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LAPORAN PENELITIAN DOSEN



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

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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 structure, 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 self 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 audience or reader, it will help in reaching the goal of communicated clearly 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 devices, 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 form 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 convey 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 wirrwes 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

$N = \text{point n} \times 100$

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 write 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 ($df_{23+22-2} = 43$), the researcher found that the t -counted was 2.91 and the t -table was 2.01785. In other words, the t -counted (2.91) was greater than t -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 research entitle “increasing narrative text writing ability with cooperative learning method for students 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

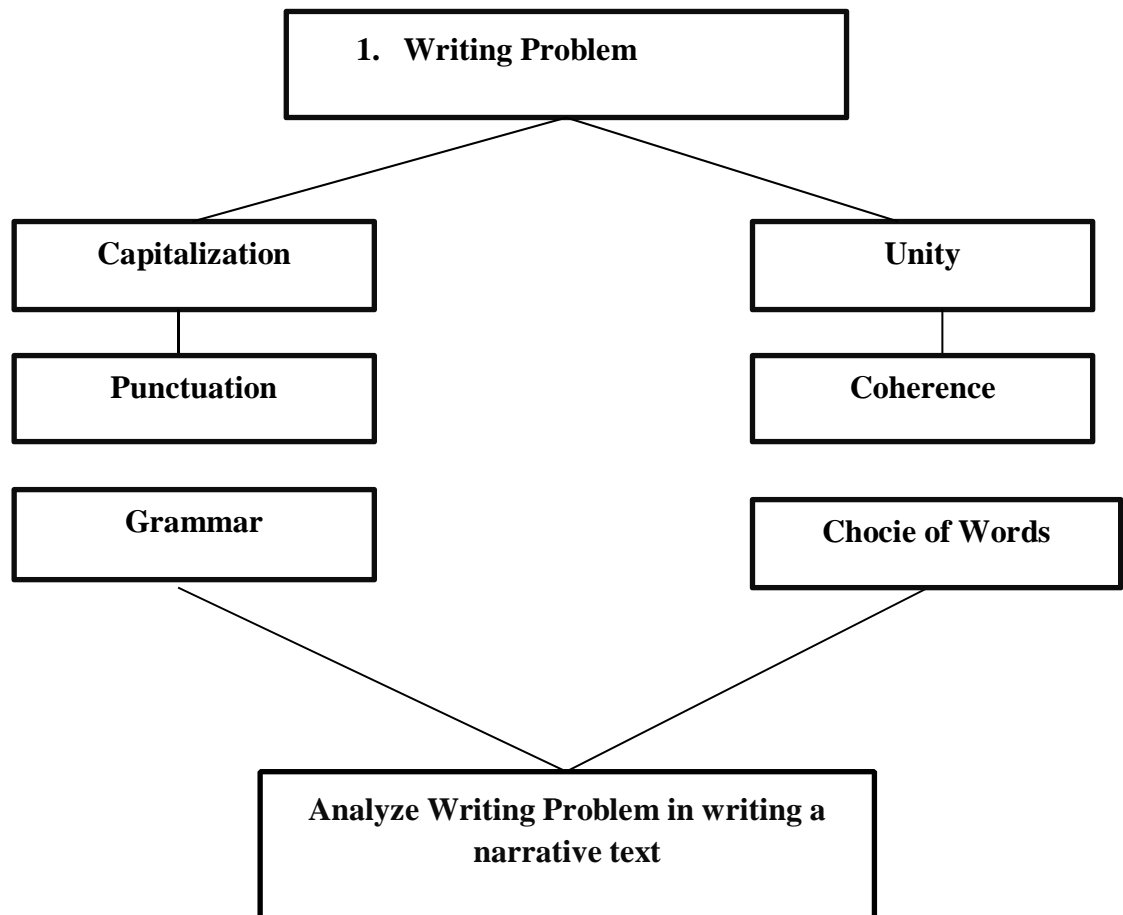


Figure 2.1

Theoretical 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 language 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. Triangulation 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 V
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													

CHAPTER VI

RESEARCH RESULTS

A. General Description

This research was conducted on October 10 to October 14 2022 at SMA Negeri 1 Koto Kampar Hulu it is an educational unit at the high school level in Tanjung, Koto Kampar Hulu District, Kampar Regency, Riau province. The sample in this study were students of class XI Social 1 totaling 26 students. The research was conducted by observing school and class. After making observations, a test was carried out on the research subject.

