

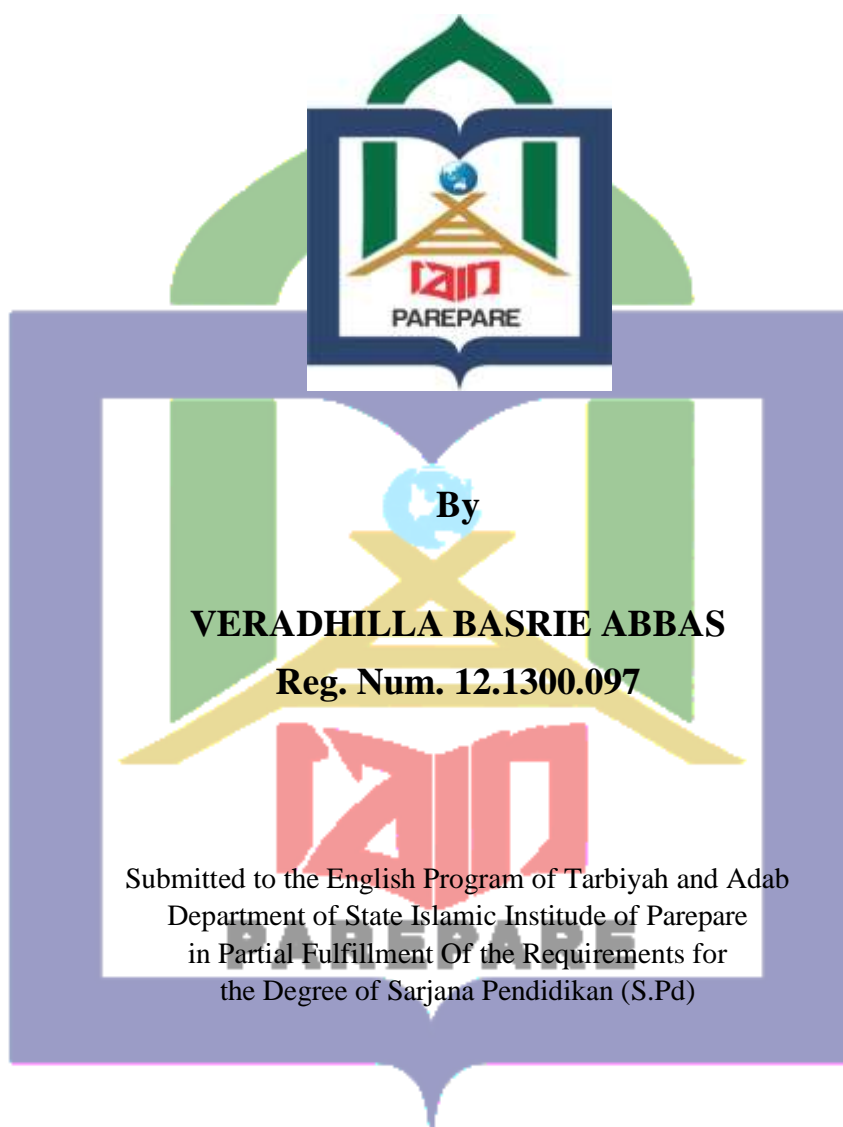
**THE ABILITY OF STUDENTS IN DIFFERENTIATING
NARRATIVE TEXT AND DESCRIPTIVE TEXT OF THE
SECOND YEAR OF SMA NEGERI 3 PAREPARE**



**ENGLISH PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Skripsi

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



**ENGLISH PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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**THE ABILITY OF STUDENTS IN DIFFERENTIATING
NARRATIVE TEXT AND DESCRIPTIVE TEXT OF THE
SECOND YEAR OF SMA NEGERI 3 PAREPARE**

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ACKNOWLEDGEMENTS



Alhamdulillah Rabbil 'Alamin, the researcher expresses her sincere gratitude to the almighty God Allah SWT, who has given guidance, mercy and blessing. So that the writer could finish writing this skripsi as partial fulfillment of the requirements for degree of Sarjana Pendidikan (S.Pd) of State Islamic Institute (IAIN) Parepare. Salam and salawat are delivered to the final, chosen, religious Messenger, the Prophet Muhammad SAW.

Many problems had been faced in finishing this skripsi. And those problems would not have been solved without help, motivation, support, advice, and even critics from many people. It should be an honor to express the researcher is appreciation to all of them. The writer would like to dedicate her deepest thanks and appreciation to her beloved parents Basrie Abbas and Nur Alam, for their financial support, love, spirits and sincere prayers for her safety and success.

Her profound appreciation is due to her first consultant Hj. Nurhamdah, S.Ag., M.Pd and her second consultant Drs. Abd. Rauf Ibrahim, M.Si who are patiently guide and assisted her to finish her research by giving her suggestion, motivation and correlation since preliminary draft of this report.

The writer realizes that in carrying out the research, she would not accomplish without the help of many people, who had given supporting, guidance, suggestion, and also their contribution in writing this skripsi. The writer also would like to express her greatest them specially:

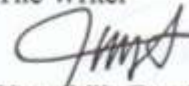
1. Dr. Ahmad Sultra Rustan, M.Si. as Rector of State Islamic Institute (IAIN) Parepare who had educated and guided the writer during her study.
2. Bahtiar, S.Ag.,M.A., as the Cairman of Tarbiyah Department for his advices during her study.
3. Mujahidah, M.Pd as the Chairman of English program and all the lecturers at IAIN Parepare for their help and guidance during the years of the writer's study.
4. Unforgettable thanks also to SMA NEGERI 3 that allowed the writer to do a research.
5. To all my best friends Mitra Patikasari, Amelia, Eky Eljum Sumarkina, Rosmiati, Qodriah Rahman, Ummi Kalsum, Ria Safitri, Siti Hadijah, and Jelly Angriani . Thank you so much for your guidance, motivation, and spirit to me.

Finally, the writer realized that skirpsi still has any weakness and still far for being perfect. Therefore, the writer would highly appreciate all constructive suggestion and critics.

May the almighty Allah SWT always bless us now and forever, aamiin.

Parepare, 1th August 2018

The Writer



Veradhilla Basrie Abbas

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

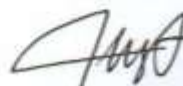
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Title of Skripsi : The Ability of students in differentiating Descriptive text and Narrative text of the second year of SMA Negeri 3 Parepare.

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 1st August 2018

The Writer



Veradhilla Basrie Abbas
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ABSTRACT

Veradhilla Basrie Abbas, 2018. *The Ability Of Students' In Differentiating Narative Text and Descriptive Text Of SMA NEGERI 3 Parepare* (supervised Hj. Nurhamdah and Abd. Rauf Ibrahim)

The Objective of this research is expected to find out wheather or not differentiating narative text and descriptive text of the students' ability of SMA NEGERI 3 Parepare. This skripsi employed descriptive method which students was given the test. The population and sample was XI IPA 2 of SMA Negeri 3 Parepre. They Were consists of 28 students. The technique of sampling was one class from the all populations, the data was analyzed by using formula, mean score analyzed and classification.

The method that used in this research is descriptive. The instrument that the researcher used were test which consists of 15 item of sentences.

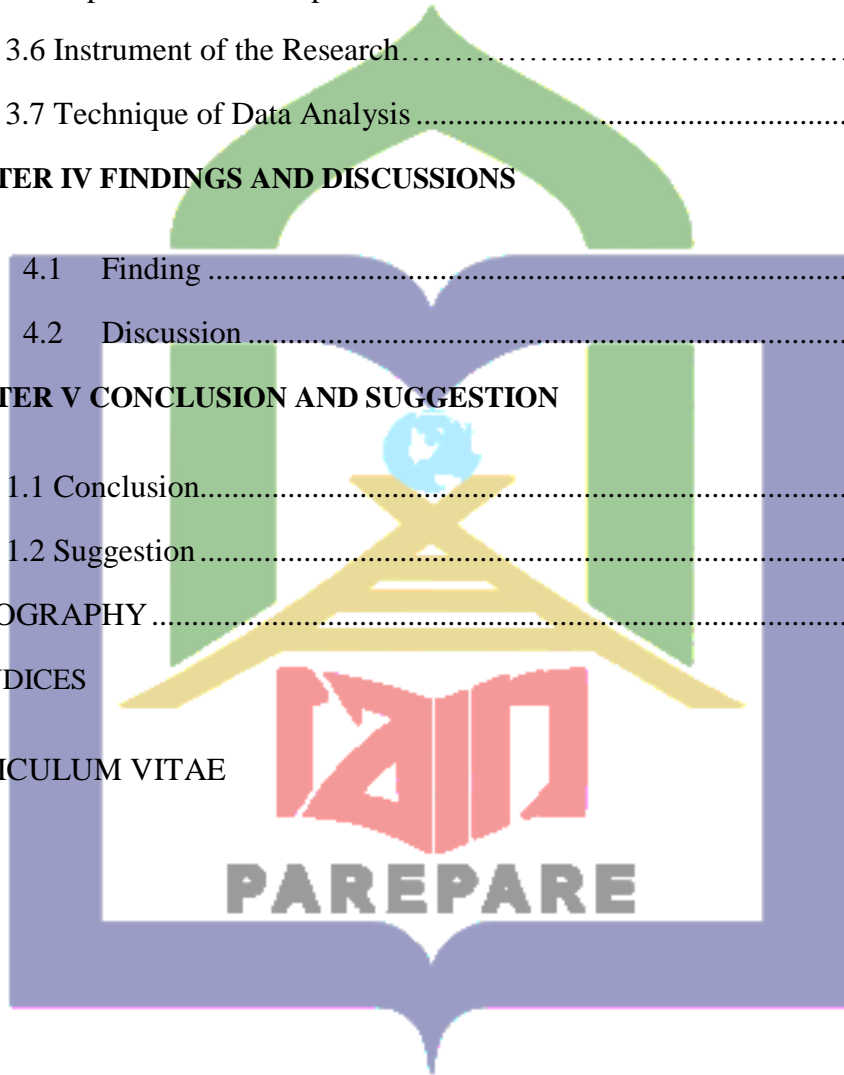
The result of the data analyzed that the students' achievement of descriptive text is good and the mean score is 63.53. The students' achievement of narrative text is poor and the mean score is 59.78. This indicated that the hypothesis is not accepted. The Second year of SMA Negeri 3 Parepare, exactly XI IPA 2 are not able to differentiate between descriptive text and narrative text. From the data analyzed above, the ability of the students are showed and the aim of the research is reached.

