and (2) the factors that influence Jambi Eighth Grade SMPN 19 students in making narrative essays.

### **1. Ability to Write Narrative Essays in Eighth Grade Students of SMP 19 Kota Jambi**

The mean score of the ability to write narrative essays of eighth grade students of Jambi City Junior High School 19 was 67.12 and the standard deviation was 9.61. the ability to write narrative essays of the eighth grade students of SMP 19 Kota Jambi were at the level of mastery of 50% -60% and in the medium category.

### **2. Difficulty in Writing Narrative Essays for Eighth Grade Students of SMP 19 Kota Jambi**

Based on the results of interviews with English teachers and several students it was known the factors that influence the ability to write narrative essays of eighth grade students of Junior High School 19 Jambi City. The results of interviews with teachers and students are described as follows.

#### **a. Results of Interviews with English Teachers**

Based on interviews with English subject teachers, information was obtained that the eighth grade students of junior high school 19 in Jambi City 2019/2020 had already learned about writing. The type of essay that has been taught is a type of narrative essay. While other types of essays such as description, argumentation, and persuasion have never been given before. The eighth grade students of SMP 19 Kota Jambi in the academic year 2019/2020 were not all happy with the fabricating lesson material given by the teacher.

When given written material not all of them can respond immediately well, but when they get the task to fabricate they are able to solve it, even though there are still many mistakes made by students.

To generate motivation to compose in students, teachers often give assignments to students to watch programs on television such as the Bolang. This was chosen because the event was close to the world of children, so it was hoped that students could understand the storyline and could be used in completing the teacher's writing assignments. The mistakes that are often made by students in composing are about spelling, which is the use of capital letters, preposition writing, selection of non-standard words, and non-standard abbreviations. To address the mistakes made by students in writing so that students do not repeat it again is to mark the wrong part and when another time the student repeats his mistake, the teacher will give a sanction in the form of reducing the value of the results of students' essays. Writing activities do require continuous practice and must be repeated. The amount of time spent composing only 10 hours of study in one semester is felt to be lacking and more time is needed so that the skills to compose students can continue to be improved.

b. Results of Interviews with Students

From the results of interviews with 10 students, information was obtained that the average student did not like composing activities. Their motivation is fabricated just to fulfill the assignment given by the teacher and to obtain grades. Although the teacher rarely gives students the task of composing, but in writing activities students can already convey the ideas they

have, but they have difficulty in composing sentences, composing sentences, and connecting paragraphs.

Errors that are often made by students at the time of writing are the use of capital letters, the choice of standard words, and the use of punctuation. When composing they have tried to convey ideas and use punctuation, standard words, and use standard capital letters, which they think are correct. Although not all of them are in accordance with applicable regulations. The average student prefers to read rather than compose. They like the types of reading in the form of stories such as comics. According to the respondents, the reading activities they did were very helpful for them in composing. Through reading students can learn about the style of storytelling, the title of the story, and how to use capital letters or the use of punctuation.

#### **4.3 Discussion**

This study aims to describe how high the ability to write narrative essays of eighth grade students of Jambi City Junior High School 19 Kota Jambi and the factors that influence the ability to write narrative essays of students. Based on the analysis of the data obtained, it can be seen that the ability to write narrative essays of the eighth grade students of Jambi City Junior High School 19 and the factors that influence the ability to write narrative essays are as follows.

1. The average score of the ability to write narrative essays of the eighth grade students of Jambi City Junior High School 19 was 67.12, 9.61 standard deviation, and based on a hundred scale calculation guidelines, the ability to write narrative



essays of eighth grade students of SMP 19 Jambi City was at the mastery level 50%-60%. Thus, the ability to write narrative essays of eighth grade students of SMP 19 Kota Jambi was almost moderate.

2. Based on the results of writing tests and interviews with students, it is known that:
  - a. Students still often use non-standard spelling, this can be seen in the mistakes that are often made by students, for example the use of capital letters, the use of punctuation, and diction,
  - b. Students only have knowledge of narrative essays, while other types of essays such as descriptions, arguments, and persuasion do not have them, because students do not have them yet,
  - c. Writing activities need to get extra time, this is because writing requires continuous training. When writing only 10 JPs is considered by the teacher to be lacking,
  - d. Students' motivation in writing is to get grades and complete assignments from the teacher,
  - e. At the time of writing students already have ideas to convey to the reader, even though the delivery of ideas is still not correct.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

Based on the data analysis of the results of research and discussion conclusions can be drawn as follows.

