

A THESIS
THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
AT ENGLISH DEPARTMENT STATE ISLAMIC
INSTITUTE PAREPARE



By

ANIA ANGGRAENI
Reg. Num: 15.1300.003

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

**ANIA ANGGRAENI
Reg. Num: 15.1300.003**

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Stated that herself conducted her thesis, if it can be proved that is copied, duplicated or complied by other people, the degree that has been gotten would be postponed.

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ABSTRACT

Ania Anggraeni. *The Students' Ability in Writing Narrative Text at English Department State Islamic Institute Parepare*. (Supervised by Bahtiar and Wahyu Hidayat).

Narrative text is a text about story that can be in the form of: folklore, animal story, legend or short story, and novel. Therefore, to make students' motivate and enjoyable to study, the teacher should be creatively in delivering material. The purpose of this research was to analyse students' ability in writing narrative text at English Department State Islamic Institute Parepare.

This study was aimed to find out the students' ability in writing narrative text at English department state Islamic institute parepare. The research design in this study was a descriptive quantitative describing a the students' ability in writing narrative text at English department state Islamic institute parepare by using technique data collecting through writing test. The subject in this research is the students English Department State Islamic Institute Parepare.

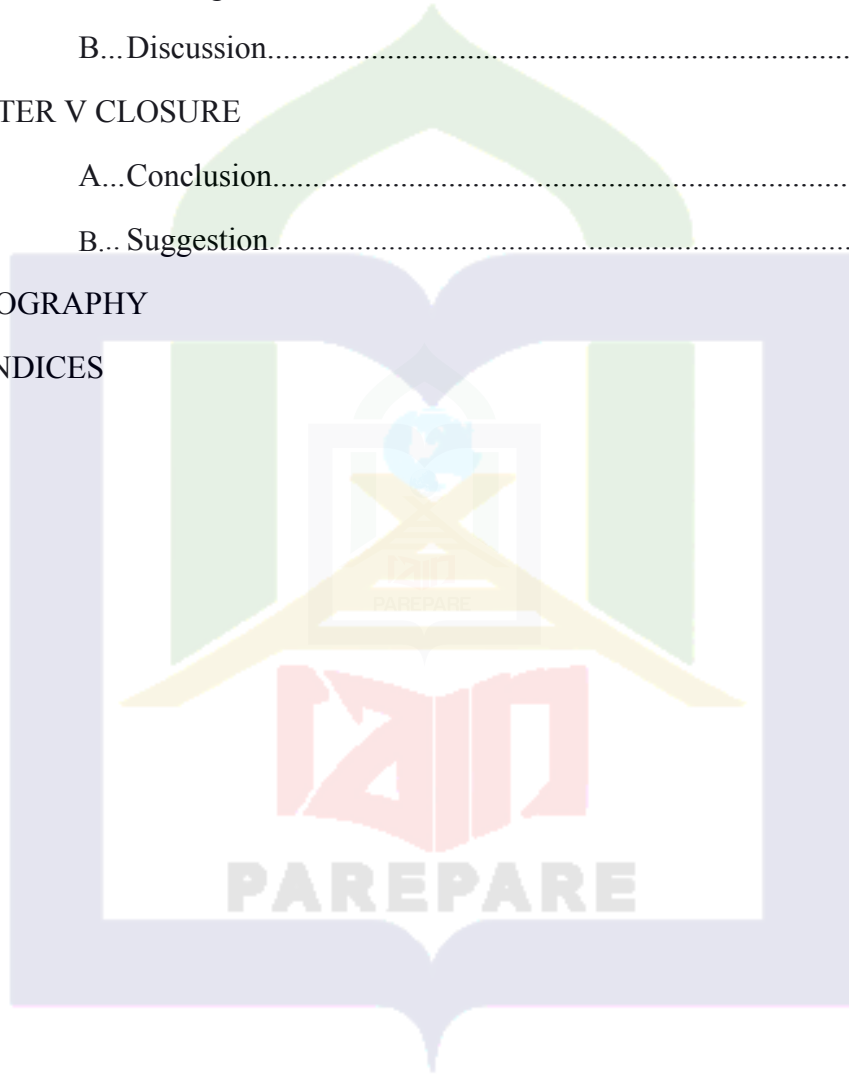
The result of the study that the students' abilities in writing narrative text. The conclusion showed in mean score for 67.04 which categorize for Fair category. This result become the valid indicator getting to be conclusion of the research, by these all result, the teacher needs to pay attention to improve the students' ability in writing, especially in writing narrative text.

Keyword: Writing Narrative Text, Students' Ability

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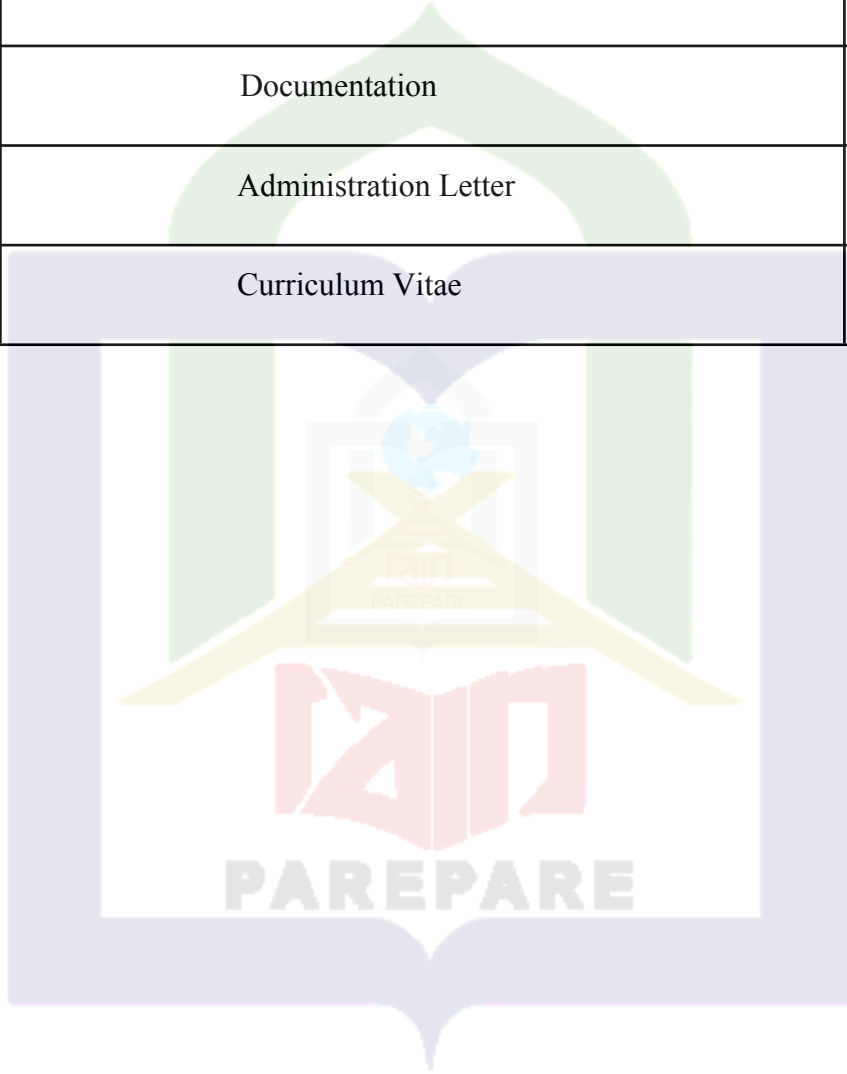
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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication that cannot be separated from human life. It is used in most of our time to communicate to one another in order to fulfil our needs in social interaction. Therefore languages is very essential for human beings in order to enable them to communicate.

English as an international language occupies the first position in the world communication today. This position makes English most widely to be used all over the world in all aspect of human life. It is one of the foreign languages in Indonesia.¹

For many years, English has been the most important foreign language in Indonesia, which is taught elementary school to university. It demands the learners must be able to master the four skills, they are: listening, speaking, reading, and writing.

