Kode/Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

LAPORAN PENELITIAN DOSEN

AN ANALYSIS ON STUDENTS' PROBLEM IN WRITING A NARRATIVE TEXT AT ELEVENTH GRADE OF SMAN 1 BANGKINANG KOTA

TIM PENGUSUL

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Judul Penelitian : *An Analysis on Students' Problem in Writing Narative Text at Elevent Grade SMAN 1 Koto Kampar Hulu*

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Judul Penelitian : An Analysis on Students' Problem in Writing A Narrative Text at Eleventh Grade Of SMAN 1 Bangkinang Kota

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Objek Penelitian penciptaan (jenis material yang akan diteliti dan segi penelitian):
Masa Pelaksanaan
Mulai : bulan Februari tahun 2022
Berakhir : bulan Desember tahun 2022

5. Lokasi Penelitian (lab/lapangan) : SMAN 1 Bangkinang Kota

7. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya)

8. Skala perubahan dan peningkatan kapasitas sosial kemasyarakatan dan atau pendidikan yang ditargetkan

9. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)

   a. Jurnal JELE terakreditasi Sinta

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important language because English is an international language which is widely used in many countries either as a native language, second language, or as A foreign language. It is event considered as the first international language to communicate among people from deferent countries. It is also used as a language of science, art and technology (Vitri, 2019). Many books and other resources are written in English. There are four skills in English that must be mastered by the students, they are: listening, speaking, reading and writing according (Rianti, 2017).

Writing is one of the important skills that should be mastered by the students. They use it to communicate each other, as means idea and emotional expression, because when they write their ideas creatively, they are communicating on papers in. Teacher do not use media in teaching and learning process in English subject, so the students are difficult to generate and organize ideas by using an appropriate choice of vocabulary, tenses, and develop ideas into a coherence text (Siregar, 2019).

Writing is an important skill to be acquired by a language learner or student. By writing we can express their ideas, feelings and thoughts to the readers (Masrul, 2017). Furthermore, by writing, it can help the students to be more competent to master language and to think critically to it encourage the

student to arrange word by word, phrase by phrase and clause by clause while at the same time they must consider the srtukture, cohesion, organization, meaning and so on. The objectives of writing well and effectively is to give some chances to the language learner to be eager to master the language and to improve language skills, fluency, accuracy and appropriateness in communicating meaning and messages.

Based on a preliminary study at SMAN 1 Bangkinang Kota, researchers obtained information that most students are expected to be able to compose several texts, one of which is Narrative text. It is quite difficult for students to learn due to lack of vocabulary. Is a text that provides information that is equipped with explanatory evidence, facts and statistics. This makes students have to work hard to provide concrete data and more knowledge and convince the reader that the idea is important. Students must have good opinion writing skills.

Narrative text is a text in the form of a fantasy, an engineered true story or a fairy tale. The purpose of narrative text is to entertain the readers. Narrative texts can be fables, legends, myths. However, today's students are less interested in reading. To address this, the writer tries to get each group to demonstrate their own story by playing a role. So that students can understand several stories without having to read the text one by one. Each group presents in front of the class, each group divides each role according to the character so that students do not memorize a lot of texts. After several students tried, the

students understood more, that way the students' interest in learning increased and the achievement results also increased.

Learning narrative text is a text that contains stories or previous narrative essays such as Snow White, Pinocchio, Cinderella, fox and cat and others. From these examples, students only learn stories that are known and not yet known. In narrative text learning, students must understand the elements of narrative text, namely character, setting, plot, conflict and resolution. Characters are characters who are involved in the story. So, students must know who the name or character in the story is. Setting is a story about action actors. Students need to know the location of the place or event in the story. Plot is the storyline or the whole story. With the plot, students can find out the whole story. The story refers to conflicting problems. And the last is resolution, there must be a story every problem solving is an actor looking for a solution and ending the problem. If students can master the elements of narrative text, it will be easier for students to understand the story (Mitra, 2017).

Based on the background above, the researcher assumed that vocabulary has an important part in writing. Thus, this research is important to be investigated with title "An analysis on students problem in writing an narrative text of the eleventh grade of SMAN 1 Bangkinang Kota in the academic year of 2022/2023".

B. Focus of the Research

Based on the background of the research above, the research focuses on An Analyzing student's problem in writing narrative text of SMAN 1 Bangkinang Kota.

C. Research Question

Based on the research problems that have been stated previously, the research formulates a research question, namely how the students' problem in writing narrative text of SMAN 1 Bangkinang Kota?