Keywords: ability, descriptive text, Narrative text.

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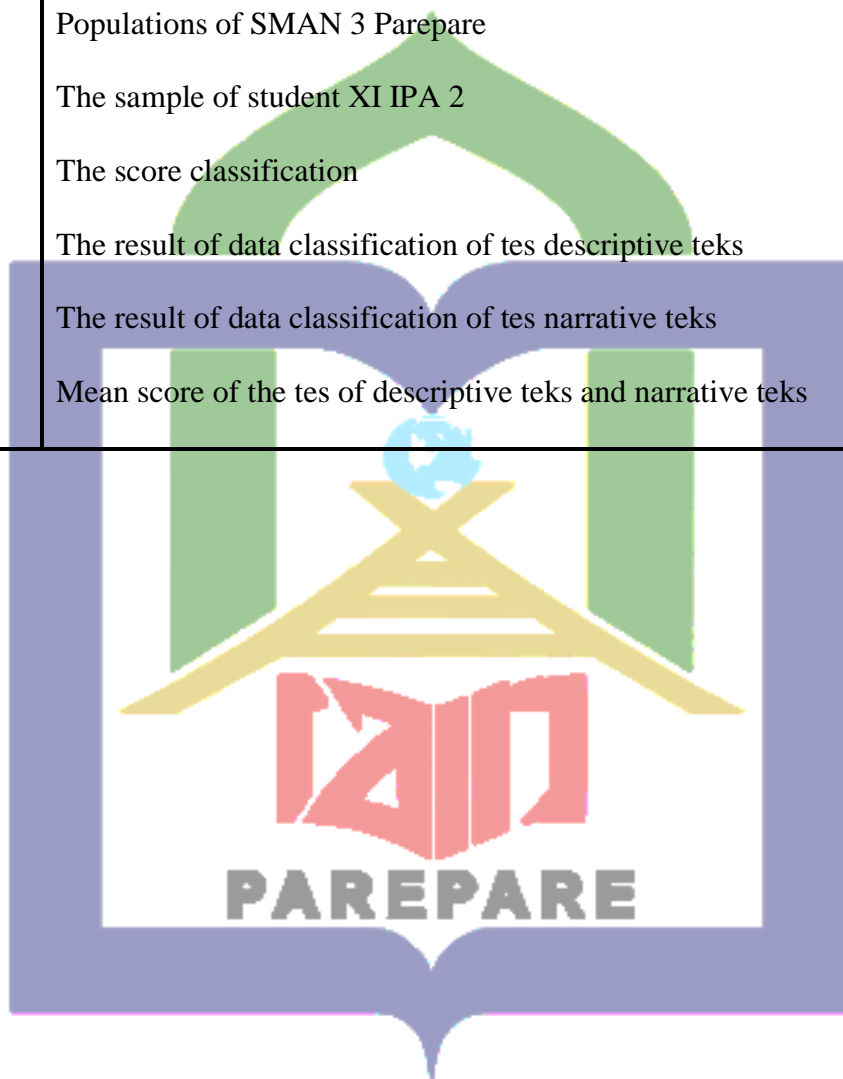
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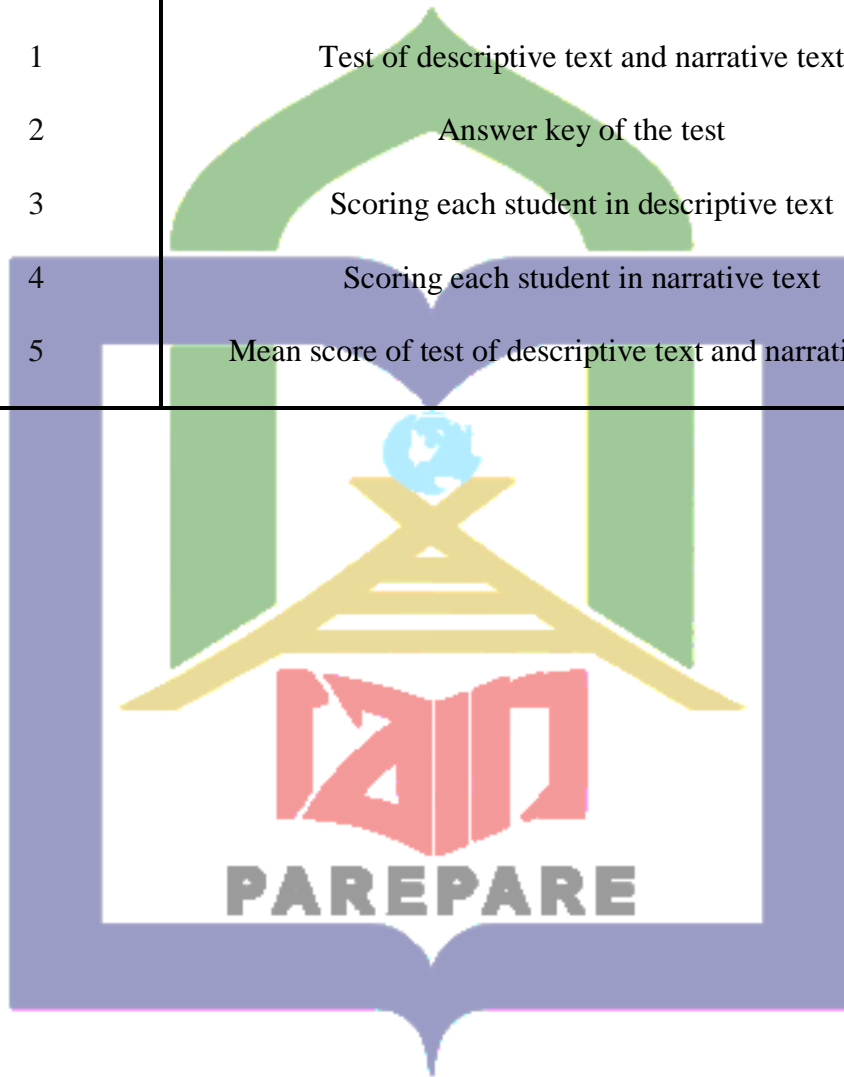
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CHAPTER I

INTRODUCTION

1.1 Background

All the subjects in Elementary school such as mathematics, science, language, and others depend on the ability to read. In high school and collage reading ability becomes even more important. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the writer had expressed. The ability to read helps to distinguish human being from other animal.

Reading is language process and one of the basic communicative skills, but it is a very complex process. Reading is one of important skill in learning English, Reading is important because it can help the students to gain information such as general knowledge. Through reading people can improve their own knowledge which is needed to sure the continuing personal growth and adapt the change in the world.

Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education.

At present in the schools, almost all of their books are written in English, and they are demanded to understand, the information stated in the books deeply. When

they read the books are written in English, they will find difficulties to comprehend information, therefore the students fell bored to read the books, if this condition is not quit, the result of learning reading process will not reach maximal level that hoped.

Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstanding which can lead to job loss, marriage breakup, and other disasters – small and great. It is how we discover new things. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. we live in an age where we overflow with information, but reading is the main way to take advantage of it.

Hary Madox said that reading is the most important single in study and the curriculum stated that out of the four skills, listening speaking reading and writing. The main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority.¹ Eddie C. Kennedy, says that” Reading is the ability of an individual to recognize a visual form associate the form with a sound or meaning acquired in the past and the basic of past experience, understand and interpret its meaning”. Therefore, reading is really important, by reading we can get information what we want and everything what we need. Besides

¹Hary Mados, *How to Study*, (Greenwich: Fawcet Premier, 1963). p.76.

that, by reading we can know the other country in the world although we never visit it.