Based on observations, research was conducted on problems in writing narrative texts in class. The researcher writing a narrative text test indicators used by researchers. This chapter presents the findings and discussion of the research. Findings consist of problems found in writing narrative texts. In the discussion section, the researcher describes the details of the findings as follows.

B. Research Finding

1. Description of Learning to Write Narrative Text for Class XI SMAN 1 Bangkinang Kota

Narrative text is one type of text that tells a series of events with a chronological system or interconnected. Narrative text is generally imaginative, aka not real or in the form of the imagination of the author. This text is often equated with English short stories. A story in a novel that is

fictitious can be said to be a narrative text. This text is also often used as a story to do English story telling.

Based on the results of the interview of the English teacher at SMAN Koto Kampar Hulu in class XI basically has not been maximized due to several things, including the teacher have not used an interesting learning model and in accordance with the conditions of students. However, this is not a problem for some students who like it reading and writing. They are easy to express story ideas accordingly with a given theme. However, it is different with students with average ability. They are still difficult to come up with ideas and develop it. Some students who have difficulty with ideas even do other things outside of learning, such as playing cellphones, and daydreaming while sleeping.

In the implementation of learning to write narrative text, the researchers tried to discuss with the teacher. After what the researchers caught from learning to write narrative text before, the researcher finally suggested the teacher to use something that has just been learned so that it can make learning more interesting, by the teacher gives a theme to the students then students look for pictures in the internet to be used as material for compiling interesting narrative texts. The researcher's suggestion was also welcomed by the teacher. Simple media like looking for pictures found on the internet, so the teacher has no trouble in finding learning media for students. Because without the help of pictures students have difficulty imagining without a benchmark in the learning.

Learning to write narrative text, the teacher assigns students see imagination in writing narrative text. The teacher then gives direction that, students write Narrative texts are based on their respective imaginations, meaning that narrative texts are written freely by students with the help of pictures as a theme or topic set by the teacher. Class XI students of SMAN 1 Bangkinang Kota, seen enthusiastic about what the teacher assigned. They find it easy with existing media. The students finally started to write the narrative text. Teacher also participate in guiding students who are still hesitant to write.

Based on the guidance of the teacher, the student's work becomes finish on time. Students have no trouble pouring idea, because it has been helped by the media.

2. Problems Faced in Writing Short Stories on Class XI students of SMAN 1 Bangkinang Kota

a. Problem From Teacher

In interviews that researchers conducted with language teachers In English, it can be explained that there are some teacher difficulties that faced in learning to write narrative texts whose main cause is is an English teacher who is less than optimal in guiding students writing narrative texts of relatively good quality.

The following is data from interviews conducted by researchers English teacher, “Basically we are educators to students but we are also educators are ordinary human beings who have many shortcomings,

especially difficulties in learning. Said the English teacher of SMAN 1 Bangkinang Kota in an interview conducted on October 11, 2022. After conducting interviews, researchers have collected data in accordance with the data collection techniques that researchers did, The following is data on the problems faced by teachers in learning to write narrative texts for class XI language teachers English SMAN 1 Bangkinang Kota.

Data 1

"The problem that teachers usually experience in learning is lack of maximum competence mastered by teachers in the curriculum done in school". In the interview excerpt above, it can be explained that since the 2013 curriculum is implemented in schools, teachers must master competence and professional in any learning in particular narrative text learning so that teachers should be given guidance and training so that learning can take place well.