D. Purpose of the Research

This research purposes to analyze students' problem in writing narrative text of SMAN 1 Bangkinang Kota.

E. Significant of the Research

1. Theoretical

Theoretically, this research can be used as a reference for those who want to conduct research in the teaching and learning process of English.

2. Practical

Practically, the researcher hopes this research can provide practical meaning for teachers, and other writers, for teachers, this research can provide an overview of the problems of students in writing Narrative texts in class Eleventh grade SMAN 1 Bangkinang Kota.

F. Definition of Key Terms

In order to avoid misunderstanding the terms contained in the title In this research, the researcher explains these terms as follows:

a. Writing is an activity to pour your thoughts, ideas, and feelings of someone who expressed in writing language.

b. Narrative text is a text that contains an imaginary story, a fairy tale, or a true story that is exaggerated.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Writing

Writing is one of the English language skills that must be taught extensively by teacher to their students according (Arya, 2013), in teaching writing teachers can either focus on the writing process it selft or on the product of that writing. In oder to encourage the students in the study group to write as a process, it has been found important to help them get used to applying the stages of that process. Therefore, the use of various teaching techniques is necessary to motivated students to learn to wrie English well, especially since they are supposed to be able to write in accordance with their level of proficiency. By matering good techniques for teaching writing, the teacher will be able to guide their student better.

Alisha et al., (2019), writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, speling, grammar and punctuation. A good writer must have capability toward the rules. Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to you order, so a lot of what a author does as author doesn't actually on the page. It is a means of communication (Rianti et al., 2021). Whenever the author want to

write, he has knowing the auduience or reder, it will help in reaching the goal of communicated cleary and effectively.

According (Yusrita, 2020) Writing is difficult for some students. There are many aspects should be considered in writing, such as developing ideas, grammatical divices, choice of word, writing strategy and so on. Writing as a skill: by far the most important reason for teaching writing, of course, is that is a basic language skill, just important speaking, listening and grammar.

From the description above, the research conclude that, writing is an activity to pour your thoughts, ideas, and feelings of someone who expressed in writing language. In another sense, writing is an activity to express thoughts and feeling in the from of writing is expected to be understood by the reader and serve as a means of indirect communication. Thus, we can affirm that one's understanding of writing is an activity to convery to the idea of writing in a language that can be understood by the reader.

2. Purpose of Writing

According Jayanti (2019) "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing". It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

The following is about the writing assessment separates the writing rubrics into five component of writing skill that can be defined as follow:

a. Content: content that relates to the ideas of the students" in writing.

b. Organization: that concerns in how the students manage the ideas in writing.

c. Vocabulary : asserted, It focuses on how students elect the exact words in writing.

d. grammar : that relates to the sentences" arrangement.

e. Mechanisms : that intended in spelling and punctuation.

According Irwan e al., (2018), There are four process of writing as follows:

a. The first step is prewrite to get ideas. In prewriting, the wrirwes discover their ideas or feelings that they want to express. In this stage, the writer chooses a topic. Then, write everything which comes into the writer's mind about the topic.

b. The second step is writing a first draft. In this step, the writer starts to develop the ideas.

c. The third is editing the first draft. In this process, the writer can make changes and corrections. Editing is usually a two-step process: check the paragraph as whole and check the paragraph for good form, organization, grammar, punctuation, spelling, and so on.

d. The last is writing the final copy. Write a neat final copy of the paragraph. The write can give writing product to others who can correct the product.

According Ayu et al., (2022) Indicator in writing as follows:

Table 2.1
Assesment of Writing

No	Aspect	Description
1	Capitalization	16 – 20 =Very Suitable 11 – 15 = Suitable 6 – 10 = Quite Appropriate 0 – 5 = Not Quite
2	Punctuation	16 – 20 =Almost Perfect 11 – 15 =There is a mistake but it does not interfere with meaning 6 – 10 = There is a mistake and meaning 0 – 5 = Many mistakes and hard to understand
3	Grammar	16 – 20 =Very Suitable 11 – 15 = Suitable 6 – 10 = Quite Appropriate 0 – 5 = Not Quite
4	Unity	16 – 20 = Very integrated and cohorent 11 – 15 = integrated and cohorent 6 – 10 = Quite integrated and cohorent 0 – 5 = Not integrated and cohorent
5	Coherence	16 – 20 =Almost Perfect 11 – 15 =There is a mistake but it does not interfere with meaning 6 – 10 = There is a mistake and meaning 0 – 5 = Many mistakes and hard to understand
6	Choice of words	16 – 20 =Very Suitable 11 – 15 = Suitable 6 – 10 = Quite Appropriate 0 – 5 = Not Quite