1. The ability to write narrative essays in the eighth grade students of SMP 19 Kota Jambi are in the medium category. This is evident from the average value of 67.12 and the standard deviation of 9.61. Once converted to a scale of 100, it is known that the ability to write narrative essays of eighth grade students is at intervals of 50% -60%. The category at that interval is almost medium.
2. The ability to write narrative essays of the eighth grade students of SMP 19 in Jambi City is at an almost moderate interval because it is influenced by positive and negative factors. The positive factors are (1) the existence of students who have a hobby of reading, (2) most students like the type of essay in the form of a story, and (3) the habit of students issuing ideas when composing. The negative factors are (1) students do not master the technique of making well, (2) the lack of knowledge about the types of essays because students only get material about narrative essays only, and (3) lack of time to compose, student motivation in writing is just to get value.

#### **5.2 Implications**

Based on the results of the study, it is known that the eighth grade students of SMP 19 Kota Jambi still need to deepen the material regarding writing skills and the practice of writing. With the deepening of the material and the practice of regular writing, students are expected to be more skilled at composing. According to Tarigan (1985: 8) writing requires experience, time, opportunity, practice, special skills, and teaching directly from the experts. Writing also needs to be fostered a high sense of discipline. The teacher is very instrumental in improving students' writing skills. This can be done by providing knowledge about narrative essays so students can master good writing techniques. Students must also be given the opportunity to express ideas or ideas so students can think critically and creatively. Students who are still low on their writing skills need to get more attention, for example by providing assistance to them. If students' motivation in carrying out their writing assignments is simply to carry out the tasks assigned by the teacher and to obtain values, the purpose of writing activities is to be changed into a need for students to develop themselves, add insight, and pour ideas that students have.

### **5.3 Suggestions**

#### **1. For Students**

Students should improve the habit of writing. This habit of writing can be started by writing a diary, writing a poem, or writing a short story about the events at school. This is useful for supporting the ability to write narrative essays.

#### **2. For English Language and Literature Teachers**

Teachers who are capable of teaching English are expected to provide clear and complete knowledge of narrative essays to students and provide a lot of composing exercises so that students master good writing techniques and have

complete knowledge of essays. English Language and Literature Teachers are also expected to be able to generate and motivate students to the material taught especially writing skills so that they enjoy writing activities.

### 3. For Schools

Schools should improve library facilities such as providing reading books that attract students' reading interest and provide audio-visual facilities. This can support students' abilities in writing essays, especially narrative essays.

### 4. For Other Researchers

There are still many factors that can affect writing skills. Other researchers can conduct research on factors that can affect writing skills, such as interest, motivation, family environment, and level of intelligence.

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## Appendix 1. Data Research Result

**Table 1. Data from the Measurement of the Ability to Write Narration on Vocabulary Aspects**

No	Student's Name	A					Total	Value
		1	2	3	4	5		
1	Apriyani	4	1	2	2	3	12	48
2	Ardi Suseno	2	4	5	3	3	17	68
3	Arnia Harpita Sari	3	2	2	2	2	11	44
4	Bagus Purwanto	1	1	2	5	2	11	44
5	Denil Jepriansyah	3	5	5	3	5	21	84
6	Diana	2	1	5	1	3	12	48
7	Dinda Rifki Puspita	3	2	2	2	5	14	56
8	Endah Resi Putri	1	1	2	5	1	10	40
9	Ernayani	4	1	1	1	1	8	32
10	Endar Larasati	3	2	5	3	4	17	68
11	Febri Irwanto	1	2	1	2	2	8	32
12	Galang Handi Saputra	3	3	4	2	4	16	64
13	Heryan Pandu P	2	2	2	1	1	8	32
14	Hikmah Permata Hati	1	1	1	2	4	9	36
15	Huzaimah	4	2	2	1	2	11	44
16	Irma Septia Rahmi	2	1	2	2	1	8	32
17	Lia Hardianti	1	3	1	2	4	11	44
18	M. Faruq Aziz	3	2	1	2	1	9	36
19	M. Ridho	2	5	1	1	2	11	44
20	Marlan	1	2	2	2	1	8	32
21	Monalisa	3	1	2	5	2	13	52
22	Naufal Rahma Yudi	2	2	1	1	1	7	28
23	Okky Najaci	4	3	5	4	3	19	76
24	Pebriana Eka Putri	1	1	2	1	1	6	24
	<b>Total</b>	<b>82</b>	<b>89</b>	<b>88</b>	<b>82</b>	<b>88</b>	<b>429</b>	<b>1716</b>
	<b>Average</b>	<b>2.22</b>	<b>2.41</b>	<b>2.38</b>	<b>2.22</b>	<b>2.38</b>	<b>11.59</b>	<b>46.38</b>