The teaching of English in the high school including SMA NEG.3 Parepare is intended to prepare the student to continue their education at the senior high school. The aim of teaching is to equip the students with knowledge and skill.

The skill of reading depends on selected material. The material must be selected based on the students' vocabulary, background, and their needs. A beginning reader, for example differ from a mature reader in concept of development ability, knowledge of the world. Skill is used to obtain the information. That is why the reading materials should be graded according to the maturity and interest of the students.

Reading in English is like reading native language, in other word, reading skill in native language and English are basically the same. This means that it is not always necessary to read and understand each and every word in English².

The students in generally find it difficult to reading descriptive text, one of thing that is the students lazy to read because they are not interesting for what they want to read. And the student do not understand to make differences descriptive text with narrative text.

Therefore, we have to need something interest to make the reader want reading and make the student understand in reading descriptive text and narrative text. So, the research will be focused on "The ability of students in differentiating narrative text and descriptive text of the second year of SMAN 3 Parepare"

²http://www.esl.about.com/./reading_skills.htm, Accessed on 21st May 2011.

1.2 Problem Statement

How is the ability of students in differentiating narrative text and descriptive text of the second year of SMAN 3 Parepare?

1.3 Objective of the Research

Based on the interview results, the researcher identified the problem. First, the student had problems in the reading text because they are lazy to read. They felt the reading text not interesting to read. Second, the students don't understand to differences the descriptive text and the narrative text of the second years of SMAN 3 Parepare.

1.4 The Significance of the Research

After conducting this research, the writer expected that it would be give contributions to the reader, the teacher, and the students where it was done.

1.4.1 The reader will have new perspective on the topic and will consider it for continuing study.

1.4.2 The teacher will have some information about their students and their teaching strategies. The teacher knows the strength and the weakness of the students in the reading text. So they will implement the strategy with their students.

1.4.3 This study will be useful to the student to give information about descriptive text and narrative text, and the student can be differentiating narrative text and descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Previous Research Findings

Many researchers have been reported to expose identification students reading ability in learning English make process more successful there are:

2.1.1 Sahriani HP, did a research entitled improving reading comprehension through English magazine to the student of SLTP Negeri 9 Parepare and reported that through using English magazine in learning and teaching process in class can improve the achievement of reading comprehension at the second year students of SLTP Negeri 9 Parepare, the English magazine is one of the alternative teaching and the encourage the students increase their achievement of English.³

2.1.2 Dwi Puji Astuti, research the reading comprehension in descriptive text of the seven grade student of MTs Negeri Gembong Pati. Her research had found that reading comprehension in descriptive text is effective to the students. The mean of post test is 87,67 and the pre test is 72. Thus, the hypothesis research is accepted.⁴

2.1.3 Sepdian Ningsih Paituntu, research about a descriptive study of difficulties in reading narrative text at eleven grade student of XI SMA Model Kabil. So, the result of the students' difficulties in reading narrative text is 31.23%.⁵

Based on the previous research all of the researchers has similar variable. They were focus on descriptive text, same as the researchers focus on it In addition,

³Sahriani, "Improving Reading Comprehension through English Magazine to the third student of SLTP Negeri 9 Parepare", (Thesis Umpar, 2003).

⁴Dwi Puji Astuti. "The Reading Comprehension In Descriptive Text of the Seventh Grade Students of Mts Negeri Pati", (Skripsi, 2003).

⁵Sepdian Ningsih Paituntu, "A Descriptive Study of Students' Difficulties in Reading Narrative Text (A research conducted at eleven grade students of XI IPA Model Kabila)", (Skripsi, 2014).

the researcher want to make a difference between Narrative text and Descriptive text in order to know the ability of student of the second year of SMAN 3 Parepare.

2.2 Some Partinent Ideas

2.2.1 The Concepts of Reading

Reading is one process to understand what the writer to write, as a process reading means the way in which something is understood. By reading may help the students to easier to study and to get knowledge from the book and newspaper.

A simple definition of reading is that is a process one looks at and understands what has been written. This definition of reading does not mean that a foreign learner needs to understand everything in a text. Understanding is not an all or nothing process and from that it follows that reading is not an all or nothing process either.

Reading can often be a struggle after understanding especially where language learners are concerned. Although reading has been defined as a process whereby are looks at and understands what has been written, the reader does not necessary need to look at every given piece of writing. Reading research support the view that the efficient reader generally reads in groups of word.

Oxford learners pocket dictionary defines reading are:

- 2.2.1.1 Look at and understand written or printed.
- 2.2.1.2 Go through written word silence or aloud to others
- 2.2.1.3 Give a particular impression when read
- 2.2.1.4 Show a certain weight, pressure Take information from dics⁶.

⁶Oxford Essential dictionary, (America Edition Oxford University Press, 2003), p.

The New International Webster's Comprehension dictionary of the English, language states some definition reading.

- 2.2.1.1.1 The act, practice or art of reading in any sense of the verb, a public recital the art of reading from to a legislative body a bill, etc proposed for adoption.
- 2.2.1.1.2 Literary this is read or is designed to be read
- 2.2.1.1.3 Matter which is read or is designed to be read
- 2.2.1.1.4 The indication of a graduated instrument, as a thermometer.
- 2.2.1.1.5 The form which any passage of word appears in copy of work.
- 2.2.1.1.6 An interpretation, as of a reader, or any and kind meaning, declination, reading, see synonym under, education ad, pertaining to or suitable.

Reading is a complex process in which a recognition and came. Written symbol are influenced by readers perceptual skill, decoding skill experiences, language background. Mind sets and reasoning abilities as they anticipate meaning on the basic of what has been read⁷.

2.2.2 Various Type of Reading

Here are my seven strategies for reading.

- 2.2.2.1 Read about things that interest you. If you are interested in what you are reading about, the words will come alive, and you will be motivated to understand. You will feel satisfaction in accomplishing a text that you enjoy, and which you consider meaningful. The more you read, the better you will become at reading, just get started and it will become a habit, as long as you are interested in what you are reading.

⁷J. Harris, Albert, R. Albert and R. Sipay, Edward, *How to Increase Reading Ability. Seven Edition*, (New York, 1980), p.10.

2.2.2.2 Read material that is at your level or just a little difficult for you. Read material that you find easy to read, or just a little challenging. Looking up many unknown words in a conventional dictionary is tedious, and the result of the dictionary search quickly forgotten. It is better to stay within your comfort zone and keep reading. Soon you will be able to take on more difficult content.

2.2.2.3 Learn to read in depth, stay on the same subject for a while. If you are familiar with the subject you are reading, you will understand better. Do not just read short articles. Commit to books. Stay with one author for at least one book. If the subject matter is new to you, you should even try to read a few different books or articles about the same subject, before you move on. This way you will meet the same vocabulary and ideas often, helping you to learn. You will also be able to get deeper into the subject and your reading confidence will grow.

2.2.2.4 If you have trouble reading, listen first. Many great works of literature were written to be read out loud. Learn to appreciate the art of the narrator. Listen to audio books or audio files of the material that you are reading. This will help make difficult content seem more familiar. If you can hear the new words and phrases that you are reading, you will have an easier time understanding and remembering them. Hearing the rhythm of someone reading a text will help your own reading.

2.2.2.5 Let your imagination get involved. Good readers get engrossed in their reading and let it trigger their imagination. Learn to enjoy your reading without asking too many questions or analyzing too much. It will just spoil the sensual enjoyment of the reading experience. You do not need to predict

or analyze. Just enjoy and look forward to absorbing the information, ideas and thoughts expressed by the writer.

2.2.2.6 Don't worry about what you don't understand. Most of your reading should be for pleasure. You can enjoy reading without understanding all of what you read. You may even understand some things in your own personal way. Neither you nor a feeling that you do not fully understand or remember what you have read.

2.2.2.7 Recognize that the key is to read a lot. You may develop a system for keeping track of new words that you encounter in your reading, using lists, or flash card or other memory system systems available on the internet or elsewhere. However the main growth in your vocabulary and reading skill will come just from reading as much as you can. So learn to enjoy reading and read a lot. Keep reading, and you will become a better reader⁸.

There are many strategies in learning to find one of students skill listening, writing, speaking and reading. In reading skill there are seven strategies think about interesting you all media text can to be tool in learn but before it the teacher must think interest motivation to understand the text and satisfaction in reading the end of activities get meaning of text. Reading material has steep from began easy and give ambition students to continue reading text in the middle have difficult. End the text giving concluded, last descriptive and narrative text it make motivation students to read the entire text by difficult text.

⁸ <http://www.pickthebrain.com/blog/7-pleasurable-ways-to-improve-your-reading-ability/>, Accessed at 2nd December 2011.

With read a familiar book or article will be easy understand for the reader what a mind of the text, but if read a new book or title will be add our vocabulary mastery.

2.2.3 Definition of Descriptive

A descriptive text is a text which lists the characteristics of something. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing, we need to identify which particular thing we want to discuss in the text. Structuring identification is necessary in order to avoid having general statement or classification which belongs to report text. Identification introduces the main particular topic of the text.