Source Ayu et al., (2022)

Point max =16

$\underline{N = point \ n \ x \ 100}$

Point max

3. Definition Of Narrative Texts

Narrative text is a text that contains an imaginary story, a fairy tale, or a true story that is exaggerated. Usually there is a moral value to be learned at the end of the story. According Panggabean & Rangkuti (2020) is a story or in general means telling a story. stories generally have events or events that run according to the chronology of time and these events are conveyed through several media

According Hasibuan, Kalayo, and Ansyari (2007), narrative text has generic structure. They are consisting of orientation, complication, and resolution. Orientation sets the scene: who (introduces the participants in the story), where, when the story happened. While complication part tells the beginning of the problem's which leads to the climax of the main participants. In the end for resolution part, the problem is solved, either in a happy or sad ending. Narrative is a story which can be illustrated as fictive or non fictive story, or both of them to tell the various contemporary and historical stories. It consists of a series of events. The story is in either linear, circular, or recapitulations plot. One of the fictive narratives is novel. On another hand, one of the non fictive narratives is history.

Furthermore, like any other texts that have their own linguistic features; Mulyaningsih (2003) also suggest that narratives have some linguistic features as listed below: a) specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic; b) mainly use action verb (material processes), that describe what happens; c) many narratives also use thinking verbs (mental processes) that gives us

information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked; d) Normally use past tense; e) dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said; f) descriptive language is use to enhance and develop the story by creating image in the reader's mind; g) can be written in the first person (I, We) or third person (he, she, they). The purpose of this text is to entertain the reader about a story or stories written by the author and at the same time imply a moral message to be conveyed to the reader.

The function of this text is to tell the story of the past and entertainment. Literally, narrative text is a type of story text that is imaginative and also describes events from time to time from the beginning, middle.

4. Generic Struktur of Narrative Text

One of the writing skills that can be learned to be mastered by class XI students is writing narrative text. Narrative text is a chronological series of events or events, either fact or fiction. However, the narrative can also start from the event in the middle or at the very end, thus giving rise to flash backs (Situngkir, 2019). Game students to be able to make an essay based on the specified elements, for example: completeness of content, organization, vocabulary, use of language, and mechanics. However, not all students are actually able to write well. This

problem occurred in class XI students of SMAN 1 Bangkinang Kota. Not only with successive time series, narrative texts are also written with sequential structures.

a. Orientation

Orientation is one of the narrative text structures that must be written at the beginning of a story. In orientation, it usually begins with the introduction of the character, the time of an event, the background of the story, and other explanations so that the reader understands and is familiar with the dimensions in the story.

b. Climax/Complication

After the introduction, the story will be immediately followed by conflicts and problems which are also known as climax or complications. The problems conveyed in the narrative usually involve the main character in a story. In this section, the reader usually begins to know who the antagonist and protagonist are.

c. Resolution

Problems have occurred, we have finally come to the conclusion of a story called resolution. Usually in this section there is a solution to the problem in the complications section earlier. Solved problems can be for better or for worse. Later a story will have a happy ending or a sad ending. However, sometimes a story can also end with a twist ending and even a 'hanging' ending (cliffhanger) to maintain the interest and tension of the reader. Usually, texts that have this ending are in the mystery, thriller, or horror genre.

d. Re-orientation

Although there is already a cover or solution to a problem, there is also an optional re-orientation section. This section is not always in a fiction because it usually only contains moral lessons, advice, or teachings from the author.

B. Review of Related Finding

Dini Utami (2013), conducted a research on the analysis of students' ability in writing of narrative texts in terms of schematic structure and linguistic features at One Public Junior High School in Bandung. Based on the research finding, the result can be concluded that the students from low and middle achievers have insufficient knowledge of writing narrative text.