Among the four skills above, writing is the most difficult one. Because it requires demonstrating the control of a number of variables simultaneously, they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgment elements. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition.²

¹ Djuharie, S.O., *Teknik dan Panduan Menerjemahkan*, (Bandung: Widya Bandung, 2004)

² Rahma Bakoko, "Common Grammatical Errors Made by Students in the Academic Year 2008" (A Case Study of students theses of the English Program at IAIN Parepare in the Academic Year 2008), (Unpublished Skripsi Parepare: IAIN Parepare, 2010), p. 54

The objective of teaching writing is the students' are able to write what in their thinking creatively. The students' are able to interact with academic writing, especially narrative text. In narrative writing, the students' are able to master generic structure, language feature, vocabulary, and mechanics. The students are able to understand the function of writing. Function means that, we use writing narrative for some purpose, there are: to entertain, to amuse, and give moral value to the readers.

Based on the objective, writing is one of the skills that the students' should achieve in learning English. Writing is one of language skills by which someone can express his or her ideas in written form, by mastering writing narrative text, students are able to write or apply English in every opportunity.

Narrative text is a text about story that can be in the form of: folklore, animal story, legend or short story, and novel. Therefore, to make students' motivate and enjoyable to study, the teacher should be creatively in delivering material.

In reality, the students still have problems in writing a good text in English. The students' score in writing are still low. Only some students' get good score. The problem may be caused by some aspects: the first is opportunity to use English because the status of English as a foreign language, not as a main daily communication. The second is the students' do not have enough practice in writing text. So the students' may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students' need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange

theme into a good paragraph. The last, the technique that used by teacher do not support the students' motivation to write the paragraph.³

B. Research Question

Based on the background state previously, the researcher formulated the problem statement: How is the students' ability in writing narrative text at English Department State Islamic Institute Parepare?

C. Objective Research

The objective of the research is to know students' writing ability to the English Department State Islamic Institute Parepare through narrative text. In relation to the research question above, the researcher state the objectives of the research To analyse students' ability in writing narrative text at English Department State Islamic Institute Parepare.

D. Significance of the Research

The significance of the research expected is dividing into two benefits for a theory and practice where describe as follow:

1. Theoretically Significance

This result of the research expected to be useful information the knowledge of English study, especially in teaching writing skill.

2. Practically Significance

This result of the research was expected to be useful information to the teacher; especially English teacher as a guide to develop students writing and for the students will be useful for developing students' ability in writing and give motivation to study English. The next expected to be useful information to the next researcher.

³ Raoul, writing learning, objective. *Learning objective*. 2013 (<https://www.uwo.ca/tsc>).

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Previous Research Findings

Previous findings are used to support the argument in the research. Besides, it is also used as reverence and comparison to other research.

In construction this research proposal, the research was considering some previous findings to support the researcher's proposal, especially in writing.

Sitti Salmi concluded that in finding the Effect of Using Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students' at SMAN 1 Kampar, from the result of data analysis, the writer found that the significant effect score showed 13.380. In level of significant of 5% the score was 2.02 in level of significant of 1% the score was 2.67 it can be read $2.01 < 13.380 < 2.68$. It means that there is a significant Effect Slicing the Pie strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students' at SMAN 1 Kampar.⁴

Sri Rakhayu concluded that the design in this research was pre-experimental with pre-test and post-test design. The students' did the pre-test, got the treatment, and did the post-test. It aimed to know whether the corrective feedback type especially oral metalinguistic feedback can improve the students writing skills in narrative text. The result in this research was indicated that there was improvement of the students' writing narrative text.⁵

⁴ SittiSalmi "The Effect of Using Slicing the Pie Strategy Toward Writing Ability On Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar" (Unpublished Thesis: Education and Teacher Training Faculty, 2014), p.55

⁵ Sri Rakhayu " The Impact of Corrective Feedback Type of Students' Writing Skills in Narrative Text at The Second Grade of MTs DDI Lil-Banat" (Unpublished Skripsi: English Department, 2017), p.x

Rismala Sri Hariaty the research found that the rate percentage of students' writing score totally is 91,4% in poor classification, there are 8,6% students' in good classification, there is no students' in good even in excellent classification. It means that the ability of the tenth grade students' in SMA Negeri 5 Sidrap by seeing 5 components in writing scoring rubric still needs more improvement.⁶

The connection of this research will the research above is same as researching on writing narrative text but still different objects to examined, and also the strategies used are different and some are the same. In Sitti Salmiah research use the same strategy but distinguishes it using narrative paragraph and I use Narrative text. The other researcher also we same researcher about writing narrative but difference topic. In her researcher Rismala Sri Hariaty research about writing narrative summary and Sri Rakhayu in her research about corrective feedback type of writing skills in narrative text.

B. Some Pertinent Idea

1) Students' Ability

The word ability is derived from adjective "able" which as a similar meaning as 'can'. Chalijah Hasan says that ability is skill or competence in doing something. Ability shows a performance that can be done right now, meanwhile talent needs practice education in order a performance can be done in future. Talent and ability determine the achievement of the students'. A students' may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.⁷

Based on the definition above, the ability is the skill or competence. Skill is ability to do something well. Skill implies the prerequisites of having and accessing

⁶ Rismala Sri Hariaty, "An Analysis Students' Ability in Writing Summary of Narrative Text at The Tenth Grade of SMA Negeri 5 Sidrap", (Unpublish Skripsi: English Department, 2018),p.55

⁷ Chalijah Hasan, (1995). *Dimensi-Dimensi Psikologi Pendidikan*, (Surabaya:Al-Iklas), p. 63

certain knowledge, processes, or sequences of behaviour leading to a specific performance. However, for something to be considered a skill, it must contain an element of action.

Learning ability has purpose, according to Crow and Crow “learning is an active process that needs to be stimulated and guided toward desirable outcomes. In addition learning is the acquisition of habits, knowledge, and attitudes.⁸ Ally and Bacon states the ability is (potential) capacity or power (to do something, physical, mental) on special natural power to do something well.

In addition, ability is innate profile of bio psychological potentials representing coordinated profile of individual intelligences. In our framework, these potential (our unrealized) abilities define a space of possible competencies (which are realized abilities). An individual only has one space of unrealized abilities, but many competencies can be realized within it. Note that intelligences and the space of potential abilities are completely internal to the individual with the constraints and content of a domain result in realized abilities (or competencies).⁹

Ability reflects a person’s existing capacity to perform the various tasks needed for a given job and includes both relevant knowledge and skills. Aptitude represents a person’s capability of learning something. In other words, aptitude is potential abilities, whereas abilities are the knowledge and skills that an individual currently processes.

When we talk about ability, we also talk about an action, mentally and physically. Mental action only cannot be called ability either can physical action only.

⁸ Ki Fudyartanta, (2011). *Psikologi Umum*, (Yogyakarta: Pustaka Pelajar), p. 267

⁹ Robert J Sternberg and Elena L Grigorenko, (2003). *The Psychology of Abilities, Competencies, and Expertise*. (United States of America: Cambridge University Press), p. 142

Intention without application is not ability, because everyone can realize it. Therefore, ability is an action of mental and physic altogether.

In conclusion, ability is the students' competence to develop narrative text. Talent and ability determine the achievement of the students'. A student may have talent in chemistry that is considered to obtain the achievement comes from the talent and ability of someone.

2) Writing Narrative Text

a. Definition of Writing

Writing is one of the ways to express things in our mind, feeling, ideas, or thought. According to Marianne Celce and Murcia, writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material, and more recently on a computer screen.¹⁰

According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.¹¹

Writing is an activity used to a wide variety of purposes. It is produce in many different forms. Writing process is the stages a writer goes through in order to produce something in its final written form. The process may be affected by the content (subject matter) of the writing, the type of writing, and medium.¹²

¹⁰ John M. Swales and Cristine B. feak, *Academy Writing graduate students*, USA: The University of Michigan, 1994, p.34

¹¹ Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman 2005) p. 2

¹² Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p. 3

Anais Nin said that “we write to heighten our awareness in life. We write to Taste more of our lives, in a memory and in a back memories. We write that we are able to achieve a more meaningful live, to achieve what is behind it, to teach us how to talk with others”.¹³

O’Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.¹⁴ Writing can be defined as the words we teach in the foreign language. Some definitions of writing given by different is presented as follow. According to Oxford, writing is activity of writing, written words of an author and handwriting.¹⁵ According to Webster’s, writing is to trace or inscribe (letter, words, numbers, symbol, etc) on a surface with pen or pencil.¹⁶

According to Godchinsky, writing skill are specific abilities which help put their thoughts into words in a meaningful form and to mentally interact with the message.¹⁷