Description aims to stimulate the imagination to form mental pictures. But these are more than copies of the appearances of concrete objects, for the even simplest kind of description, the pictorial, carries with some hint of the observers attitude toward that which be describe and the more highly imaginative description that which aims to suggest an impression rather than form a picture of an object includes considerable interpretation. This is not, however, carried, on by deliberate and methodical analysis of traits and qualities such portrayal, even of concrete objects, is properly the work of exposition. The interpretative describer only now and then suggest, by a vivid account of his own personal impressions, what he conceives to be the essential characters and significance of the object.

Descriptive text or in terms of writing simply known as "description" is one English lessons to be mastered not only by the junior high school and senior high school children., but also by the high school kids, students and anyone who loves the English language. Because after all, descriptive material is necessary for the

development of English language proficiency us. Some of the writers, particularly writers of fiction, has the ability to write descriptive text of read text so well that writing is very readable at the same time easy to understand. Therefore, if we are able to master his lesson well. We might later be a great writer in the future. Furthermore, explanations and examples of descriptive text could help my friends who is or is still a long way to learn English. Do not hesitate to read the descriptive text below, the more we read the more we can understand it. And it would be nice if we not only understand it self, bur also can write their own descriptive text.

Attributive belongs to grammar term. We know adjective such as “old” to modify noun. When the adjective is used to construct a sentence /phrase, the adjective can be attributive or predicative. The man is old and the old man is my neighbor, the first old is called predicative and the second is attributiv.⁹

Characteristic of descriptive text:

- 2.2.3.1 Descriptive text is a text that describes the feature of someone, something, or a certain place.
- 2.2.3.2 Introduction is the part of the paragraph that introduces the character.
- 2.2.3.3 Description is the part of the paragraph that describes the character.¹⁰
- 2.2.3.4 Identification, this section in the first paragraph the goal is to identify something to be described or depicted. Explanation easy. Identification server to introduce the reader about the object or something that we have describe a car, for example but the reader assumed motors.
- 2.2.3.5 Description this section in the second paragraph and so on contains the

⁹ <http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html>. Accessed at 6th December 2011

¹⁰ Artono wardiman dkk, *English in Focus*, (Pusat Pembukuan Departemen Pendidikan Nasional, 2008), p.16.

properties inherent in something that you already introduced to the reader in the first paragraph.

2.2.3.6 Using the simple present tense .Why you used simple present tense? Because we will describe fact or truth that is attached to something or someone.

2.2.3.7 Because of its function is to describe something by explaining its properties, then the text will be found many descriptive adjective.

2.2.3.8 In the descriptive text we will often find relating verb which is characteristic.

2.2.4 Definition of Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story - which is why it is so often used in phrases such as "written narrative," "oral narrative," etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. In a series of events, a car crash takes a split second. A narrative account, however, might be almost entirely about the crash itself and the few seconds leading up to it. Narratives thus shape history (the series of events, the story of what happened).¹¹

¹¹Duolala.blogspot.co.id/2013/07/narrative-text-defenition-purpose.html

The generic structure, observation it means to introduce the participants of the characters of the story with time and place set. Orientation actually exist in every text type thought it has different term in the story, the first paragraph is clearly seen to introduce the participant. Complication it is such the crisis of the story. If there not crisis, the story is not narrative text. In long story, the complication appears in several situation. It means that some time there is more then one complication. Resolution it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication there are major resolution and minor resolution, in the last paragraph it is finally lived happy ending or sad ending.

2.2.5 Definition of Text

David Nunan states text is a piece of work undertaken for oneself or for others, freely or for reward. Thus, example of text include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving text, typing a letter, taking a hotel reservation, writing a cherub, finding a street destination and helping someone across a road. In other words, by text is meant the hundred and one things people do in everyday life, at work, at play and in between. Text is defined in terms of what the learner will do in the classroom rather than in the outside world. Text is therefore assumed to refer to a ranger of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulation and decision making.¹²

¹² Davin Nunan, *Designing Tasks For the Communicative Classroom*, (Cambridge University & Press 1989), p. 5-6.

A study skill inventory utilizes questions requiring the student to use the whole book, apportion of the book, or a particular study skill. A teacher has other option for precluding a mismatch between the difficult level of a text and the reading capabilities of a child thus facilitating comprehension. These include:

2.2.5.1 Provision for more than one text on a given topic. The use of trade books on varying readability levels is also encouraged. Supplementary resources such as films, filmstrips. Tapes and records are also helpful.

2.2.5.2 The teacher may rewrite the material so that it can be comprehended more easily. All factors determining readability (discussed in the preceding section) should be considered. The teacher should apply a readability formula to the rewritten material.

2.2.5.3 The teacher may give instruction in the general and specific skills needed for success in particular assigned materials.

2.2.5.4 Assignment may be differentiated in terms of both the purpose set for reading and the amount of material to be read.

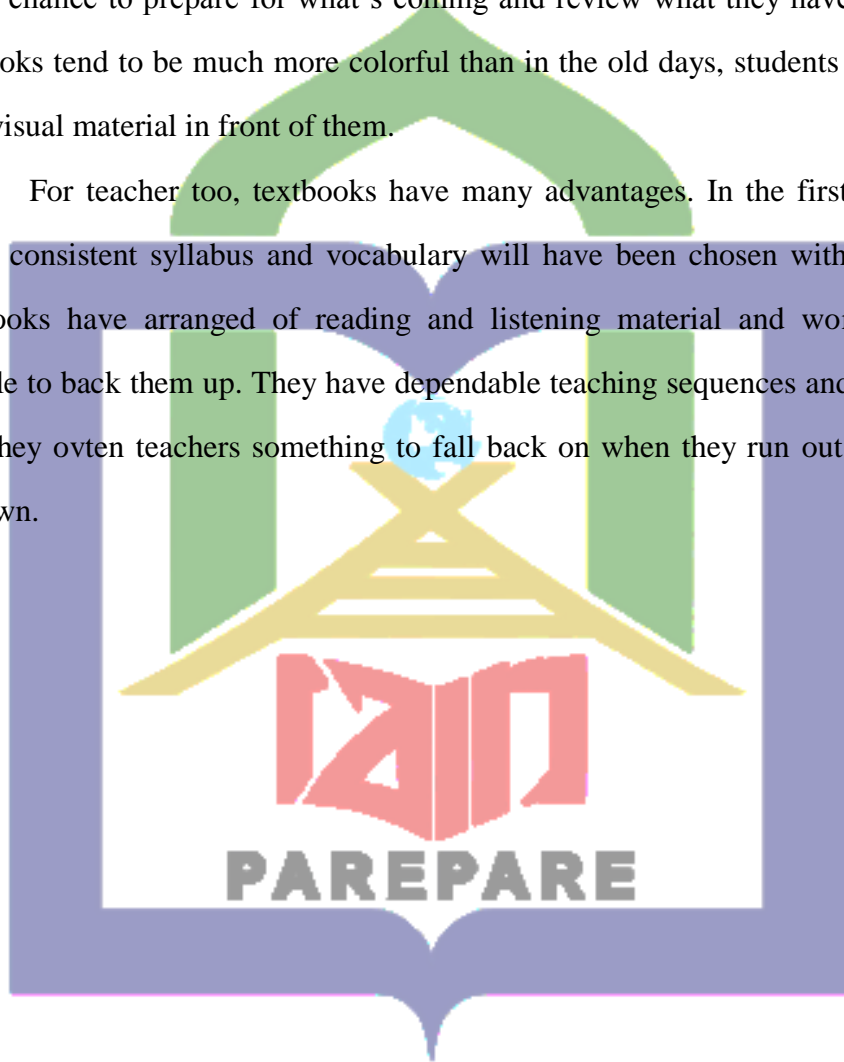
2.2.5.5 The teacher may construct study guides in which students are provided with question they are likely to be able to handle.¹³

Text book are just collection of material. However well they are planned, they can be inappropriate for teachers and students who should approach them with a degree of healthy skepticism which allow them not only to assess their contents carefully but also to use the textbooks judiciously for their own, ends. Rather than have the textbook use and control them.

¹³Alexander. J. Estill, *Reading*. Little, (Brown and Company Boaton Toronto, 1979), p. 227.