Ahmad & Nizma (2017) conducted a research on "Improving students' writing skill at the eleventh grade by using writte comprehension" The objective of this research was to find out whether the use of written conversation can improve students writing skill at the eleventh grade or not. The researcher applied a quasi-experimental research design, namely non-equivalent (the pretest-posttest group) control-group design that involved two groups; they were experimental group and control group. The population of this research was the eleventh grade students of SMA Negeri 1 Bambalamotu. The sample was selected by using purposive sampling technique. The sample were XI IPA 1 as the experimental group that consisted of 23 students and XI

IPA 3 as the control group that consisted of 22 students. In collecting the data, the researcher used test (pretest and posttest). In analyzing the data, the researcher used 0.05 level of significance with the degree of freedom (df23+22-2= 43), the researcher found that the t-countedwas 2.91 and the t-tablewas 2.01785. In other words, the t-counted(2.91) was greater thant-table (2.01785). In this case, the research hypothesis was accepted. In short, the use of written conversation can improve students writing skill at the eleventh grade. Keywords: improving, writing skill, written conversation.

Suaidah, Masning (2015) This esearch entittle "increasing narrative text writing ability with coperative learning method for stundents of class XI IPA 5 SMAN I KAWEDANAN in odd semester of 2014/2015 Academic year". The result of this research is from 32 students there are 30 students or 93,75% who show the increasing in class activity and learning result. It can be concluded that Cooperative Learning Methode can increase narrative text writing skill of XI IPA 5 SMAN 1 Bangkinang Kota

C. Conceptual Framework

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                    ┌─────────────────────────┐
                    │  1.  Writing Problem     │
                    └─────────────────────────┘

   ┌──────────────────┐                    ┌──────────────────┐
   │  Capitalization  │                    │      Unity       │
   └──────────────────┘                    └──────────────────┘

   ┌──────────────────┐                    ┌──────────────────┐
   │   Punctuation    │                    │    Coherence     │
   └──────────────────┘                    └──────────────────┘

   ┌──────────────────┐                    ┌──────────────────┐
   │     Grammar      │                    │  Chocie of Words │
   └──────────────────┘                    └──────────────────┘