According to Wilga Rivers, writing become a more complicated process when it involves putting in graphic form, according to the system accepted by educated native speakers, combinations of words which might be spoken in specific circumstance (that is, which convey certain elements of meaning).¹⁸

¹³ Manshur , Faiz, *Genius Menulis: Penerang Batin Para Penulis*, (Bandung: Nuansa, 2012), p. 58

¹⁴ O’Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain, 1996), p. 136
Oxford University Press. *Oxford Learner’s Pocket Dictionary*. (Third Edition; Printed in China, 2003), p.502

¹⁶ Webster’s Comprehensive Dictionary. *The New International Webster’s Comprehensive Dictionary of the English Language*. (Trident press International, 2003). p. 507

¹⁷ Godchinsky, *Whatarewritingskill(online)*, Accessed on August, 7th 2014

¹⁸ Rivers. Wilga M. *Teaching Foreign Language Skills*. UK: The University of ChicagoPress, 1999). p. 18

Based on the opinion above, the researcher thinks that skill have the important role because as component should have completely in writing, and without the students' skill in writing those, the process of writing will not good. Writing skill is a concept to know good writing students' include developing paragraph and improve the students' ability in writing. Robert Lado said that "writing skill is neither acquired totally out of awareness nor learned totally consciously, it develops through conscious insight and rule formulations along with experience".¹⁹ It means that, the students' can practice and extending their conscious knowledge of the process and rules as they progress the students' would still learn developmentally to improve their writing ability.

Douglas Brown said that "writing is a skill that was the exclusive domain of scribes and scholars in education or religious institutions".²⁰ Almost every aspect of everyday life for "common" people was carried out orally. However, business transactions, records, legal documents, political and military agreements, all were written by specialist whose vocation it was to render language into the written word. The ability to write has become an indispensable skill in our global literate community.

Based on some definitions above, the researcher concludes that writing appears from thinking. When students' want to write something, the students' should have a lot of information, ideas, and thought in their mind. That is way, the students will be able to express them into sentences, paragraphs, and essays. In other word,

¹⁹ Robert Lado, *Teaching English Across Cultures*, (Singapore: Kim Hup Lee Printing Co Pte Ltd, 1998). p. 205

²⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (United States of America: Person Education. Inc, 2004). p. 218

writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form.

Writing is the expression of language in the forms of letter, symbols, or words.²¹ At the most basic level, writing is the physical act committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.²²

The definitions of writing are variously stated by some experts. According to Rivers, writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, also claimed that writing is a thinking process. Furthermore, he states that writing is a two-step process. The first process is figuring out the meaning and the second process is the putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition by Elbow expressed this concept eloquently in his essay of two decades ago. The common sense, conventional understanding of writing is as follows. Writing is a two steps process. First, you figure out your meaning, then you put it into language, figure out what you want to say, don't start writing till you do,

²¹ Utami Dewi, (2013), *How to Write*. (Medan: Latansa Press), p. 2

²² David Nunan, (2003). *Practical English Language Teaching*. (New York: Mc Craw Hill), p.88

make a plan, use an outline, began a writing only afterward. Writing is a way to end up thinking something you couldn't started out thinking.²³

Based on definition above, writing is a productive process done through some stages. Writing skill is a complex activity in producing a qualified writing. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. The researcher concluded that writing is a way to produce language that comes from our thought. By writing we can share our idea, feeling, or anything that exist in our mind. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students' who want to be able to write a good writing, they must learn to write regularly.

b. The Types of Writing

Finnochiaro states that naturally the type of writing system (alphabet, picture) which exist in native language is an important factor in determining to easy of speech which student learn to write.²⁴

There are two types of writing:

1. Practical of factual writing

This type deals with facts. We can find it in writing of letter or summaries.

2. Creative of imaginary writing

²³ H. Douglas Brown, (2000), *Teaching By Principles, An Interactive Approach To Language Pedagogy*, (San Francisco: Longman), p. 336

²⁴ Finnochiaro, Marry, *English as a Second Language: From Theory To Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 85

This type usually exists in literature, such as: novel, romance, and science fiction.²⁵

Another definition saying there are some types of writing; the form of writing which is used to tell or relate is called narration, which is use to describe is called description, which is used to explain is called exposition, and the last which is used to argue is called argumentation.

1. Narration is the form of writing is used which is to related the story of acts or events. Narration places occurrences in time and tells what happened according to the natural time sequences.
2. Description is reproduces the way think of look, smell, taste, fell, or sound; it may also evoke mood, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, time of day or season. It may tell about the peoples characteristic or personality.
3. Exposition is used in giving information, making explanation, and interpreting meanings.
4. Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined whit it.²⁶

When students' learn to write something, the teachers have to tell their students about types of writing in order to make their writing skill better in the future.

c. The Writing Process

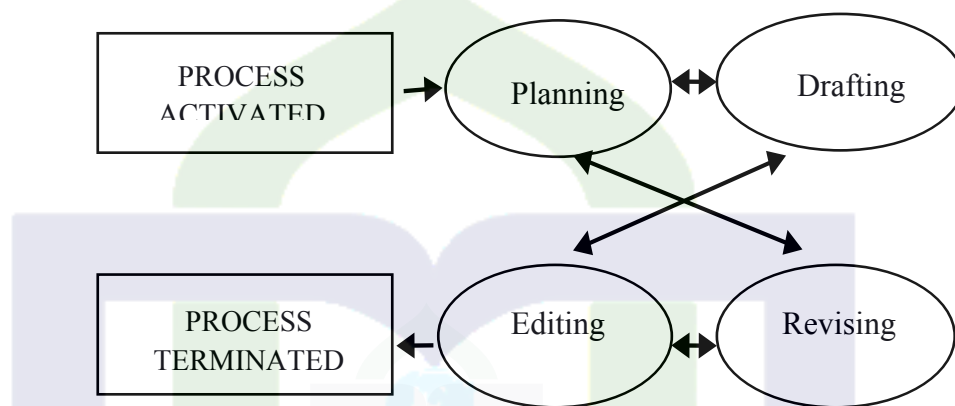
Writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

²⁵ Finnochiaro, Marry, "English as a Second..." p. 86

²⁶ Halimah, "The students' Ability in Writing Narrative Paragraph Using Modified Material at the Second Year Students' of MAN 1 Parepare", (Unpublished Skripsi Paarepare: IAIN Parepare, 2013), p. 28.

According to Anthony Seow cited by Jack C. Richard “Writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing”.²⁷

Figure 2.1 Writing process



1. Planning (Pre-Writing)

Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. When planning, writers have to think about three main issues, there are:

- a) They have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.
- b) Experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language.

²⁷ Jack C. Richard, *Methodology in Language Teaching*, (USA: Cambridge University Press), p. 315-318

c) Writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

At drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first go at a text is often done on the assumption that it will be amended later.

3. Revising

In revising process Students re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other's drafts before they revise.

4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage.

We have to know the step of writing before we start to write, each step has the different purpose. The researcher concluded that writing is an activity of developing ideas and feelings to produce an arrangement sentence.

d. The Requirement of Good Writing

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English.²⁸ Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. Westwood said that “Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes”.²⁹ Writer adds that writing is difficult to be learnt. It includes many aspect of skill in understanding it.

There are five general components or main areas that are necessary for good writing:

1. Language use, its means the ability to write correct and appropriate sentences.
2. Mechanical skill, it's means the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.
3. Treatment of content, it's means the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skill its means the ability to manipulate sentences and paragraphs, and use language effectively.

²⁸ Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 31

²⁹ Alma Prima Nurlaila, “The Use of Mind Mapping Technique in Writing Descriptive Text” *Thesis* (Jakarta: Journal English Education Study Program of Indonesia University of Education, 2013), p. 9

5. Judgment Skills it's means the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.³⁰

Every those skills are very important to be mastered by the students to write a good paragraphs. The fifth skills are be able to be mastered by the students more practice continuously.