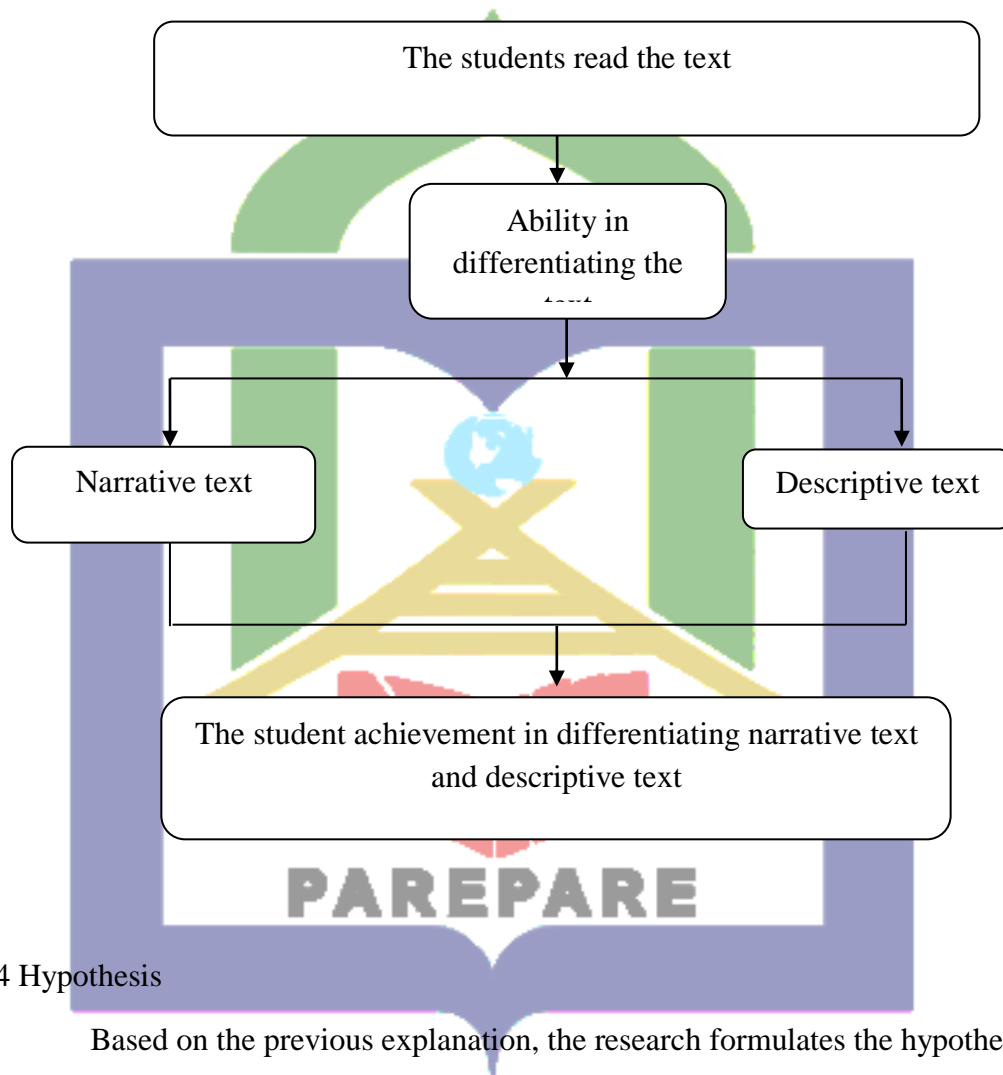
Despite these worries about the danger of textbook use, it should be pointed out that students often feel more positive about text book than some teachers, for them, the text book is reassuring. It allows them to look forward and back, giving them a chance to prepare for what's coming and review what they have done. Now that books tend to be much more colorful than in the old days, students enjoy looking at the visual material in front of them.

For teacher too, textbooks have many advantages. In the first place, they have a consistent syllabus and vocabulary will have been chosen with care. Good text books have arranged of reading and listening material and workbooks, for example to back them up. They have dependable teaching sequences and, at the very least, they often teachers something to fall back on when they run out of ideas of their own.



2.3 Conceptual Framework

The conceptual framework for this research is given the diagram to following the research:



2.4 Hypothesis

Based on the previous explanation, the research formulates the hypothesis as follow:

Hi : The students of the second year of SMAN 3 Parepare able to differentiate narrative text and descriptive text.

Ho : The student of the second year of SMAN 3 Parepare is not able to differentiate narrative text and descriptive text

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with description of the research design and variable, location, and duration, population and sample, and technique of data analysis

3.1 The research Design

The method that the researcher uses in this research is descriptive research. It aims at describing the ability students differentiating narrative text and descriptive text of the second year of SMAN 3 Parepare.

3.2 Location and Time of Research

The researcher took the place of this research in SMAN 3 Parepare. The duration of this research will be one month because it need several time to collect and analyze the data.

3.3 Variable of the Research

The variable in this research is the ability students differentiating narrative text and descriptive text of the second year of SMAN 3 Parepare.

3.4 Operational Definition of Variable

The variable in this research is ability to differentiate between narrative text and descriptive text. The variable means that the student's knowledge to identify the sentences in the form of narrative text and descriptive text. Furthermore, the researcher asked the students to differentiate narrative text and descriptive text which were given.

3.5 Population and sample

3.5.1 Population

The population of this research is the second year of SMAN 3 Parepare in academic year 2016/2017. The sums of population are 123 students that consist of the second year student of SMAN 3 Parepare.

The following is the table of the total number of the second year of SMAN 3 Parepare in academic year 2016/2017.

Table 3.1. The Population of Students of SMAN 3 Parepare.

No	Classroom	Number of student		Total
		Male	Female	
1.	XI. IPA 1	13	17	30
2.	XI. IPA 2	13	15	28
3.	XI. IPS 1	18	12	30
4.	XI. IPS	17	15	32
Total				120

3.5.2 Sample

Stating the number of population, the researcher will use cluster random sampling and the writer did a research in class XI IPA 2 OF SMAN 3 Parepare. Which student consists of 28 students. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.¹⁴

¹⁴Peter Airasian, *Educational Research Competencies for Analysis and Applications*, p. 101.

3.6 Instrument of the Research

Table 3.2 The sample of students class XI IPA2 of students SMAN 3 Parepare.

No	Classroom	Number of student		Total	Percent
		Male	Female		
1.	XI.IPA 2	13	15	28	33,6 %

Instrument is tool which is used by the researcher in getting information. It is used to find data or informational accurately, the instrument which will be use in this research is reading test.

3.7 Technique of Data Analysis

To determine the students final score of the test, the researcher used the formula as follows:

3.7.1 Scoring each student

$$\text{The student final score} = \frac{\text{The students' correct answer}}{\text{The total items of the test}} \times 100$$

3.7.2 Calculating the Mean Score

To find out the mean score of each test, the researcher will use the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

\bar{X} = the mean score

$\sum x$ = total number of the students score

N = total number of the students

3.7.3 Classification

The classification of the students in will beuse of idioms essay can be seen the following criteria:

Table 3.3 The score classification

No	Classification	Score
1	Excellent	86-100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very poor	≤ 40 ¹⁵

¹⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2005), p.245 .

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of finding and discussion of the research. The finding of the research deals with the percentage and frequency of the students' mean score and the test of significance. The discussion deals with the explanation about findings.

4.1. Finding

4.1.1. The result of data classification of test of descriptive text

Table 4.1 The result of data classification of test of descriptive text

No	Classification	Score	f	%f
1	Excellent	86-100	4	14.3
2	Good	71 – 85	8	28.6
3	Fair	56 – 70	5	17.8
4	Poor	41 – 55	7	25
5	Very poor	≤ 40	4	14.3
Total			28	100

Based on the table above, it shows for the score classification that 4 students (14.3 %) got excellent, 8 students (28.6 %) got good, 5 students (17.8 %) got fair, 7 students (25 %) got poor, and 4 student (14.3 %) got very poor. It means that students' ability in identify descriptive text is good because most of them got good score.

4.1.2 The result of data classification of test of narrative text

Table 4.2 The result of data classification of test of narrative text

No	Classification	Score	f	%f
1	Excellent	86-100	3	10.7
2	Good	71 – 85	5	17.8
3	Fair	56 – 70	7	25
4	Poor	41 – 55	9	32.2
5	Very poor	≤ 40	4	14.3
Total			28	100 %

Based on the table above, it shows for the classification that 3 students (10.7 %) got excellent, 5 students (17.8 %) got good, 7 students (25 %) good fair, 9 students (32.2 %) got poor, and 4 students (14.3 %) got very poor. It means that students' ability in identify narrative text is poor because most of them got poor score.

Table 4.3 Mean score of the test of descriptive text and narrative text.

Central tendency	Descriptive text	Narrative text
Mean	63.53571	59.78571

1.1.3 The Error Identification of the Test (descriptive text and narrative text)

Please determine which descriptive or narrative teks in paragraph below.

1.1.3.1 Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung

rive. Jakarta dominates Indonesia's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1.790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of Kota is a banking, retail, and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

- 1.1.3.2 Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by

himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream. In the next morning, he surprised. Pinocchio was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied. The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

(D / N)

(The respondent made a wrong answer. The text is narrative but the respondent answered with another statement).