              ┌──────────────────────────────────────┐
              │  Analyze Writing Problem in writing a │
              │             narrative text            │
              └──────────────────────────────────────┘
```
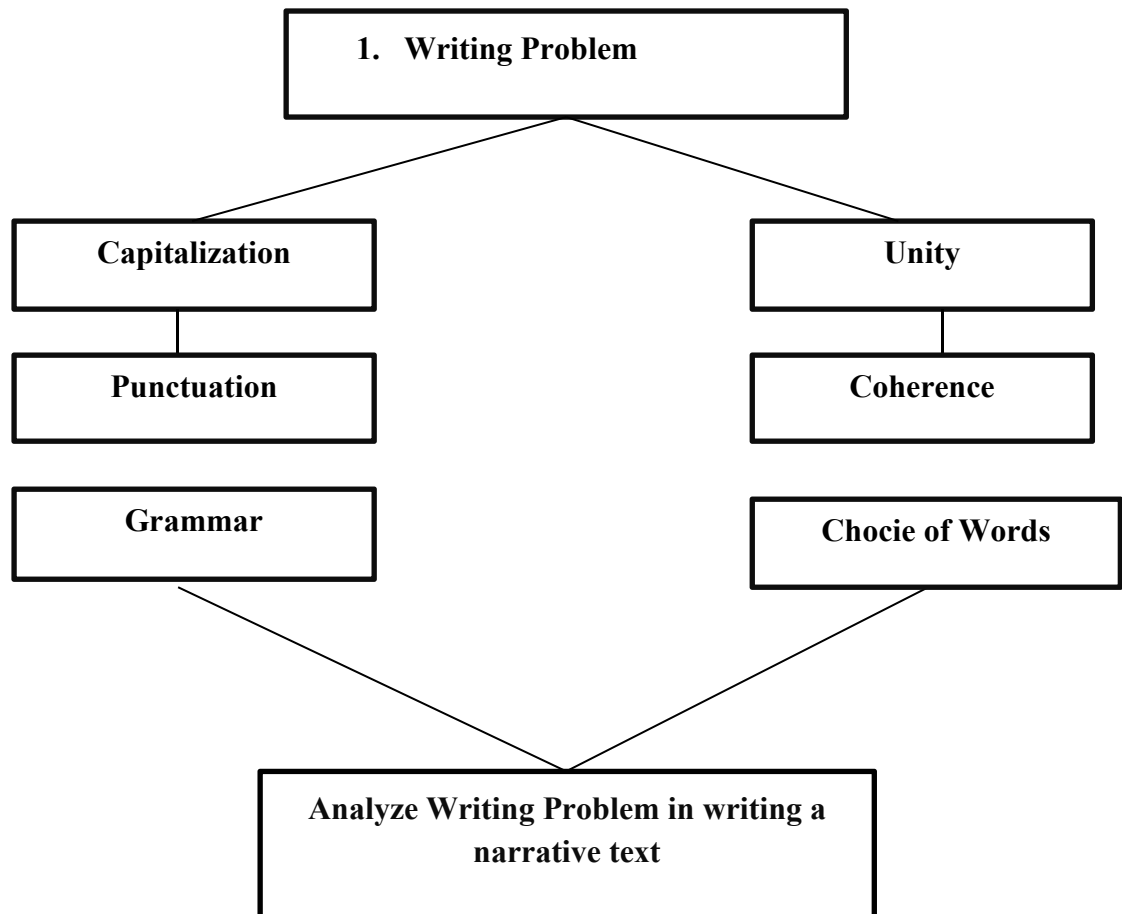
Figure 2.1

Theoritical Framework

Source (Azzahra, 2018)

Based on conceptual framework. It shows the conceptual used in research. In this research, the research will analyze the writing ability and difficulties of students in writing narrative text. The research will focus soon analyzing vocabulary and languge use students.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research be carried out in class XI SMAN 1 Bangkinang Kota. Which is located on Jl. Jendral Sudirman of hamlet Bangkinang Kota, Kampar Regency, Riau (28463). This research be conducted in october 2022.

Table 3.1

Time Allocation of the Research

Activity	2022 Implementation Month				
	June	July	Augu	Sep	Oct
Submission of research title	■				
Proposal guidance		■			
Proposal exam			■		
Research				■	■
Thesis guidance					■
Thesis examination					■

B. Data, Sources of Data, Respondents

In this research the researcher divided data sources into three items. They are data, source of data, informant.

1. Data is a record of a collection of facts. According Royadi et al., (2019) stated qualitative research is collecting data itself by examining Data documents, observing behavior, and interviewing participants. Data is needed to answer research questions. In this study, researcher will use data that is the result of questionnaires.

2. Source of Data

Data sources are one of the important components in qualitative research. Words, actions or additional data such as photos, documents and others are the main data sources were the results of questionnaires and the secondary data sources were obtained from recording, questionnaire transcripts, and supporting photos.

3. Respondents

In qualitative research, sources (respondents) are very important. The respondents is the person who is considered to know the most in detail and clearly about what the researcher wants to study. Respondents in this study were the eleventh grade of Science with a total of 32 students.

C. **Techniques of Collecting Data**

Collecting data is the action of researchers to obtain the data needed in research. Data collection is important in research because without data, research will never happen. Data collection should be paid more attention to support the success of the research. There are several data collection techniques, such as questionnaires, observations, interviews and tests. In this research, researchers used interviews and documentations to collect data.

1. Interview

Through interviews with teachers of English subjects, the researchers wanted to know the students' problems in writing narrative texts. In this case, the researcher used students' practice scores to find students' problems in writing narrative texts for class XI students of SMAN 1 Bangkinang Kota

2. Documentation

Based on the (Sugiyono, 2016) Documentation is a record of events that have passed. Documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images such as photos, live images, sketches and others. Advantages of document is able to provide evidence on something has happened.

D. Technique of Analyzing Data

The technique used to validate the data in this study is the triangulation technique. Triangulation is a technique that is based on a multi-perceptive mindset, namely drawing good conclusions requires not only one point of view, but can consider various phenomena that arise and then better conclusions can be drawn and the truth is accepted (Arikunto, 2014). The triangulation in this assessment is:

1. Tringulation of data sources, namely by collecting similar data from different data sources, namely interviews with class XI teachers, documents or archives, as well as the results of observations of the implementation of English language learning in narrative text writing materials.

2. The triangulation method is research by collecting similar data using different data knowledge methods. Researchers used different data