To understand why writing is difficult activity for most people, both in the mother tongue and foreign language. The people shall look at the problems which are caused by writing under three heading psychological, linguistic, and cognitive. Although these inevitable overlap to some extent.³¹

1) Psychological Problem

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

2) Linguistic Problem

Oral communication is sustained through a process of interaction, except in special circumstances, such as, lectures, the participants help to keep it going. Because speech is normally spontaneous, the people have little

³⁰ J. B. Heaton, *Writing English Language Tests*, (England: Longman Group Uk Limited, 1988), p.135

³¹ Byrne Donn. *Teaching Writing Skills*. (FE: Ongman Group. LTD, 1988). p. 3

time to pay attention either to organizing our sentence structure or to connecting our sentences: to some extent, the letter is maintained through the process of interaction. The people repeat, backtrack, expand, and so on depending on people react to what we say.³²

3) Cognitive Problem

The people grow up learning to speak and in normal circumstance spend much of our time doing it. The people also appear to speak without much conscious effort or thought and generally the people talk because they want to know about matters which are interesting or relevant to the people especially the people's professionally in writing. On the other hand, in learning though a process of instruction: the students' have to master the writing form of the language and the students' have to learn certain structure which are less used in speech or perhaps it is not used at all, but in which are important for effective communication in writing.³³

3) Narrative Text

a. The Definition of Narrative Text

Narrative Text is one of genre which tell about story. Most of students love story especially Narrative texts. They can find many kinds of Narrative Texts those are interesting to learn, such as mysteries, fictions, romances, horror, fables stories, etc.

According to Celce and Murcia, Narrative is structured round the chronological development of events and is centered on a person or hero.

³² Byrne Donn. *Teaching Writing Skills*, p. 4

³³ Byrne Donn. *Teaching Writing Skills*, p.5

Consequently, a Narrative is usually personalized or individualized tells about the events related to the person or persons involved.³⁴

Mark Anderson and Kathy Anderson stated that “Narrative text are usually told by story teller”.³⁵ To make it interesting, a good story must have interesting content. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However, the way is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as he show by himself what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memories.³⁶

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 a personal letters and entries in diaries or journals. Narrative text is also as 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 states that “Narrative text as a story tells or describes an action in the past time clearly. In addition, according to Pratyasto, narrative text is a type of text that is purposed to amuse an to deal with actual and various

³⁴ M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 151

³⁵ Mark Anderson and Kathy Anderson, *Text Type in English*, (New York: Macilan, 1997)

³⁶ Isdaryanto. *Definisi Narrative Text*. Accessed on August 2014

experience in different ways, narrative text also deal with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.³⁷

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.

Is 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 social 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 behaviour that re generally highly valued.³⁸ 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 event, either real or imaginary, that is written or told in order to entertain and to amuse the reader.³⁹

³⁷ Wikipedia, “Text_Types”. Obtained 30 April 2015 (http://wikipedia.org/wiki/Text_Types)

³⁸ Joko Priiyana and Anita Prasetyo, (2008). *Interlanguage: Science and Social Study Programme*. (Jakarta: PT Grasindo), p. 94

³⁹ Mukarto and dkk, (2004). *English on Sky*. (Jakarta: Penerbit Erlangga), p. 133

Based on the above description, it can be concluded that narrative text is storytelling. When we write a narrative essay, we can essentially tell a story, whether we are relating a single story or 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.

b. Kinds of Narrative

1. Non-fiction

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.

2. Fiction

Is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novel, etc.⁴⁰ the main purpose of this fiction is to amuse or sometimes to teach moral lesson.

c. Generic Structure of Narrative

1. Orientation

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

2. Complication

What happen with participants? It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is

⁴⁰ Joyce, H & Feez S. (2000). *Writing Skill: Narrative and non-fiction text types*. (Sydney: Phoenix Education Pty Ltd), p. 57

not narrative. The conflict can be shown as natural, social or psychological conflict.

3. Resolution

This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

d. Types of Narrative Writing

There a three main types of narrative writings, they are personal, imaginative, and narrative essay.

1. Personal narrative writing, when a person writes about himself or about experiences. In this style of narrative writing has to narrate the experiences in such a way that it will capture the interest of the reader.
2. Imaginative narrative writing, when a narrative writes a fiction or creates a story which is known as an imaginative narrative writing. For an imaginative narrative, creativity is something that must be.

e. Social Function of Narrative Text

Knapp and Watkins (2005:220-221) stated that Narrative has social role as a medium for entertainment and changing social opinions and attitudes.⁴¹ When reading Narrative Text from novel or short story, people tend to get the jollity. It means the aim of reading Narrative Text is to entertain their mind.

As the social changing attitude, Narrative Text is effective way to influence people mind. When children read, or told a story by parents, they tend to believe that all the characters and events in the story are agree with the reality. Narrative can be

⁴¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, University of New South Wales Press Ltd, 2005, p. 220-221

used as medium to modify children's attitude towards them. Here, the social function of Narrative Text takes indirectly evidence.

f. Language Features of Narrative Text

Basically, there are some characteristics of Narrative Text. This feature makes Narrative different from other text. According to Knapp and Watkins the features are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.⁴²

In contrast, Gerot and Wignell proposed six language features of Narrative Text, they are:

- a. Focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu).
 - b. Using relational processes and mental processes (e.g.: Tigris was Unhappy, everything was so weird).
 - c. Using temporal conjunctions and temporal circumstances (e.g.: A few years ago, sometimes, and once upon a time).
 - d. Using past tense (e.g.: lived, stayed, and was).
 - e. Using verbal processes (e.g.: said, told and promise).
- g. Writing Narrative Text

Narrative text writing test is considered the easiest type of test and more fun to build. In fact, this types of essay allows the writer to reflect on many things, events and experiences. Narrative text is can also base on any issue that the author wanted to tell. Because of this, writers are freer and more spontaneous when composing

⁴² Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, University of New South Wales Press Ltd, 2005, p. 222

narrative text. It's like telling a story that conveys the idea and gives a lesson where readers can learn.

Even the steps on the narrative text writing are simple and easy. First, you must pick your experiences. Which of these is most important? If you have decided what the experience will be the focus of your essay, try to figure out why it's important for you to write. Here are a very good deal of time to remember important details and events of that experience. You can write one a sheet of paper so you have to chronologically. Do not put too much pressure on himself to remember that some that experience.

No need to think about all the events that have occurred during that time, only the most important to help build your essay. His narrative text requires a basic outline of its parts. This will also help in the drafting of each part of his narrative. Instead of simply describing what happened during that time his readers, is highly recommended that you use different description and powerful for their readers to revive the experience. Remember that a narrative essay allows you to work your reader's imagination.

Try also being one of the readers who have no other information about the experience. Determine if the data has been included in his essay and enough to make your readers feel the same way you feel when you have experienced this particular event. Small details should be considered before deciding to make or not your essay. These little things may seem unimportant, but readers may find it necessary to include in the article. Like other essays, narrative text is basically an introduction, body and conclusion.

The introduction should include the establishment of the experience and convey its importance. This is where you have to make the experience interesting and that your readers understand its significance and continue reading throughout the text. It is also an effective technique to present their essay to go directly to his narrative text. In this way, allows the reader to know the story first and then connect its importance at the end. The body of your essay always made the whole story, you must have the possibility of its readers get their comment on the trial.

As one of the important things to do after writing narrative essay, you must allocate a time for you to check your work. Check if your writing style is effective in recreating the experience of their readers. And this serves as a review of the punctuation mark errors and misspelled words. This also identified in this way if there are details that decentralize its narrative, which will improve their efficiency in writing the narrative text.

Table 2.1 Example of Narrative text

Title “Pinocchio”

Orientation	Once upon a time, there lived a poor man named Gepetto, a carpenter. He made puppets from pieces of wood. He called his favorite puppet “Pinocchio”. Gepetto wished to be a father to a real boy. One right, a fairy who knew that Gepetto was a good man, cast a magic spell over Pinocchio. The next day, Gepetto awoke and he was very happy to find that Pinocchio could walk, sit, sing, talk, and run.
Complication	Poor Gepetto wanted to send Pinocchio to school. He sold his only coat for a spelling book. “Now you can go to school like a real boy!” said Gepetto. On the way

to school, Pinocchio stopped to watch a puppet show in the town. “Would you like to join my puppet show?” asked the evil puppet master.