Data 2

"In learning to write narrative texts, the teacher's problems often What happens is the lack of mastery of the learning material that will be taught taught to students". In the interview excerpt above, the teacher is still difficult to master learning material. Therefore, so that the learning objectives can be To achieve this, the teacher must be smart, active, and disciplined so that the material is easy explained briefly, concisely, and clearly to students.

Data 3

"Problems faced by teachers in learning to write narrative texts also caused by not believing in yourself to explain to students so that the learning material is less well delivered". In the interview excerpt above, some teachers are still lacking confident in delivering learning materials to students especially for new teachers to serve in the school (honorary). Therefore, the government must hold mentoring activities and educational training to become good teachers.

Data 4

"This is also worrying, there is also the problem of lack of teachers maximum in the curriculum applied in schools, teachers still constrained by learning objectives that sometimes cannot be achieved by students". In the interview excerpt above, the teacher is still having problems with learning objectives that are not achieved due to several things, including the lack of class mastery so that students pay less attention to learning. Therefore, the teacher must make every meeting a material to improve the non-achievement of learning objectives.

Data 5

"As a teacher, I still have problems with mastery class to students, the teacher is still not optimal in terms of making student focused teacher". In the interview excerpt above the teacher is still not able to master the class or the teacher has not succeeded in making the students focused on him. Therefore, the teacher must approach students, try to be familiar with

students so that students are also kind to the teacher so that when explaining all students listen to the teacher.

Data 6

"Teachers are also constrained by the allocation of learning time that less than the maximum, the teacher is still less effective in using time to explain, assign assignments, and motivate student". In the interview excerpt above the teacher is not proficient in make good use of time. Therefore, the teacher must behave discipline on time, at the time of admission the teacher must enter immediately class so that time can be put to good use to explain, assign assignments and evaluations.

Data 7

"The difficulty of teachers is that they are hampered by basic competencies and competencies that sometimes go wrong". In the interview excerpt above, the teacher has not mastered the competencies in the lesson plan. Therefore, teachers should do more training.

Data 8

"The problem faced by teachers is also not being able to master the intonation and language well used in learning". In the interview excerpt above, the teacher does not master intonation, and uses good language for students so that students also find it difficult to distinguish which intonation should be low and which intonation should be high, students are also accustomed to using language that is less standard if the teacher is like that. Therefore, the teacher must balance the intonation, even though it is

exalted and lowered, as well as the teacher's language must use standard language in accordance with official and unofficial circumstances.

Data 9

"Teachers are sometimes hampered by inadequate or incomplete learning tools and media in schools". In the interview excerpt above the teacher is constrained in learning media, as a teacher has prepared everything from a long time ago using media, for example audio-visual media using LCD but on the same day someone uses the media so that learning becomes less than optimal so to overcome this it is necessary added school facilities so that learning also runs well.

Data 10

"For the current situation, the problem faced by English teachers and other subject teachers is that not all students have cellphones or technology and communication tools, as well as quotas". In the interview excerpt above, it is a problem that almost all subject teachers complain about in the current situation, especially today's learning must follow trends and technology so that more information is obtained from cellphones, so for this difficulty the government may provide allowances for this.

The data above is data regarding teacher problems in learning to write narrative texts which resulted in their low competence in guiding students to write. Most of them still feel confused when they have to guide the students to write. As a result, the students did not get the right and

proper guidance in the process of learning to write, so they could not produce interesting narrative texts.

Since the 2013 curriculum, the demands that English teachers have competence in writing narrative texts and guiding students in the writing process have become clearer. This demand arises because the 2013 curriculum includes Basic Competencies that must be possessed by students in the process of learning to write, namely students are able to write narrative texts.

