UNDERGRADUATE THESIS

**AN ANALYSIS ON THE STUDENTS' ABILITY
IN WRITING NARRATIVE TEXT
AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO
IN THE ACADEMIC YEAR OF 2017/2018**

By:

**AL' IMROAH
Student Number: 13106447**

**Tarbiyah and Teacher Training Faculty
English Education Department**

**THE STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN OF METRO
1439 H / 2017 M**

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
Al' Imroah
Student Number: 13106447

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor: Dra. Umi Yawisah, M.Hum
Co-Sponsor: Trisna Dinillah Harya, M.Pd

**THE STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN OF METRO
1439 H / 2017 M**

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APPROVAL PAGE

Title : AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

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Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies (IAIN) of Metro.

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NOTIFICATION LETTER

Number   :

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Matter   : **In order to hold the munaqosyah**
               of Al' Imroah

                         To: The Honorable the
                         Dean of Faculty of Tarbiyah and Teacher
                         Training
                         State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

  We have given guidance and enough improvement to research tesis script which is written

by:

Name   : Al' Imroah

Students Number : 13106447

Title   : AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING
                NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 1
                TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

It has been agreed so it can be continued to Tarbiyah and Teacher Training in Faculty

order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

	Metro, September 2017
Sponsor	Co-sponsor
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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

          Saudari Al' Imroah

                      Kepada yth,

                      Dekan Fakultas Tarbiyah dan Ilmu Keguruan

                      Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Al' Imroah

Students Number : 13106447

Judul Skripsi   : AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

                                  Metro,   September 2017

Pembimbing I,   Pembimbing II,

Dra. Umi Yawisah, M.Hum   **Trisna Dinillah Harya, M.Pd.**
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RATIFICATION PAGE

No: B-2750/In.28.1/D/PP.00.9/11/2017

An Undergraduate thesis entitled: AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018, written by: Al' Imroah, student number: 13106447, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 09th, 2017, at 16.00-18.00.

BOARD OF EXAMINERS

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Examiner I   : Drs. Kuryani Utih, M.Pd   (.........................)

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ABSTRACT

AN ANALYSIS ON THE STUDENTS' ABILITY
IN WRITING NARRATIVE TEXT
AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO
IN THE ACADEMIC YEAR OF 2017/2018

By:

AL' IMROAH

This undergraduate thesis research focused on the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo in the academic year 2017/2018. This research was to know the students' ability in writing narrative text. Then, the researcher analyzed how the result of students' ability in writing narrative text.

The characteristic of this research was descriptive qualitative. The data collection technique used interview and documentation. Furthermore, the researcher used Donal Ary model namely familiarizing and organizing, coding and reducing, interpreting and representing the data. The data was gathered from the students of SMPN 1 Trimurjo in the academic year 2017/2018. The researcher took 8 students from 32 students.

The result of research data shown that subject in writing narrative text was used in the text. Characteristics of narrative text was written based on its generic structure by the students. The students also wrote tense used in the text. Then, the students wrote conjunction generally. So, the sentences would be easy sentence.

Keywords: students' ability, writing, narrative text

ABSTRAK

**ANALISIS KEMAMPUAN SISWA
DALAM MENULIS TEKS NARASI
DI KELAS DELAPAN SMPN 1 TRIMURJO
TAHUN AJARAN 2017/2018**

**Oleh:
AL' IMROAH**

Penelitian skripsi ini fokus pada kemampuan siswa dalam menulis teks narasi pada kelas delapan di SMPN1 Trimurjo tahun ajaran 2017/2018. Penelitian ini untuk mengetahui kemampuan siswa dalam menulis teks narasi. Peniliti menganalisis bagaimana hasil kemampuan siswa dalam menulis teks narasi.

Karakteristik dari penelitian ini adalah kualitatif deskriptif. Teknik pengumpulan data didalam penelitian ini menggunakan wawancara dan dokumentasi. Selanjutnya, peneliti menggunakan model *Donald Ary* yaitu, pengenalan dan pengorganisiran, pengkodean dan pengurangan, dan penginterpretasian dan penggambaran. Data ini dikumpulkan dari siswa-siswa SMPN 1 Trimurjo tahun ajaran 2017/2018. Peneliti mengambil 8 siswa dari 32 siswa.