1.1.3.3 Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.4 The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the

tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct. The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.5 Mrs. Debby Magdalena is one of the successful carrier woman. She is the new sales manager for Jakarta sales office of Le Meridean Nirwana Golf and Spa Resort. Mrs. Debby Magdalena holds her new position as from Marc 2nd, 2009. Prior to her assignment at Le Meredian Nirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua's Jakarta sales office. Prior to

that, she worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali. Born in Jakarta, she is a graduate of BPLP Bandung majoring hotel management and of Dwipa Wacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridian Nirvana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

- 1.1.3.6 Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.7 Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than. At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back. Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits. Eventually the Grand Duke reaches the residence

of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

- 1.1.3.8 There was a girl. The girl's name was Judy. Judy loved dogs. Judy wanted to buy a big dog. Judy flew to a pet shop in Japan. However, the supermarket in Japan only had small dogs. There were no big dogs. She was felling sad. But She did not give up. After that Judy took a train to Russia. He went to a bank but there was not any big dogs in that Rusian bank. Judy was sad that there were no dogs at the bank in Russia. Judy then walked to Germany. He went to a pet shop. Judy was very happy because there were five big dogs are the pet shop in Germany. Judy bought a big white and brown dog. The price was 5 million Euros. Judy was very happy that she finally had a big dog but then she had no any money.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.9 His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.10 Once upon a time, there was a huge apple tree which gave tasty apples to the people around it. There was also a little boy who became a close friend to the apple tree. The boy used to play with apple tree, climb its branches, sleep under its shadow, and pluck its apples. Every day he visited the apple tree, and ate some apples. One day, the boy joined in school and didn't have a time to spend with apple tree. After several days, the boy came to the tree. The apple tree was so happy to see the boy. It asked the boy to play. Unfortunately, the boy said that he was not a child anymore. He didn't want to play with the tree. But he asked another request to the apple tree. The boy said he needed toys, but his parents didn't have money to buy it for him. The

tree said, “Dear my boy, i don’t have any money to buy it for you, but you can pick my apples, then sell them, get money and buy the toys you want.” The boy went happily to his home after plucking apples. The tree was waiting to see the boy return. But he never came back for many years. The apple tree was sad and it didn’t produce any apples anymore.

(D / N)

(The respondent made a wrong answer. The text is narrative text but the respondent answered it with another statement).

1.1.3.11 Computer gaming is a computer specially used for gaming only, on his general gaming computers equipped with high specification with 4 gb ram and graphics cards is high, computer gaming can be found at internet cafes Indonesian is specially gaming, computer gaming is different from a regular computer, if his usual low computer specs, but contrary to his gaming computer.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.12 Beach Parangtritis is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a uniqueness that is not found in the views of other attractions besides the big waves are also the existence of mountains of sand around the

beach, which is usually called dunes. This attraction has been managed by the Bantul pretty well, ranging from lodging facilities and markets selling souvenirs Parangtritis. In Parangtritis There are also ATV, horse & carriage horses can be rented for up the coast from east to west. In addition Parangtritis also a place for air sports.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

1.1.3.13 Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. Then he decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him. At last he found a clever idea. ” Monkeys are a great imitator,” he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

(D / N)

(The respondent made a wrong answer. The text is narrative text but the respondent answered it with another statement).

1.1.3.14 Once upon a time, a happy monkey danced at gatherings of animals, and they are all very pleased with his performance that they elected him their king.

A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it. The monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, "Oh Monkey, and you, with your mind like you, will be the King of animals?"

(D / N)

(The respondent made a wrong answer. The text is narrative text but the respondent answered it with another statement).

1.1.3.15 Borobudur is a Hindu - Buddhist temple located in Magelang, Central Java, Indonesia. It was built in the 9th century under the Sailendra dynasty of the ancient Mataram kingdom. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meters high and consists of eight step like stone

terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculptures in bas-relief. The upper three are circular each with a circle of bell shape-stupas. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4,8 km of passage and starways. The design of Borobudur, which symbolizes the structure of the universe, influenced temples at Angkor, Cambodia. Since Borobudur is a valuable treasure for Indonesians, it is rededicated as an Indonesian monument in 1983.

(D / N)

(The respondent made a wrong answer. The text is descriptive text but the respondent answered it with another statement).

4.2 Discussion

The result of the data analysis obtained through the test which intended to describe students' ability to differentiate between descriptive text and narrative text. The test was successfully answered by 28 respondents. All of them are from the second year of SMA Negeri 3 Parepare of XI.IPA 2.

Based on the research finding above, the writer found that students' ability in differentiating descriptive text is good. The mean score of the total student (63.53). The score classification are 4respondents got excellent score (86-100 %), 8 respondents got good score (71-85%),5 respondents got fair score (56-70 %),7 respondents got poor score (41-55 %), 4 respondents got very poor score (≤ 40 %). It

means that the result of mean score (63.53) for students' ability in differentiating descriptive is classified as a good classification.

Descriptive text is one of familiar subject for the students. It is used in daily life in written language or spoken language. It is easy enough to recognize it because of their meaning. If the sentence has descriptive meaning or the subject is affected by the action of the verb that is descriptive. It was proved by the respondents' achievement above, some of them was able to answer the test easily and got good score.

For the research of narrative text, the writer found that students' ability in differentiating narrative text is poor. The mean score of total student (59.78). The score classification are 3 respondents got excellent score (86 -100 %), 5 respondents got good score (71- 85 %) , 7 respondents got fair score (56-70 %), 9 respondents got poor score (41- 55 %), 4 respondents got very poor score (≤ 40 %). It means that the result mean score (59.78) for students' ability in differentiating narrative text is classified as poor classification.

Based on the writer's observation to the respondents' answer, the respondents still got difficulties to differentiate between descriptive text and narrative text. They have a prior knowledge about descriptive text and narrative text but they cannot identify well when it's mixed like a test that the writer used.

Some of respondents were confused to determine whether the sentence is descriptive text or narrative text because their form are similar and sometimes their meaning are similar also. To make students are able to differentiate between

descriptive text and narrative text, they should know all part of descriptive text and narrative text completely. Not only that but also they should have enough book to learn them besides that they should have high motivation to learn it so that they can differentiate between descriptive text and narrative text.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, conclusion and suggestion. The conclusion deals with the conclusion of finding of research. The suggestion deals with some ideas given by the researcher.

5.1 Conclusion

Based on the data analysis of the previous chapter, the researcher concludes that Students' ability in differentiating descriptive text and narrative text of the second year of SMA Negeri 3 Parepare is good. This was proved by mean score that is 63.53571. While the students' ability in differentiating narrative text is fair. This was proved by mean score that is 59.78571.

5.2 Suggestion

Based on the conclusion, the researcher would like to offer some suggestion which might be useful and helpful for students, teacher and in general.

5.2.1 Suggestion for the students as follow:

5.2.1.1 Student should study descriptive text and narrative text deeply not only in school but also outside such as in a course.

5.2.1.2 Student should read more english book relatingto descriptive text and narrative text.

5.2.1.3 Student should be active in learning process.

5.2.1.4 Student can be differentiate descriptive text and narrative text.

5.2.1.5 The student have to practice their English to others friend specially in the class room.

5.2.1.6 The student have to study the material in their house before it will be explained by the teacher in class room.

5.2.2 Suggestion for Teachers

5.2.2.1 The theacher should give more task or exercise for the students to increase memories.

5.2.2.2 The teacher should correct students' mistake in particular student's task work or work sheet related to descriptive text and narrative text..

5.2.2.3 The theacher should explain the material (all parts) relating to descriptive text and narrative text.

5.2.2.6 The teacher is better using the media in teaching learning process in order to get the student interest, motivation and specially type of learners

5.2.3 Suggestion for researcher

5.2.3.1 The researcher should give more task or exercise for the students to increase memories.

5.2.3.2 The researcher correct students' mistake in particular student's task work or work sheet related to descriptive text and narrative text.

5.2.3.3 The researcher should explain the material (all parts) relating to descriptive text and narrative text.

5.2.3.4 The facility of school that can improve the students mastery in learning specially their English should be increases.