Several alternative steps can be taken to overcome the problem of teachers in learning to write narrative texts, namely that there are two alternative steps that can be taken. First, teachers are given training until they are able to produce something good or new. This step is for those who are already teachers. Second, provided learning tools that have been tested for effectiveness and efficiency are offered as an alternative because so far the teachers already have learning tools for writing narrative texts, it's just that the model they use is still not right so that they have not produced students who are able to write narrative texts properly good and right.

b. Problem From Students

In interviews conducted by researchers at SMAN 1 Bangkinang Kota students, it can be explained that there are many difficulties faced by students in learning to write narrative texts, including students who lack motivation to participate in learning to write narrative texts. The low

motivation of students in participating in learning to write narrative texts is caused by the following things, namely (1) feeling not talented, (2) feeling that there is no benefit in writing narrative texts, and (3) feeling that they do not get good guidance by the teacher in the process. learning to write narrative text.

The following is data from interviews conducted by English researchers, "many things that make students find it difficult to learn to write narrative texts are difficult to develop the mind so they are lazy to write anything" said a class XI student of SMAN 1 Bangkinang Kota in an interview conducted last month. October 2022. After conducting interviews, researchers have collected data according to the data collection techniques that the researchers did. The following is data on problems faced by students in learning to write narrative texts for class XI students of SMAN 1 Bangkinang Kota.

1) Capitalization

"The main problem faced by students in writing narrative texts is word writing". Based on the quote above for students, determining the correct and correct writing of words is not an easy thing. Although it looks easy but there are still many students who are wrong in writing words or called capitalization. Capitalization is writing words by using uppercase letters (capital letters) for the first letter and lowercase letters for other letters. The capitalization that is often misunderstood is either from the writing of the title or in the sentence. This is due to the students' bad

writing habits. Like writing at the beginning of a sentence or after a period in capital letters. Often students are careless and make mistakes without them realizing it. Almost every student has capitalization errors in writing narrative texts so that it is necessary to improve and write good and correct writing habits and re-check the writing if you have written in order to produce better and correct sentences.

Capitalization is writing words using uppercase letters (capital letters) for the first letter and lowercase letters for other letters. There are two main types of capitalization, namely sentence capitalization (case case) and title capitalization (title case). Here are your test results:

Table 4.1 Here Are Your Test Results

No	Category	Score	Responden t	\sum Score	Percent (%)	Mean (X)
1.	Very good	12-15	5	63	22,5 %	280 32 = 8,75 or 9 (Good)
2.	Good	8-11	21	186	66,4 %	
3.	Enough	4-7	6	31	11,1 %	
4.	Enough	0-3	-	-	-	
		Total	32	280	100	

Table 4.1 data above shows that the class average score for the aspect of suitability for capitalization in the first cycle is 8.75 or 8 is in the good category. From the table above, students who scored in the very good category were 5 students or 22.5%. Students who scored in the good

category were 21 students or 66.4%, and 6 students or 11.1% got scores in the sufficient category and no students were included in the less category.

2) Grammar

“When we were about to start writing the narrative text, the difficulties we faced were also hampered by our lack of proficiency in correct grammar”. Based on the quote above for students when they have determined the appropriate grammar to be used as a narrative text, students do not necessarily easily assemble events into a good narrative text. This can be seen during the learning takes place. Students feel unsure that they are able to string events into a correct narrative text.

Based on figure 4.5 it can be seen that some errors have been corrected by the teacher. It can be seen that there are some scribbles given to the student’s writing followed by the correct form beside it. Students make grammatical errors in the first sentence. Before the word “ have” should start with “ subject” but the student does not succeed. Before the word “ broken” there should be the word “has” but the students did not make it. The word “useles” should not use “space” but students use it. In addition to the student's test results, the following is data on writing skills on the grammar aspect.