**Table 2. Data from the Measurement of the Ability to Write Narration on Grammar Aspects**

No	Student's Name	B									$\Sigma$	Value
		6	7	8	9	10	11	12	13	14		
1	Apriyani	4	1	2	2	3	2	2	3	3	22	49
2	Ardi Suseno	2	4	5	3	3	4	5	3	4	33	73
3	Arnia Harpita Sari	3	2	2	2	2	4	3	1	1	20	44
4	Bagus Purwanto	1	1	2	5	2	1	1	1	3	17	38
5	Denil Jepriansyah	3	5	5	3	5	4	4	5	3	37	82
6	Diana	2	1	5	1	3	1	2	3	3	21	47
7	Dinda Rifki Puspita	3	2	2	2	5	4	3	2	2	25	56
8	Endah Resi Putri	1	1	2	5	1	1	1	3	1	16	36
9	Ernayani	4	1	1	1	1	1	1	2	1	13	29
10	Endar Larasati	3	2	5	3	4	3	5	2	3	30	67
11	Febri Irwanto	1	2	1	2	2	3	1	1	3	16	36
12	Galang Handi Saputra	3	3	4	2	4	4	3	3	2	28	62
13	Heryan Pandu P	2	2	2	1	1	1	1	2	1	13	29
14	Hikmah Permata Hati	1	1	1	2	4	1	3	2	1	16	36
15	Huzaimah	4	2	2	1	2	1	2	3	3	20	44
16	Irma Septia Rahmi	2	1	2	2	1	2	2	1	1	14	31
17	Lia Hardianti	1	3	1	2	4	1	2	1	1	16	36
18	M. Faruq Aziz	3	2	1	2	1	1	2	3	2	17	38
19	M. Ridho	2	5	1	1	2	1	1	2	1	16	36
20	Marlan	1	2	2	2	1	1	3	1	1	14	31
21	Monalisa	3	1	2	5	2	3	2	2	1	21	47
22	Naufal Rahma Yudi	2	2	1	1	1	3	2	1	1	14	31
23	Okky Najaci	4	3	5	4	3	5	4	3	4	35	78
24	Pebriana Eka Putri	1	1	2	1	1	1	1	1	1	10	22
	<b>Total</b>	<b>82</b>	<b>89</b>	<b>88</b>	<b>82</b>	<b>88</b>	<b>78</b>	<b>84</b>	<b>79</b>	<b>77</b>	<b>747</b>	<b>1660</b>
	<b>Average</b>	<b>2.22</b>	<b>2.41</b>	<b>2.38</b>	<b>2.22</b>	<b>2.38</b>	<b>2.11</b>	<b>2.27</b>	<b>2.14</b>	<b>2.08</b>	<b>20.19</b>	<b>44.86</b>

**Table 3. Data from the Measurement of the Ability to Write Narration on Content Aspects**

No	Student's Name	C							$\Sigma$	Value
		15	16	17	18	19	20	21		
1	Apriyani	4	1	2	2	3	2	2	22	49
2	Ardi Suseno	2	4	5	3	3	4	5	33	73
3	Arnia Harpita Sari	3	2	2	2	2	4	3	20	44
4	Bagus Purwanto	1	1	2	5	2	1	1	17	38
5	Denil Jepriansyah	3	5	5	3	5	4	4	37	82
6	Diana	2	1	5	1	3	1	2	21	47
7	Dinda Rifki Puspita	3	2	2	2	5	4	3	25	56
8	Endah Resi Putri	1	1	2	5	1	1	1	16	36
9	Ernayani	4	1	1	1	1	1	1	13	29
10	Endar Larasati	3	2	5	3	4	3	5	30	67
11	Febri Irwanto	1	2	1	2	2	3	1	16	36
12	Galang Handi Saputra	3	3	4	2	4	4	3	28	62
13	Heryan Pandu P	2	2	2	1	1	1	1	13	29
14	Hikmah Permata Hati	1	1	1	2	4	1	3	16	36
15	Huzaimah	4	2	2	1	2	1	2	20	44
16	Irma Septia Rahmi	2	1	2	2	1	2	2	14	31
17	Lia Hardianti	1	3	1	2	4	1	2	16	36
18	M. Faruq Aziz	3	2	1	2	1	1	2	17	38
19	M. Ridho	2	5	1	1	2	1	1	16	36
20	Marlan	1	2	2	2	1	1	3	14	31
21	Monalisa	3	1	2	5	2	3	2	21	47
22	Naufal Rahma Yudi	2	2	1	1	1	3	2	14	31
23	Okky Najaci	4	3	5	4	3	5	4	35	78
24	Pebriana Eka Putri	1	1	2	1	1	1	1	10	22