collection methods. Researchers used data collection methods in the form of observation and then conducted in-depth interviews from the same informants and the results were tested with similar data collectors using documentation techniques on the perpetrators of the activity. The data obtained by using several different data collection techniques were compared and concluded that the data had stronger validation.

BAB 5. BIAYA DAN JADWAL KEGIATAN

5.1. Anggaran Biaya

Total biaya yang diusulkan sebesar Rp.**6.000.000**,- (Enam Juta Rupiah). Adapun ringkasan anggaran biaya dalam kegiatan ini dijelaskan pada tabel berikut ini:

Tabel 5.1 Ringkasan Anggaran Biaya

No	Jenis Pengeluaran	Biaya yang Diusulkan (RP)
1	Gaji dan Upah	Rp. 900.000
2	Bahan habis pakai dan peralatan	Rp. 840.000
3	Perjalanan	Rp. 900.000
4	Lain-lain	Rp. 3.560.000
	Jumlah	Rp. 6.000.0000

5.2. Jadwal Kegiatan

Adapun jadwal pelaksanaan kegiatan sebagai berikut

Tabel 4. Bar Chart Jadwal Pelaksanaan Kegiatan

No	Kegiatan	Bulan									
		1	2	3	4	5	6	7	8	9	10
1	Persiapan Pelaksanaan/pengurusan izin	■									
2	Konsolidasi dengan Mitra	■									
3	Pelatihan E-learning sebagai media pembelajaran aplikasi moodle		■	■	■	■					
4	Pelatihan praktik penggunaan e-learning sebagai media pembelajaran				■	■					
5	Pendampingan guru						■	■			
6	Evaluasi								■	■	
7	Laporan dan publikasi									■	■

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URAIAN PENGGUNAAN DANA
PENELITIAN

No	Komponen Pembiayaan, Volume, dan Nilai Satuan	Sub Biaya (Rp)	Total Biaya (Rp)
1.	Honorarium pelaksana a. Ketua b. Anggota c. Tanaga Adm d. Tenaga Fasilitator	300.000,00 200.000,00 200.000,00 200.000,00	900.000,00
2.	Perjalanan dan Konsumsi a. Perencanaa Awal b. Persiapan Pelaksanaan c. Perencanaan Operasional di lapangan	300.000,00 300.000,00 300.000,00	900.000
3.	Bahan Habis Pakai Kertas A 4 Pena Spidol Katrice Biaya pengetikan	5x50.000 3x 3.0000 2 x 50.000 1 x200.000 200.000	840.000
4.	- Lain-lain Dokumentasi Konsumsi 15.000 x 70 - Sertifikat	200.000,00 1.050.000,00 500.000,00	3.560.000

	Spanduk	300.000	
	Sewa Infocus	300.000	
	Pembuatan laporan	500.000	
	Biaya publikasi	710.000	
Jumlah Biaya Total yang Diperlukan			**6.000.000**

SURAT PERNYATAAN ANGGOTA PENELITIAN MITRA

Yang bertanda tangan di bawah ini :

Nama   : Roni Pasla, M.Kom
Institusi   : SMAN 1 Bangkinang Kota
NIDN   : -
Jabatan   : Guru
Alamat   : Bangkinang Kota

Menyatakan bersedia untuk berkerja sama dalam pelaksanaan kegiatan penelitian, "An Analysis on Students' Problem in Writing Narrative Text at Elevent Grade SMAN 1 Koto Kampar Hulu" dengan

Nama   : Putri Asilestari, M.Pd.
NIP.TT.   : 096.542.140
NIDN   : 1011018901
Pangkat/Golongan   : Penata Tk. I/IIId
Jabatan Fungsional   : Lektor
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Perguruan   : Universitas Pahlawan Tuanku Tambusai
Mata Kuliah   : Reading
Judul Penelitian   : An Analysis on Students' Problem in Writing Narrative Text at Elevent Grade SMAN 1 Koto Kampar Hulu

Demikian surat pernyataan ini dibuat dengan penuh kesadaraan dan tanggung jawab untuk dapat dipergunakan sebagaimana mestinya.

Bangkinang, 05 Februari 2023
Saya Yang Membuat Pernyataan,

(Roni Pasla, M.Kom)

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :

Nama	:	Putri Asilestari, M.Pd.
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Pangkat/Golongan	:	Penata Tk. I/IIId
Alamat	:	Perum. Mutiara Candika Blok A No. 6

Dengan ini menyatakan bahwa proposal penelitian saya yang berjudul "An Analysis on Students' Problem in Writing Narrative Text at Elevent Grade SMAN 1 Koto Kampar Hulu" dan di usulkan pada skim T.A. 2022-2023 **bersifat original dan belum pernah dibiayai oleh Lembaga/sumber dana lain.**

Bila mana di kemudian hari di temukan ketidak sesuaian dengan pernyataan ini, maka saya bersedia dituntut dan di proses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas Negara.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Bangkinang, 05 Februari 2023

Mengetahui,
Ketua Prodi

Ketua Pelaksana

Dr. Masrul, M.Pd.
NIDN. 1005048402

Putri Asilestari, M.Pd.
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Menyetujui,
Ketua LPPM,

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