Table 4.2 Data On Writing Skills On The Grammar Aspect

No	Category	Score	Respondent	\sum Score	Persent (%)	Mean (X)
1.	Very good	12-15	10	135	41,0 %	329

2.	Good	8-11	20	180	54,7 %	32 = 10,28 or 10 (good)
3.	Enough	4-7	2	14	4,3 %	
4.	Not enough	0-3	-	-	-	
		Total	32	329	100	

Table 4.2 above presents the results of students' narrative writing on the grammar aspect. The table shows that 10 students or 41.0% got a score in the very good category, 20 students or 54.7% got a score in the good category, and 2 students or 4.3% got a score in the sufficient category. None of the students scored in the category of less than the grammar aspect.

3) Punctuation correction

"Students usually also have difficulty determining the location of written punctuation marks that make writing meaningless". Based on the quote above for students, After thinking for a long time to determine the topic to be written, students must of course write and make punctuation marks according to the story for the writing so that it becomes an integrated sentence. Difficulty putting punctuation marks. When students have made and determined the punctuation of the writing they have made, they must develop the writing. Developing writing into a story seems to be a difficulty for students.

Aspects and punctuation assessment focused on the accuracy and suitability of the use of spelling and punctuation in essays written by students. The results of the assessment of spelling and punctuation can be seen in the following table.

Table 4.3 Aspect Writing Test Results Punctuation correction

No	Category	Score	Respondent	Σ Score	Persent (%)	Mean (X)
1.	Very good	16-20	11	200	45,8 %	437 32 = 13,65 or 13 (good)
2.	Good	11-15	14	187	42,8 %	
3.	Enough	6-10	5	41	9,4 %	
4.	Not enouh	0-5	2	9	2,0 %	
		Total	32	437	100	

The table above is the data of the students' narrative writing test results on the aspects of spelling and punctuation. It is known that 11 students or 45.8% are in the very good value category. 14 students or 42.8% get a score with a good category. Then the next 5 students or 9.4% get a value with a sufficient category, and 2 students or 2.0% get a score in the category of less.

4) Unity

"When the process of writing a narrative text has taken place, the students also have difficulty determining the problem of the selected event

and the unity of the narrative text that will be made". Based on the quote above for students, it is difficult for students to determine the group or unity of the text that is made. They only create the original text.

Unity is the unity of ideas in a paragraph. The problems that are often faced by these students make students unable to complete and write narrative texts. Students have difficulty determining the unity of ideas in starting and finishing writing. Sometimes they have an idea but have difficulty in putting it into a narrative text.

Table 4.4 Unity Aspect Writing Test Results

No	Categori	Score	Responden t	Σ Score	Persent (%)	Mean (X)
1.	Very good	12-15	5	63	22,5 %	280 32 = 8,75 or 9 (Good)
2.	Good	8-11	21	186	66,4 %	
3.	Enough	4-7	6	31	11,1 %	
4.	Not enough	0-3	-	-	-	
		Total	32	280	100	

Table 4.4 data above shows that the class average score for the unity aspect is 8.75 or 8 is in the good category. From the table above, students who scored in the very good category were 5 students or 22.5%. Students who scored in the good category were 21 students or 66.4%, and 6 students or 11.1% got scores in the sufficient category and no students were included in the less category.

5) Choice of words

"Furthermore, the difficulty faced is to compose sentences that are effective, standardized, and choice of words in accordance with good Indonesian spelling". Based on the quote above for students, making an effective sentence is not an easy thing, especially for students who generally rarely make writing. This is recognized by the students of class XI. For students, making an effective sentence is not an easy thing. Even based on the results of students' writing, there are sentences that are not effective in their writing.