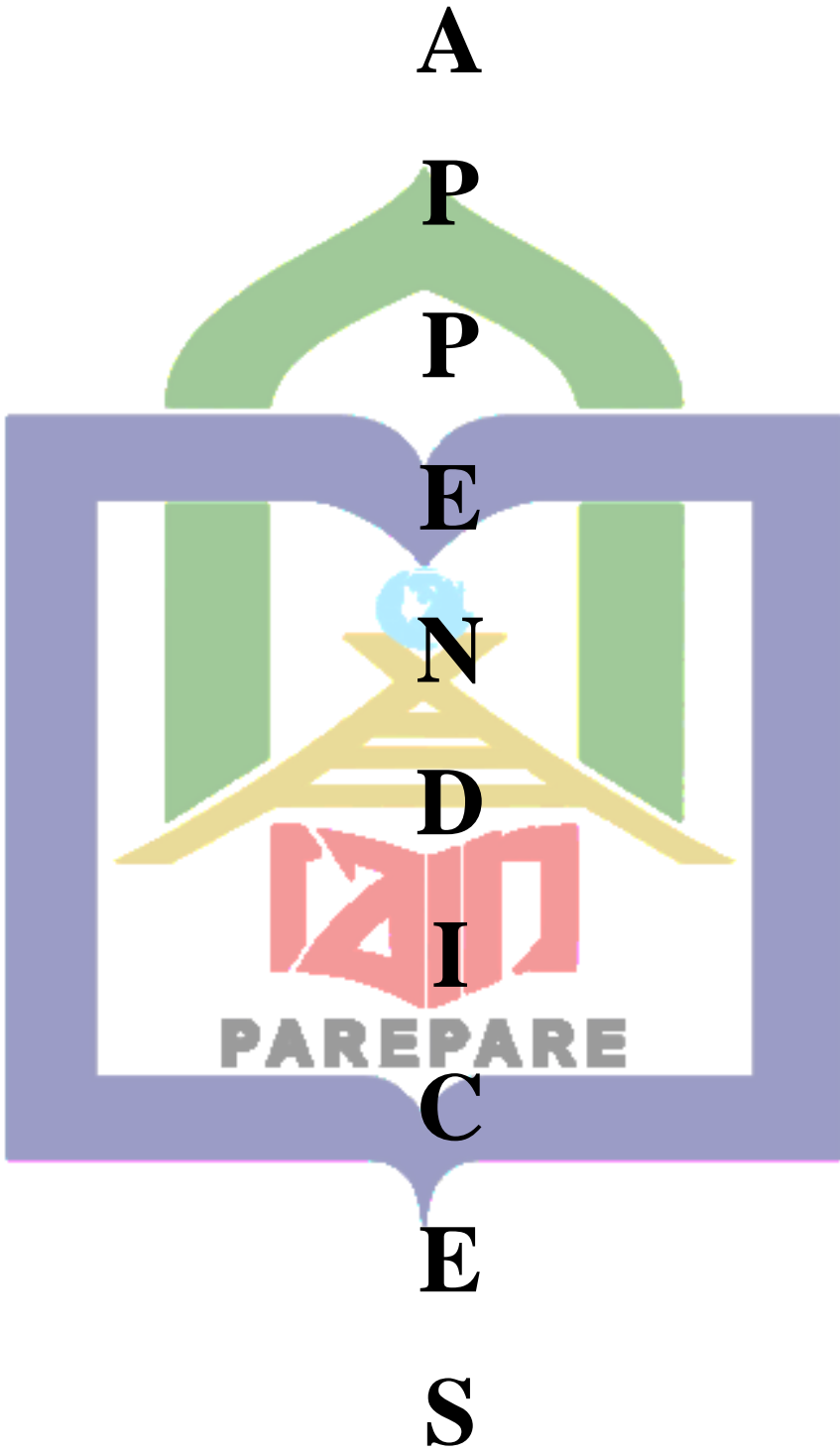
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Appendice 1 Instrumen

Please determine which descriptive or narrative teks in paragraph below.

- Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesia's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1.790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of Kota is a banking, retail, and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

(D / N)
- Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real

boy, human. He thought it on his mind in his dream. In the next morning, he surprised. Pinocchio was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied. The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

(D / N)

3. Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she

went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”. Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

(D / N)

4. The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct. The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent

symbol of both Paris and France, often in the establishing shot of films set in the city.

(D / N)

5. Mrs. Debby Magdalena is one of the successful carrier woman. She is the new sales manager for Jakarta sales office of Le Meridean Nirwana Golf and Spa Resort. Mrs. Debby Magdalena holds her new position as from Marc 2nd, 2009. Prior to her assignment at Le Meredian Nirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua's Jakarta sales office. Prior to that, she worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali. Born in Jakarta, she is a graduate of BPLP Bandung majoring hotel management and of Dwipa Wacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridian Nirvana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

(D / N)

6. Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first

president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

(D / N)

7. Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than. At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back. Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits. Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella

finally appears. He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

(D / N)

8. There was a girl. The girl's name was Judy. Judy loved dogs. Judy wanted to buy a big dog. Judy flew to a pet shop in Japan. However, the supermarket in Japan only had small dogs. There were no big dogs. She was felling sad. But She did not give up. After that Judy took a train to Russia. He went to a bank but there was not any big dogs in that Rusian bank. Judy was sad that there were no dogs at the bank in Russia. Judy then walked to Germany. He went to a pet shop. Judy was very happy because there were five big dogs are the pet shop in Germany. Judy bought a big white and brown dog. The price was 5 million Euros. Judy was very happy that she finally had a big dog but then she had no any money.

(D / N)

9. His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

(D / N)

10. Once upon a time, there was a huge apple tree which gave tasty apples to the people around it. There was also a little boy who became a close friend to the apple tree. The boy used to play with apple tree, climb its branches, sleep under its shadow, and pluck its apples. Every day he visited the apple tree, and ate some apples. One day, the boy joined in school and didn't have a time to spend with apple tree. After several days, the boy came to the tree. The apple tree was so happy to see the boy. It asked the boy to play. Unfortunately, the boy said that he was not a child anymore. He didn't want to play with the tree. But he asked another request to the apple tree. The boy said he needed toys, but his parents didn't have money to buy it for him. The tree said, "Dear my boy, i don't have any money to buy it for you, but you can pick my apples, then sell them, get money and buy the toys you want." The boy went happily to his home after plucking apples. The tree was waiting to see the boy return. But he never came back for many years. The apple tree was sad and it didn't produce any apples anymore.

(D / N)

11. Computer gaming is a computer specially used for gaming only, on his general gaming computers equipped with high specification with 4 gb ram and graphics cards is high, computer gaming can be found at internet cafes Indonesian is specially gaming, computer gaming is different from a regular computer, if his usual low computer specs, but contrary to his gaming computer.

(D / N)

12. Beach Parangtritis is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a uniqueness that is not found in the views of other attractions

besides the big waves are also the existence of mountains of sand around the beach, which is usually called dunes. This attraction has been managed by the Bantul pretty well, ranging from lodging facilities and markets selling souvenirs Parangtritis. In Parangtritis There are also ATV, horse & carriage horses can be rented for up the coast from east to west. In addition Parangtritis also a place for air sports.

(D / N)

13. Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. Then he decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him. At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

(D / N)

14. Once upon a time, a happy monkey danced at gatherings of animals, and they are all very pleased with his performance that they elected him their king. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but

do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it. The monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, “Oh Monkey, and you, with your mind like you, will be the King of animals?”

(D / N)

15. Borobudur is a Hindu - Buddhist temple located in Magelang, Central Java, Indonesia. It was built in the 9th century under the Sailendra dynasty of the ancient Mataram kingdom. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meters high and consists of eight step like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculptures in bas-relief. The upper three are circular each with a circle of bell shape-stupas. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4,8 km of passage and starways. The design of Borobudur, which symbolizes the structure of the universe, influenced temples at Angkor, Cambodia. Since Borobudur is a valuable treasure for Indonesians, it is rededicated as an Indonesian monument in 1983.

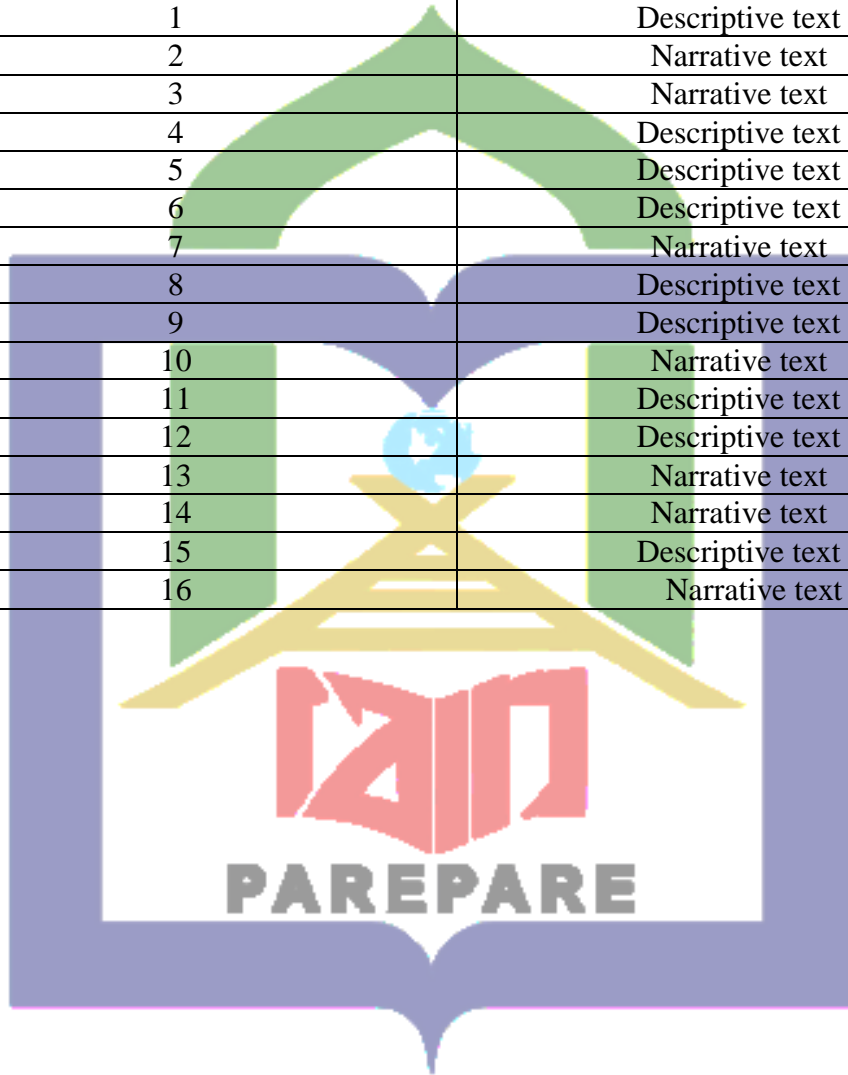
(D / N)

16. Once upon a time, there was kind woman who had children, longed for a baby and would often say how i would love to have a baby girl, even a tiny little one a beautiful fairy heard her wish one day, and gave her a little seed to plant in flowerpot. When the seed bloomed into a tulip the woman saw a tiny, beautiful girl inside no bigger than her thumb. She decided call her humbelina.