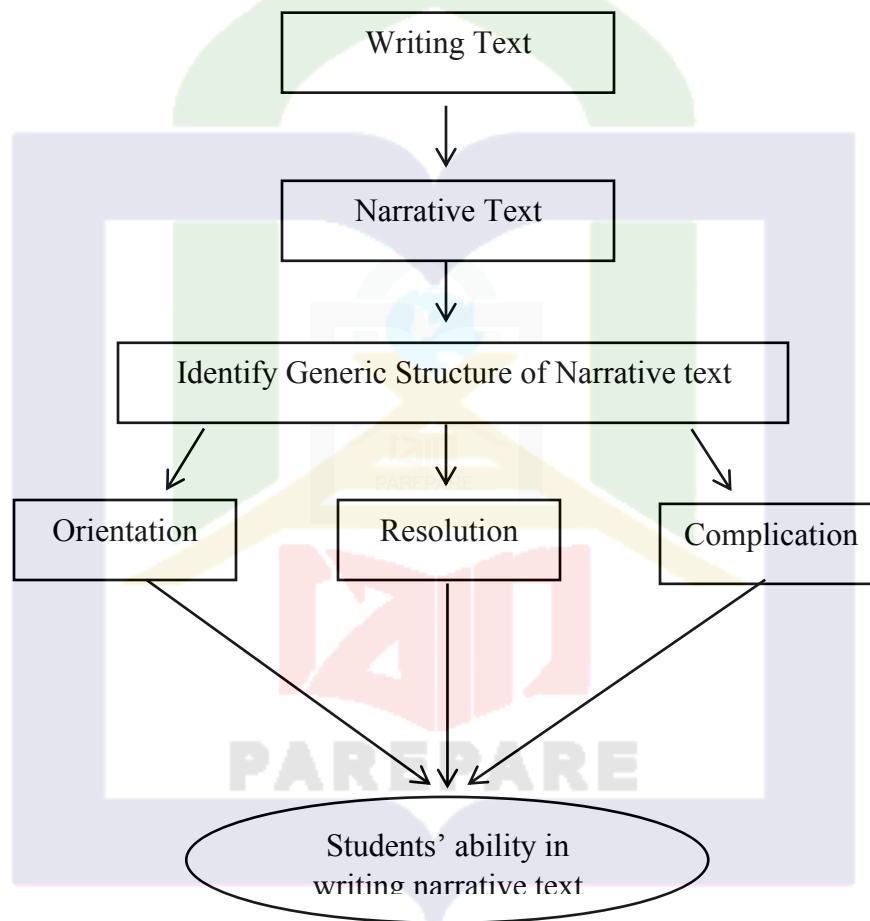
Pinocchio happily agreed. He was locked inside the master’s caravan. He was shocked why he was tied. He raised his protest to the master but he didn’t hear him. The good fairy appeared and set him free. He promised not to repeat his mistake.

He continued his journey to the school. However, he met a fox who told him about Fun Island. Pinocchio sold his spelling book to buy a ticket to Fun Island. He didn’t know that in Fun Island the little boy would be turned into donkey and asked to work hard. Pinocchio went with his school friends by ship. Pinocchio was very sad. He wished he hadn’t looked like a silly donkey. Once more, the good fairy helped him and turned him into Pinocchio again.

Pinocchio wished Gepetto had been there with him. Suddenly, he saw Gepetto was in the middle of the sea to save him. Unfortunately, a big whale swallowed him with his boat. Pinocchio wanted to save Gepetto. He got closer to the whale in got into the whale’s mouth. In the whale’s stomach. Pinocchio and Gepetto made a fire. It made the whale sneezing and threw them out. They both swam safely to the shore.

Resolution	They were both tired. They were laid down on the sand and felt asleep. When Gepetto awoke, Pinocchio had become a real boy. At last his dream came true. They lived happily ever after.
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C. Conceptual Framework



Based on the conceptual framework above, writing text consists of several types; there are narrative text, recount text, news item, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, and anecdote text. In this research, the researcher will

take narrative text. The researcher will use a writing test about narrative text and then identify the generic structure of the text and find students' ability in writing narrative text based on the generic structure of text.

D. Operational Definition

a. Students Ability

The ability is the skill or competence. Skill is ability to do something well. Skill implies the prerequisites of having and accessing certain knowledge, processes, or sequences of behaviour leading to a specific performance. However, for something to be considered a skill, it must contain an element of action.

b. Narrative Text

Narrative Text is one of genre which tell about story. Most of students love story especially Narrative texts. They can find many kinds of Narrative Texts those are interesting to learn, such as mysteries, fictions, romances, horror, fables stories, etc.

CHAPTER III

RESEARCH METHOD

This describes about the description of the research design, location and duration of the research, population, sample, instrument of the research, and procedure of collecting data.

A. Research Design

This research will use quantitative approach. This method will help the researcher to have deep information to have the answer of the research question. This method will be used to analyze the phenomenon by identifying number, graphic in research data. Based on the description above, this study will find out the Students ability in writing narrative text at English Department State Islamic Institute Parepare

B. Location and Time of Research

This research will be conducted at the State Islamic Institute (IAIN) Parepare by focusing on the students' perception in the third semesters as the researcher respondents. Then, duration of this research will about one month.

C. Population and Sample

1. Population

Population is total of all value about certain achievement considering the horde of the object which is complete and clear that has learned and identified feature.⁴³

The population of this research was the students' of English Department State Islamic Institute Parepare.

The researcher will take the sample from students' who have learned about narrative text. The technique of sampling in this research is random sampling and will take 24 numbers of students' as the sample in this research.

⁴³ Nana Sudjana, *Metode Statistic*, cet.III, (Bandung: Persit. 1984)

2. Sample

According to Sutrisno Hadi said the sample is the section of the population that has common characteristic or it can say that sample taking over the individual.⁴⁴ Third semester which use as a sample of the tarbiyah faculty. Then which are 77 numbers of students and the researcher was take a sample from each class consist of 6 people and based on the gender of 4 male and 20 female, so the researcher was take 24 students' by using purposive random sampling. It can be seen students below:

Table 3.1 Sample of students

No	Class	Number of students		Total
		Male	Female	
1	Ruang T-302	1	5	6
2	Ruang T-303	1	5	6
3	Ruang T-205	1	5	6
4	Ruang T-108	1	5	6
Total Sample				24

D. Instrument of the Research

Instrument is a tool to collect measure and analyze data related to the subject. These tools are most commonly used in health sciences, social science and education to assess patients, clients, and students. Instrument can be tests, surveys, questionnaires, or even checklist. The instrument in this research is writing test.

⁴⁴ Cholid Narbuko, Abu Achmad, *Metodology Penelitian*, Cet. XI (Jakarta: PT Bumi Aksara, 2010)

Test is a series of questions or exercises that are used to measure the skill of knowledge, intelligence, ability or aptitude of the individual or group.⁴⁵ There are several kinds of test instruments in data collection, including: Personality tests, aptitude test, achievement test, and test attitude. Here the researcher will use an achievement test to identify the ability of students in writing descriptive text especially in generic structure of the text.

E. Technique of Data Collecting

In order to give a clear description of the discussion in this study, the writer limits her study. This study focuses only on the discussion of generic structure in narrative text.

To collect data in this research, the researcher will use a writing test. Here the researcher used a writing test of narrative text where students will write the narrative text. The result of students writing narrative text will be identified by the researcher based on generic structure of narrative text and then the researcher will determine the score for the text in order to know the students' comprehension in generic structure of narrative text.

Table 3.2 Instrument of assessment

Instrument of assessment				
Organization :	Orientation,	Orientation,	Orientation,	Orientation,
- Orientation	complication,	complication,	complication,	complication,
- Complication	and	and	and resolution	and resolution
- Resolution	resolution is	resolution is	is not complete	is not complete

⁴⁵ Ridwan, *Skala Pengukuran Variable-Variable Penelitian*. P.30

	complete and arranged with proper connectives	almost complete and arranged with almost connective	and arranged with view misuse of connectedness	and arranged with misuse of connectedness
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F. Technique of Data Analysis

1. Categorizing

In this activity the writer categorizes text based on the type of generic structure of narrative text. After the stage writing test, the writer classifies text passages narrative text into a generic structure to represent the extent to which students are able to understand the text according to the generic structure of narrative text.

2. Percentage

Finding out the percentage used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage

F = frequency of the percentage is being calculated

N = number of cases

This written test aimed to find out the students' ability to write narrative text. The students have to write down a narrative text in two paragraphs. The topics of the narrative are:

Table 3.3

Classification	Interval score	Criteria
Excellent	85-100	Sophisticated range, effective word/idiom

		choice and usage,
Good	70-84	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
Fair	55-69	Limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
Poor	25-54	Essentially translation, little knowledge of English vocabulary.
Very Poor	0-24	Poor translation, poor getting knowledge of English, lack of vocabulary.





CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of Research Processing

The last stage of the research consisted of findings and discussion becomes the most awaited and crucial part. Before this section, the researcher first of all explained the processing of the research in conducting. The researcher did the data getting from the respondent by spreading the test for the students.

The data getting at 07 Oktober-17 November by test printed for the instrument in analyzing the students writing ability, several difficulties faced by the researcher cause of the situational aspect, most of the students still in doubt for answering the research instrument for the writing test, the students just get the printed test than answer the instrument by doing their writing activities as the result of the data.

There were 24 students which taken by purposive technique, the technique used for general population because the researcher gain the population for the sixth semester, in certain concept of this research, the researcher exactly from the sixth semester, but in fact, the sample already in seventh semester while this research conducting.

The researcher than explain the real data which showed in appendix, the data which explained in this research analyzed by descriptive approach for identifying clearly students' ability in doing their narrative text test, the data analysis format finish by using several application tool, the format were from Microsoft excel also supported by manual analysis.

2. Students' ability in writing Narrative Text

The research findings is the result data which conducted from the instrument spreading printed paper by the researcher which referred to research question that are formulated in the first chapter. This result also presents the data processing of the students' ability in writing a narrative text at Sixth semester of English Department.

The instrument spreading to the students was writing test, the test consisted of the writing test for the students, the students get asked to write the narrative text based on the concept of the research, According to the theory, this research used descriptive quantitative research which the process of answering the research question.

Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe, and analyzed. Answering the research question in the first chapter, the researcher was obtained by using writing test which consist of simply question. The mean score was found by dividing the sum of all score of the students.

The researcher used the instrument which referred to the indicator of the orientation, resolution and complication which become the main focused of this research, seems like the generic structure of the narrative text, this term of the narrative text become very essential of the proper writing form.

The researcher found the data of the students' ability in writing a narrative text:

Table 4.1

No	Initial of students	Final Score	Category
1	Students 1	61.67	Fair
2	Students 2	43.33	Poor
3	Students 3	58.33	Fair
4	Students 4	43.33	Poor
5	Students 5	68.00	Fair
6	Students 6	63.33	Fair
7	Students 7	56.33	Fair
8	Students 8	78.00	Good
9	Students 9	68.67	Fair
10	Students 10	70.33	Good
11	Students 11	63.67	Fair
12	Students 12	74.33	Good
13	Students 13	68.33	Fair
14	Students 14	71.33	Good
15	Students 15	80.00	Good
16	Students 16	63.33	Fair
17	Students 17	72.67	Good
18	Students 18	70.00	Good
19	Students 19	67.00	Fair

20	Students 20	74.00	Good
21	Students 21	77.00	Good
22	Students 22	80.00	Good
23	Students 23	63.33	Fair
24	Students 24	72.67	Good

Based on the result of the writing score above, the researcher conducted the score based on the result of the students' performing in writing s which delivering on instrument of the research, the total of the student were 24 students which all done the test for the research.

The researcher showed the test to the students then it showed the students feel comfortable in answering the test based on their writing ability, this instrument concerning of valid data which also can be seen in proper data in appendix, the instrument referred to the 3 aspect in writing aspect;

The accumulation of the score classification can be seen below:

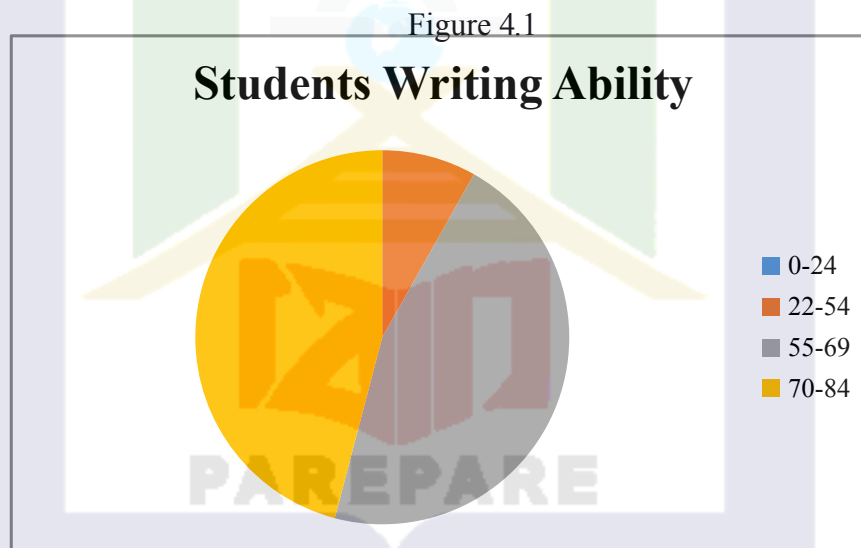
No	Interval	Frequency	Percentage	Ability Category
1	85-100	0	0%	-
2	70-84	11	45%	Good
3	55-69	11	45%	Fair
4	25-54	2	8%	Poor
5	0-24	0	0%	-

Table 4.2 Accumulation of the score classification

The accumulation above were the score accumulation based on the theory of students category of their writing ability after conducting the writing test, it showed that:

1. The score of 0-24 were 0 student it showed that, no student who get score in 0-24.
2. The score of 25-58 were 2 student which presentation of 8% of 100%.
3. The score of 55-69 were 11 student which presentation of 45% of 100%.
4. The score of 70-89 were 13 student which presentation of 14% of 100%.
5. The score of 85-100 were 0 student which presentation of 0% of 100%.

The researcher showed the concrete data by diagram below:



The chart shows that much of them students writing ability especially at the sixth semester of the English education, the students range score were available to be fulfill as the concrete data. It can be caused that the students in sixth semester of English education had low competence and has not really interest in English particularly in Writing Narrative text.

The data above can be explained for the category of the result of the data getting from the test writing spreading from the students. The category of the students can be seen below:

Table 4.3 Students result

No	Sample	Students Result			Category
		Mean	Maximum	Minimum	
1	Third Semester of English Education	67.04	80.00	43.33	<i>Fair</i>

Based on the data above, the result of the students score may be seen on the category of the result, the data showed in average score for 67.04 which categorize for *Fair category*. This result may become the valid indicator before getting to the conclusion of the research.

The explanation above was from the result which gotten from the instrument, the instruments used in this research was writing test, this instrument purpose to know the students' abilities in writing narrative text. This writing test used by the researcher already fulfills to be valid data for this quantitative research.

B. Discussion

This term present the data discussion which referring from the findings above, this discussion are present based on the findings and the researcher argumentation after analyzing the data in findings.

This section finds out the answer of the research question mentioned in first chapter, which asked about the students' abilities in writing narrative text.

The researchers explain firstly about the writing which is one of English skills that must be learned by the students especially for the students in university. To

acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively. The indicator used in this research focused on several things; namely generic structure, which explain the indicator of narrative text.

Based on the result data mentioned in the previous section, that writing is one of the skills that the students should achieve in learning English. Writing is one of language skills by 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 in every opportunity, Students find fair score in their writing because several aspect of orientation which also become very basic term of the narrative text which head of the context of text, than complication which explained about the middle term of the text, and resolution which identifying about the end of the text. Most of the term of narrative text done by the students in low comprehension.

The researcher also identifying the students which still have problems in writing a good text in English based on the result data after analyzing. The students' score in writing are still fair, fair means that either low and good comprehension, middle may see as fair in certain condition of the result data in research term.

Only some students get good score. 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 it indicated as the student's problem. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea which they can't afford the problem, the using the suitable word, and arranging the sentences.

Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph. These all become several assumptions after the students get fair category of their performing in writing.