Table 4.5 Choice Of Words Aspek Writing Test Results

No	Categori	Score	Responden t	\sum Score	Persent (%)	Mean (X)
1.	Very good	12-15	10	180	54,5 %	330 = 10,31 or 10 (good)
2.	Good	8-11	19	130	39,4 %	
3.	Enough	4-7	3	20	6,1 %	
4.	Not Enough	0-3	-	-	-	
		Total	32	330	100	

Table 4.5 shows the results of writing narratives on the Choice of words aspect which shows an average value of 10.31 and is in the good category. A total of 10 students or 54.5% got a score in the very good category, and 19 students or 39.4% got a score in the good category. A total of 3 students or 6.1% received a value in the category of sufficient, and no students who obtained a score in the category of less

6) Coherence

"Difficulty compiling a good text". Based on the quote above for students, a good text is a text whose sentences have cohesion and coherence with each other. If there is no cohesiveness and coherence, then a text cannot be said to be good. This is what causes students to find it difficult to make a good narrative text. Students admit that they have difficulty in compiling a good and correct narrative text.

Table 4.6 Coherence Aspect Writing Test Results

No	Categori	Score	Responden t	\sum Score	Persen t (%)	Mean (X)
1.	Very good	12-15	6	77	25,4 %	303 32 = 9,46 or 9 (Good)
2.	Good	8-11	22	199	65,7 %	
3.	Enough	4-7	4	27	8,9 %	
4.	Not enough	0-3	-	-	-	
		Total	32	303	100	

Table 4.6 data above shows that the class average score for the aspects of cohesion and coherence is 9.46 or 9 is in the good category. Students who score in the very good category are 6 students or 25.4%. Students who scored in good category were 22 students or 65.7%. There are 4 students who get a score in the sufficient category or 8.9%, there are no students who get a score in the less category

c. How to Overcome the Problems Faced in Learning to Write Narrative Text

There are several ways to overcome the low competence of teachers in writing narrative texts and in guiding students to write narrative texts. To overcome the low competence of teachers in writing narrative texts, teachers are given training until they are able to produce good learning. The steps that can be taken to overcome the low competence of teachers in guiding students to write narrative texts are at least two. First, the government held an activity for teachers to be given training on the process of mentoring about learning until they have competence in learning and become professional teachers.

Second, it provides learning tools for writing narrative texts that have been tested for their effectiveness and efficiency. The provision of learning tools for writing narrative texts that are effective and efficient is offered as an alternative because so far the teachers already have learning tools for writing narrative texts, it's just that the model they use is still not right so that they have not produced students who are able to write narrative texts. Thus, it is necessary to have a syllabus model, a learning implementation plan (RPP).

As for suggestions and ways to overcome students' difficulties in writing narrative texts, students are given motivation so that students better understand the benefits that can be taken in writing narrative texts. For students with low abilities, the teacher provides media and strategies as bait for students. For example, the teacher assigns students to look for

ideas from reading books or newspapers. Thus, it is easier for students to imagine and develop their essays in a narrative text.

C. Discussion

Difficulties in learning to write narrative texts for class XI students of SMAN 1 Bangkinang Kota include several things, namely: Learning to write narrative texts using the 2013 curriculum (K13), The results of interviews with teachers in the curriculum section of SMAN 1 Bangkinang Kota found that the 2013 curriculum was prepared in accordance with the level of education by taking into account the improvement of priests and piety, improvement of noble character, improvement of potential, intelligence, and interest in student learning as well as developing science, technology, art, religion and national values.

Second, Learning to write narrative texts for class XI students of SMAN 1 Bangkinang Kota, based on interviews with The English teacher at SMAN 1 Bangkinang Kota in Class XI is basically not optimal due to problems, including mastery of learning materials and mentoring for students who are less than optimal. Writing is a language skill that is used to communicate indirectly, not face to face with other people. According to Tarigan, (2008: 3-4) Writing is a productive and expressive activity. In writing activities, the writer must be skilled in utilizing graphology, language structure and vocabulary.

Problems encountered in learning to write narrative texts on Class XI students of SMAN 1 Bangkinang Kota. Problem from the teacher, based on

interviews that researchers conducted with English teachers, it can be explained that the main cause of not achieving the learning objectives for writing narrative texts that came from the teacher was that the English teacher was not maximal in guiding students to write narrative texts with relatively good quality. Competence of teachers in writing narrative text that was low turned out to have resulted in their low competence in guiding students to write narrative text. do not have direct experience of writing narrative texts in English. As a result, the students did not get the right and proper guidance in the process of learning to write narrative texts, so they could not produce the correct narrative texts, let alone quality narrative texts.