Appendice 2.

ANSWER KEY OF THE TEST

NUMBER	ANSWER KEY
1	Descriptive text
2	Narrative text
3	Narrative text
4	Descriptive text
5	Descriptive text
6	Descriptive text
7	Narrative text
8	Descriptive text
9	Descriptive text
10	Narrative text
11	Descriptive text
12	Descriptive text
13	Narrative text
14	Narrative text
15	Descriptive text
16	Narrative text



Appendice 3.

SCORING EACH STUDENT IN DESCRIPTIVE ITEMS TEST

NO.	RESPONDENT	DESCRIPTIVE TEXT			TOTAL
		Correct	Items	100%	
1.	1 st	12	9	100	80
2.	2 nd	12	9	100	80
3.	3 rd	10	9	100	66.67
4.	4 th	4	9	100	26.67
5.	5 th	11	9	100	73.33
6.	6 th	13	9	100	86.67
7.	7 th	11	9	100	73.33
8.	8 th	9	9	100	60
9.	9 th	11	9	100	73.33
10.	10 th	13	9	100	86.67
11.	11 th	13	9	100	86.67
12.	12 th	7	9	100	46.67
13.	13 th	8	9	100	53.33
14.	14 th	8	9	100	53.33
15.	15 th	12	9	100	80
16.	16 th	9	9	100	60
17.	17 th	5	9	100	33.33
18.	18 th	8	9	100	53.33
19.	19 th	10	9	100	66.67
20.	20 th	11	9	100	73.33
21.	21 th	8	9	100	53.33
22.	22 th	8	9	100	53.33
23.	23 th	6	9	100	40
24.	24 th	11	9	100	73.33
25.	25 th	8	9	100	53.33
26.	26 th	9	9	100	60
27.	27 th	15	9	100	100
28.	28 th	6	9	100	40

Appendice 4.

SCORING EACH STUDENT IN NARRATIVE TEXT ITEMS TEST

NO.	RESPONDENT	NARRATIVE TEXT			TOTAL
		Correct	Items	100%	
1.	1 st	14	7	100	93.33
2.	2 nd	12	7	100	80
3.	3 rd	8	7	100	53.33
4.	4 th	5	7	100	33.33
5.	5 th	9	7	100	60
6.	6 th	11	7	100	73.33
7.	7 th	11	7	100	73.33
8.	8 th	8	7	100	53.33
9.	9 th	13	7	100	86.67
10.	10 th	14	7	100	93.33
11.	11 th	8	7	100	53.33
12.	12 th	7	7	100	46.67
13.	13 th	6	7	100	40
14.	14 th	7	7	100	46.67
15.	15 th	12	7	100	80
16.	16 th	10	7	100	66.67
17.	17 th	6	7	100	40
18.	18 th	8	7	100	53.33
19.	19 th	10	7	100	66.67
20.	20 th	7	7	100	46.67
21.	21 th	10	7	100	66.67
22.	22 th	8	7	100	53.33
23.	23 th	6	7	100	40
24.	24 th	10	7	100	66.67
25.	25 th	11	7	100	73.33
26.	26 th	9	7	100	60
27.	27 th	5	7	100	33.33
28.	28 th	9	7	100	60

Appendice 5.

MEAN SCORE OF TEST OF DESCRIPTIVE TEXT

Score	f	xi	fi.xi
100-86	4	93	372
85-71	8	78	624
70-56	5	63	315
55-41	7	48	336
40-26	4	33	132
Jumlah	28		1779

$$\bar{X} = \frac{\sum X}{N} = \frac{1779}{28} = 63.53$$

MEAN SCORE OF TEST OF NARRATIVE TEXT

Score	f	xi	fi.xi
100-86	3	93	279
85-71	5	78	390
70-56	7	63	441
55-41	9	48	432
40-26	4	33	132
Jumlah	28		1674

$$\bar{X} = \frac{\sum X}{N} = \frac{1674}{28} = 59.78$$



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

Alamat : Jl. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B 2080 /Stl.08/PP.00.9/08/2017
Tempiran : -
Isi : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. BADAN PERENCANAAN DAN PEMBANGUNAN DAERAH
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : VERADHILLA BASRIE ABBAS
Tempat/Tgl. Lahir : PAREPARE, 08 Maret 1995
NIM : 12.1300.097
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : LEMBAH HARAPAN

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

" THE ABILITY OF STUDENTS IN DIFFERENTIATING NARRATIVE TEXT AND DESCRIPTIVE TEXT OF THE SECOND YEAR OF SMA NEGERI 3 PAREPARE "

Pelaksanaan penelitian ini direncanakan pada bulan **Agustus** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

11 Agustus 2017

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421) 28111, Kode Pos 91122
Email : bappeda@pareparekota.go.id Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 14 Agustus 2017

Nomor : 050 / 1923 / Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Kepala UPTD Dinas Pendidikan Provinsi Sulawesi Selatan
Di - **Parepare**

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 2080/Sti.08/PP.00.9/08/2017 tanggal 11 Agustus 2017 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : VERADHILLA BASRIE ABBAS
Tempat/Tgl. Lahir : Parepare/08 Maret 1995
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Lembah Harapan, Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE ABILITY OF STUDENTS IN DIFFERENTIATING NARRATIVE TEXT AND DESCRIPTIVE TEXT OF THE SECOND YEAR OF SMA NEGERI 3 PAREPARE"

Selama : Tmt. 15 Agustus s.d. 15 September 2017
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat -Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E.W. ARYADI S. ST, MT
Pangkat Pembina
Nip. 19691204 197903 1 002

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare di Parepare
4. Saudara VERADHILLA BASRIE ABBAS
5. Arsip.



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT PENDIDIKAN WILAYAH PAREPARE

Jalan Jenderal Sudirman No. Parepare
Telp. Kode pos

REKOMENDASI

Nomor : 867/856/UPT1/Parepare/2017

Tentang

Penelitian dengan Judul " The Ability of students in Differentiating Narrative Text And Descriptive Text of the second Year of SMA Negeri 3 Parepare)"

Yang bertanda tangan di bawah ini, Kepala UPT Pendidikan Wilayah Parepare, menerangkan bahwa :

- Nama : VERADHILLA BASRIE ABBAS
- Tempat/Tgl. Lahir : Parepare, 08 Maret 1995
- Perguruan Tinggi : STAIN Parepare
- Pekerjaan : Mahasiswi
- Alamat : Lembah Harapan Kota Parepare

Kami tidak keberatan untuk melaksanakan Penelitian pada SMA Negeri 3 Parepare, mulai tanggal 15 Agustus s.d. 15 September 2017 dengan mendahului laporan ke Sekolah dan hasil (Penelitian setelah selesai dilaporkan ke UPT Pendidikan Wilayah Parepare).

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 14 Agustus 2017

KEPALA UPT PENDIDIKAN,

Drs. USMAN, MM
Pangkat Pembina
NIP. 19590710 198503 1 020



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIKAN
UPT SMA NEGERI 3 PAREPARE**

Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare
Telepon: 0421-22636, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan

SURAT KETERANGAN PENELITIAN

Nomor : 070/007/UPT.SMA.03/1/2018

Yang bertanda tangan di bawah ini Kepala Unit Pelaksana Teknis SMA Negeri 3 Parepare menerangkan bahwa:

Nama : VERADHILLA BASRIE ABBAS
Tempat / Tanggal lahir : Parepare, 08 Maret 1995
Jenis Kelamin : Perempuan
Alamat : Jalan Lembah Harapan Soreang Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian pada Unit Pelaksana Teknis SMA Negeri 3 Parepare dengan Judul Penelitian:

" THE ABILITY OF STUDENTS IN DIFFERENTIATING NARRATIVE TEXT AND DESCRIPTIVE TEXT OF THE SECOND YEAR OF SMA NEGERI 3 PAREPARE "

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.



DOCUMENTATION











CURRICULUM VITAE



Veradhilla Basrie Abbas was born on March 8nd 1995 in Parepare regency, South Sulawesi. She is the second child of three siblings from the marriage of his parents, Basrie Abbas and Nur Alam. She started her elementary school at SDN.63 Parepare. Then she continued her study to the secondary school at SMPN.12 Parepare. After graduating, she continued her study to the senior high school at SMAN.3 Parepare and graduated 2012. In the same year, she continued her education at State Islamic Institute (IAIN) Parepare and took English Program Tarbiyah Department as her major. Finally, she graduated her study at State Islamic Inatitute (IAIN) Parepare and has master degree in English Program Tarbiyah and Adab Departement.