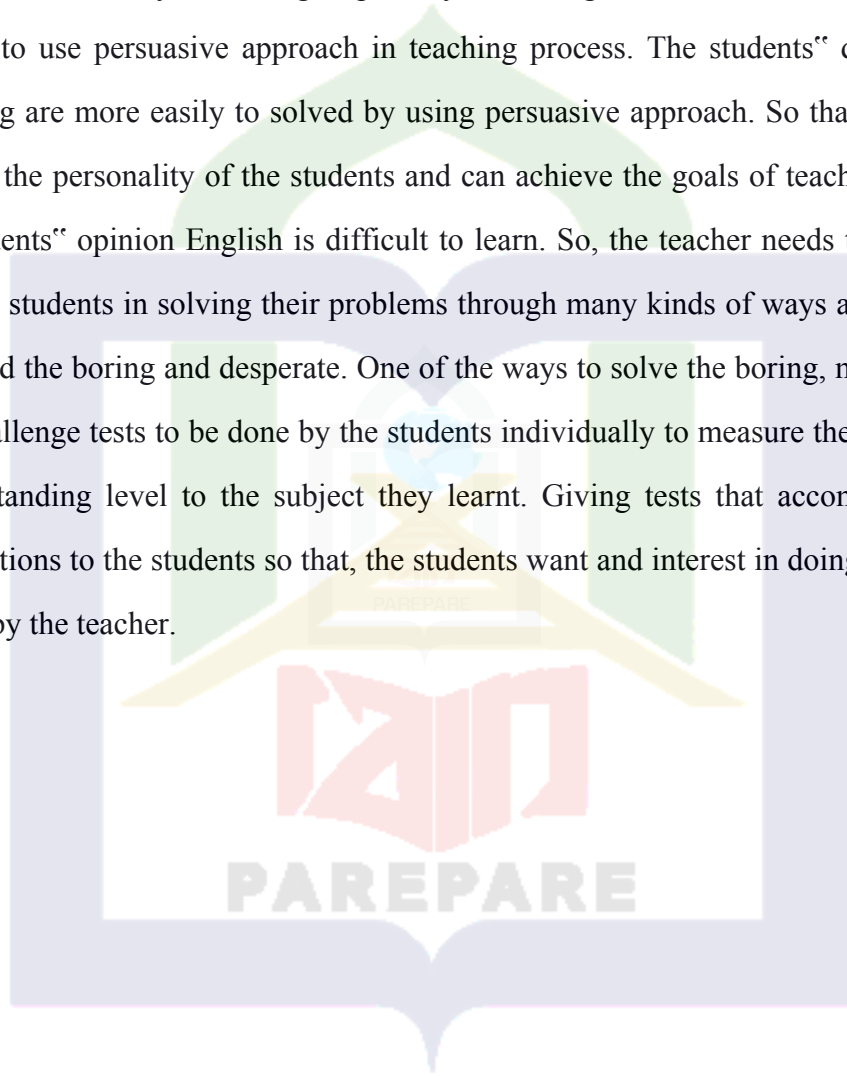
The researcher may identifying specifically more about problematic. There are many problems that can be identified related to students english ability in writing narrative text. The students have low ability in grammar while also students do not have enough practice in writing text than the students have low ability in vocabulary which also students have low ability in organizing ideas.

We can see from the students' score percentage, such as: The students in high level or able were 45% students, while the students in middle level were 45% and the students in low level or unable were 8% students So, we can conclude that, the students' ability in writing, especially in writing narrative text in fair category. The graphic describes clearly the students' achievement still fair in writing. It can be show that, the students are enough understood with this writing, cause we can see from their achievement.

The students already have enough vocabulary based on their writing, but they are still low in language structure. Students in middle level or incompetents are 4 students. The problem that we can see is the students still low in vocabulary, so they are very difficult to write because they don't know the words. The students also difficult in generic structure, such as orientation, complication and resolution, but the

students just write the orientation. It can be show that the students are incompetent in writing narrative text.

Based on the explanation above, the teacher needs to pay attention to improve the students' ability in writing, especially in writing narrative text. The teachers are hoped to use persuasive approach in teaching process. The students' difficulties in learning are more easily to solved by using persuasive approach. So that, the teacher knows the personality of the students and can achieve the goals of teaching learning. In students' opinion English is difficult to learn. So, the teacher needs to give guide to help students in solving their problems through many kinds of ways and technique to avoid the boring and desperate. One of the ways to solve the boring, must be given the challenge tests to be done by the students individually to measure their ability and understanding level to the subject they learnt. Giving tests that accompanied with motivations to the students so that, the students want and interest in doing the test that given by the teacher.





CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the researcher get the result about the students' abilities in writing narrative text. The conclusion showed in mean score for 67.04 which categorize for *Fair category*. This result become the valid indicator getting to be conclusion of the research, by these all result, the teacher needs to pay attention to improve the students' ability in writing, especially in writing narrative text. The teachers are hoped to use persuasive approach in teaching process.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The English teachers are suggested to explain more specific about the form of the narrative text and grammatical features of narrative text more deeply.
2. The English teachers are suggested to give more writing practices to the students in writing especially when they are writing English narrative text by using interesting strategy related to the students' ability in developing their ideas.