The poor ability of students in writing narrative texts can be seen from each writing indicator such as Capitalization, Punctuation, Grammar, Unity, Coherence, and Choice of words. Each indicator has its own difficulties but can still be overcome in a way that suits the conditions of the students and interesting learning.

Difficulty from the Student, based on the results of the researcher's interviews with the students, it can be seen that the main problem that comes from the students' side is that the motivation of students to participate in learning to write narrative texts is low. The low motivation of students in participating in learning to write narrative texts is caused by the following things, namely (1) feeling not talented, (2) feeling that there is no benefit in writing narrative texts, and (3) feeling that they do not get good guidance by the teacher in the process. learning to write narrative text. The definition of

narrative is a story or in general it means telling a story (Suaidah, 2015). Stories generally have one or more events events that run according to chronological time and the events are conveyed through several media. An event can qualify as a story if there is a change from the initial state.

How to overcome the problems faced in learning to write narrative texts for students. There are several ways to overcome the low competence of teachers in writing short stories and guiding students to write narrative texts. To overcome the low competence of teachers in writing narrative texts. Teachers are given training until they are able to produce good learning. The steps that can be taken to overcome the low competence of teachers in guiding students to write narrative texts are at least two. First, the teachers were given training to recognize the process of guiding writing narrative texts until they have competence in guiding writing narrative texts.

The way the teacher solves the problem of his students who have difficulty in writing narrative texts, of course, students are motivated so that students better understand the benefits that can be taken in writing narrative texts. For students with low abilities, the teacher provides media and strategies as bait for students. For example, the teacher assigns students to look for ideas from reading books or newspapers. Thus, it is easier for students to imagine and develop their abilities in a narrative text.

CHAPTER VII

CONCLUSION AND SUGESTION

A. Conclusion

Learning to write short stories for class XI students of SMA N 1 Koto Kampar Hulu is carried out based on the 2013 Curriculum, and is carried out according to the implementation plan for learning English narrative text teaching materials. The problems faced in learning narrative writing for XI students of SMA N 1 Koto Kampar Hulu are the difficulties of the teacher in the form of competency problems that must be improved by the teacher, difficulties from the student aspect in the form of low motivation of students in participating in learning to write narrative texts caused by some feel not gifted, feel that there is no benefit in writing narrative text, feel that they get good guidance by the teacher in the learning process of writing narrative text.

How to overcome the problems faced in learning to write narrative texts for class XI students of SMA N 1 Koto Kampar Hulu, training teachers on the process of mentoring writing narrative texts, providing learning tools for writing narrative texts that have been tested for their effectiveness and efficiency. From the student aspect in the form of providing motivation and enlightenment to students about the benefits of having the ability to write narrative texts in everyday life.

The advantages of this research are that the material is prepared using standard words, is explained clearly starting from the introduction or background of the problem and provides results that can solve the problem

B. Sugestion

Based on the conclusions and implications above, some suggestions can be presented as follows.

1. Efforts need to be made to improve the motivation and competence of teaching teachers to write narrative texts for class XI SMA MN Koto Kampar Hulu.
2. It is necessary to develop media and strategies for students to use in learning to write narrative texts.

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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
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4.	- Lain-lain Dokumentasi Konsumsi 15.000 x 70 - Sertifikat	200.000,00 1.050.000,00 500.000,00	3.560.000

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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 kesadaran dan tanggung jawab untuk dapat dipergunakan sebagaimana mestinya.



Bangkinang, 05 Februari 2023
Saya Yang Membuat Pernyataan,

(Roni Pasla, M.Kom)

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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

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