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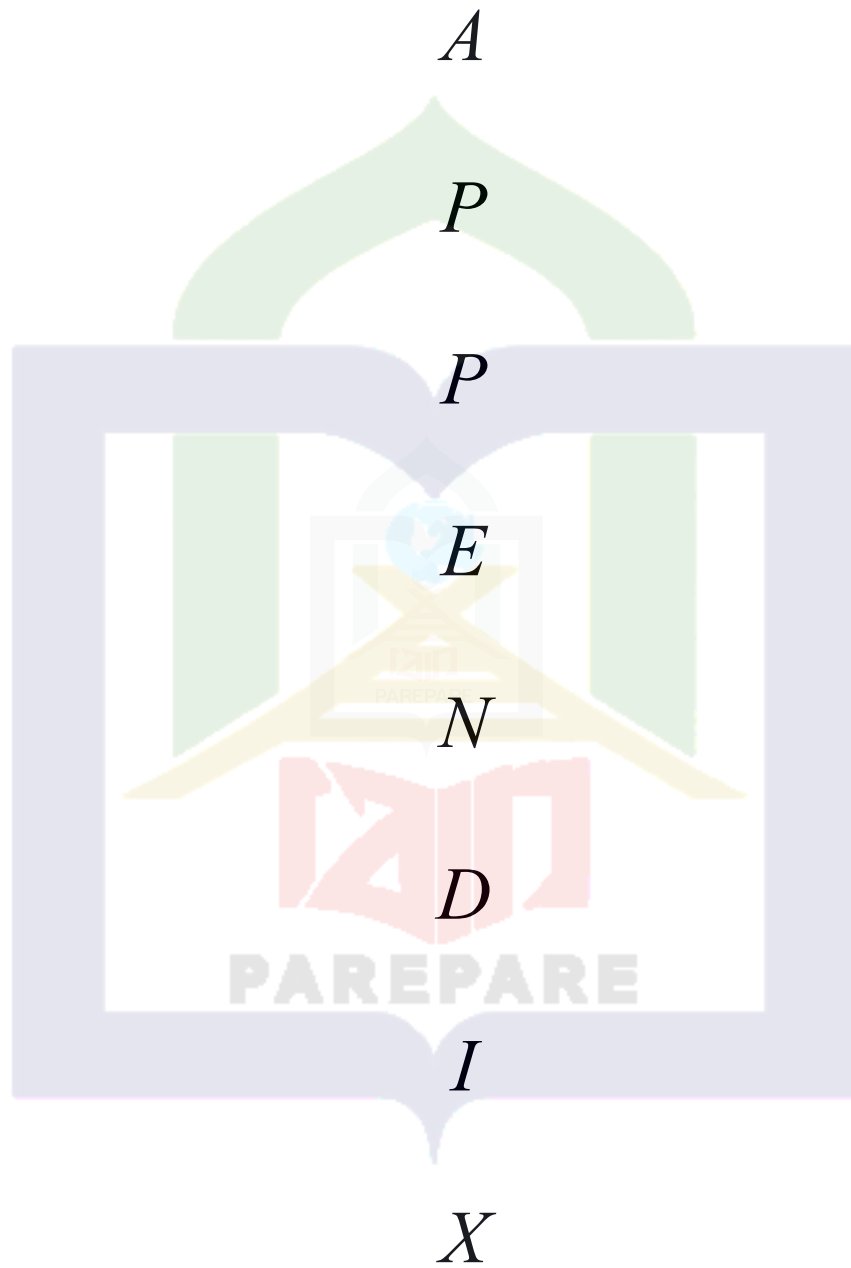
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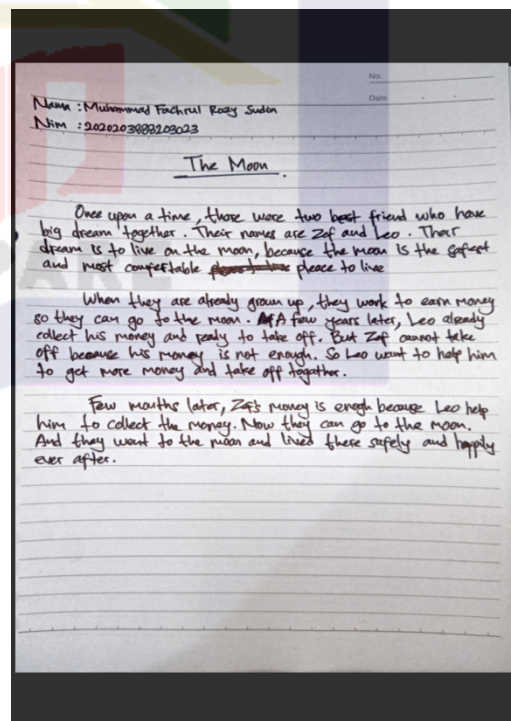
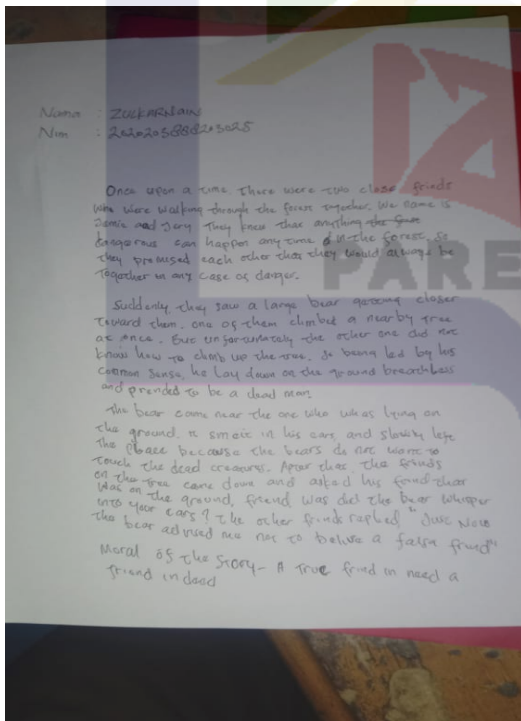
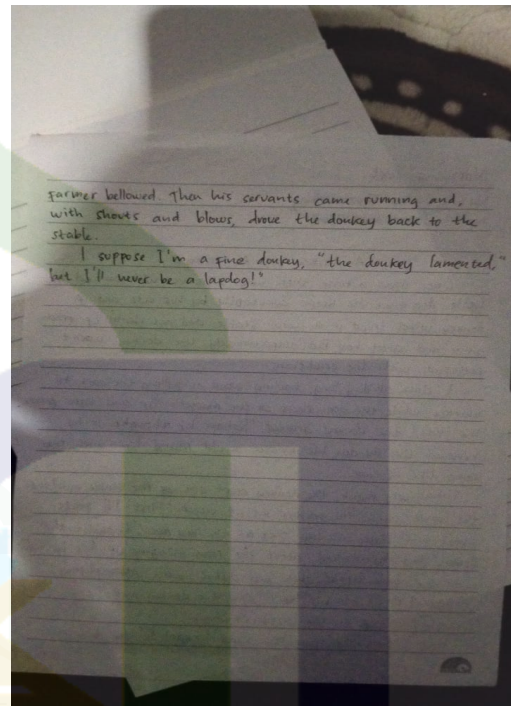
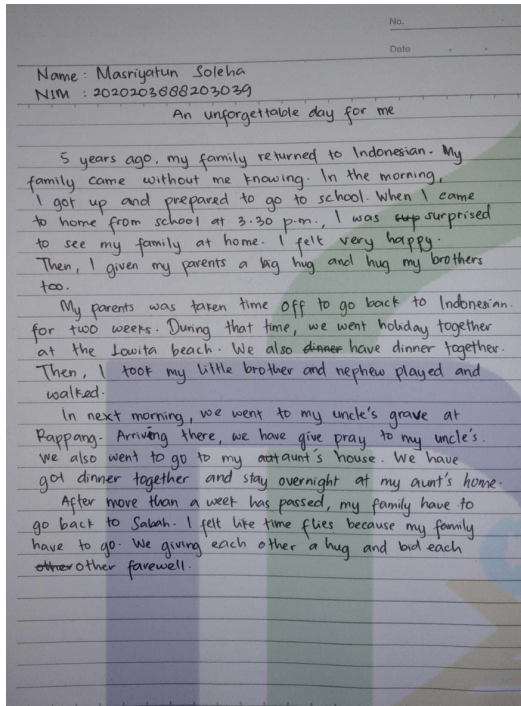
Appendix 01: Result Data

No	Nama Siswa	Aspek Penilaian			Nilai Akhir
		1	2	3	
1	STUDENT	70	50	65	61.67
2	STUDENT	40	50	40	43.33
3	STUDENT	61	74	40	58.33
4	STUDENT	50	40	40	43.33
5	STUDENT	68	68	68	68.00
6	STUDENT	70	70	50	63.33
7	STUDENT	50	50	69	56.33
8	STUDENT	82	82	70	78.00
9	STUDENT	80	78	48	68.67
10	STUDENT	75	62	74	70.33
11	STUDENT	70	81	40	63.67
12	STUDENT	75	80	68	74.33
13	STUDENT	60	75	70	68.33
14	STUDENT	83	81	50	71.33
15	STUDENT	83	83	74	80.00
16	STUDENT	70	80	40	63.33
17	STUDENT	70	80	68	72.67
18	STUDENT	78	62	70	70.00
19	STUDENT	75	76	50	67.00
20	STUDENT	80	60	82	74.00
21	STUDENT	75	78	78	77.00

22	STUDENT	83	83	74	80.00
23	STUDENT	70	80	40	63.33
24	STUDENT	70	80	68	72.67
AVERAGE					67.04
HIGEST					80.00
LOWEST					43.33



Appendix 02: Documentation



No. _____
Date: _____

Nama : Anugrah Awaltha As
Nim : 2020203388203064

"ANTS and BIRD"

One day, there are ants who are looking for water to drink. The ant saw a lake and wanted to drink the lake water.

But what happened was unexpected, the ant fell into the lake. And with the effort of the ant trying to keep their bodies floating on the water, but over time the ant feels tired and resigns to the situation.

Ants pray to God to be given help, ants pray "God please help me."

And then finally, there is a dove who comes to help the ant. The dove gave a leaf, so that the ant climbed the leaf and the ant could stay afloat and head to the edge of the lake.

No. _____
Date: _____

"The Ugly Duckling"

A little duckling was terribly unhappy because he thought he was the ugliest amongst all his brothers and sisters. They'd not play with him and ridiculed the poor ugly duckling. One day, he saw his reflection within the water and cried, "Nobody likes me." "I'm so ugly." He decided to go away from home and went far-off into the woods.

Deep within the forest, he saw a cottage in which there lived an old lady, her hen, and her cat. The duckling stayed with them for a few times however he was sad there and shortly left. Once the winter set in, the poor duckling nearly froze to death. A peasant took him home to his woman and kids. The poor duckling was afraid of the kids and escaped. The ugly duckling spent the winter in a very marshy lake.

Finally, spring arrived. One day, the duckling saw a gorgeous swan swimming within the lake and fell in love with her. Then again he remembered how everybody made fun of him and he bent his head down in shame. Once he saw his own reflection in the water he was astounded. He wasn't an unsightly duckling any longer, but a handsome young swan! Now, he knew why he had looked so completely different from his brothers and sisters. They were ducklings but I used to be a baby swan!" he said to himself. He married the gorgeous swan and lived happily ever once.

Name : Rahmi
Nim : 2020203388203033

Appendix 02: Administration





CURRICULUM VITAE



Name Ania Anggraeni was born on April 17 1997 in Pinrang, Kalupang. She is the first of four children from the couple Muhajir and Hj. Maita. She has 1 brother named Anhar, and 2 sister named Rindi AL-Mauna and Naima Aradiah. She started her studies in 2003 at SDN 48 Pinrang and graduated in 2009. In the same year, she enrolled at MTs DDI Kalupang and graduated in 2012. In the same year she continued her studies at MAN Pinrang majoring in Social Studies and graduated in 2015. She enrolled at the State Islamic Institute (IAIN) Parepare and completed his studies with a thesis entitled “The Students’ Ability in Writing Narrative Text at English Department State Islamic Institute Parepare”.