Hasil data penelitian menunjukkan bahwa pokok-pokok dalam menulis teks narasi digunakan oleh siswa didalam teksnya. Karakteristik dari teks narasi ditulis berdasarkan susunan umumnya *(generic structure)* oleh siswa. Siswa juga menulis penggunaan *tense* didalam teks. Kemudian, siswa menulis kata penghubung *(konjungsi)* secara umum. Jadi, kalimatnya akan menjadi kalimat yang mudah.

Kata kunci: kemampuan siswa, menulis, teks narasi

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

      Name   : Al' Imroah

      NPM   : 13106447

      Department   : English Education

      Faculty   : Tarbiyah and Teacher Training

States that this undergraduate thesis is originality the result of the writer's research, in expection of certain parts which are excepted from the bibliography mentioned.

Metro, September   , 2017

Researcher,

Al' Imroah
13106447

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ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:

    Nama   : Al' Imroah

    NPM   : 13106447

    Jurusan   : Tadris Bahasa Inggris (TBI)

    Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   September 2017

Peniliti,

Al' Imroah
13106447

MOTTO

<div dir="rtl">

...حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيل

</div>

"Allah is Sufficient for us and (He is) the best Disposer of affairs." (Q.S. Ali-Imron(3):173)

Do the best and pray, because Allah is always with us.

DEDICATION PAGE

"I highly dedicate this

undergraduate thesis to my beloved

family and all whom I love."

ACKNOWLEDGMENT

As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that she could accomplish this undergraduate thesis. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitle "An Analysis On The Students' Ability In Writing Narrative Text At The Eighth Grade Of SMPN 1 Trimurjo In The Academic Year Of 2017/2018". The research is presented to fulfill one of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis that the researcher could not mention one by one. The deepest gratitude would be addressed to my parents who always give me everlasting love and pray. The greatest gratitude would be addressed to both of advisors, Dra. Umi Yawisah, M.Hum and Trisna Dinillah Harya, M.Pd May Allah SWT gives them His better reward for their supporting and guiding during undergraduate thesis writing process.

Furthermore, the researcher would like to express her big thanks to the teacher of course, the lecturers of English Education Department, and the students of English Education Department who become good partners in studying English.

The researcher apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit especially for our campus and all of the readers generally in improving language learning.

Metro, September   , 2017

The Researcher,

AL' IMROAH
ST.N. 13106447

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CHAPTER I

INTRODUCTION

A. Background of Research

In learning process, students get some skills related to the proficiency of students. There are four basic skills that can be mastered by students. They are listening, speaking, reading and writing as a paramount importance. Listening and reading are receptive skills while speaking and writing are productive skills that very important for students to learn. Speaking and writing are frequently used to convey the ideas in communicating with other, they can be mastering an English subject well.

Writing is an activity of thinking and expressing of what one's feeling, wished and envisioned. Moreover, writing is not only for communicating to each other but also for expressing ideas. People can communicate with others without speaking directly but expressing their feeling through written text. Someone must have a good capability to construct and deliver their writing in grammatical and structural rules in the language.

Writing is caused that the students can share informations, ideas, experiences in the written text. So that, the students can develop an information with their knowledge. The students can find a problem solving

to make a draft which a cause and to cope with the problems. So, it can be concluded that writing is one of the important aspect for the students to learn English since it is one of the productive skills that is frequently used to convey ideas (to communicate with other) besides speaking. Writing consists of various kinds such as: description, exposition, argumentation and narration. Every kind has different forms, tenses, and purposes.

The various kinds of writing, the researcher focused on narrative text. Narrative is a text that focuss in spesific participant. Whereas, narrative text is kind of the text to retell the story that past events. Narrative text is also an imaginative story to entertain peoples. It has as meaningful sequence of events told in words. The sequence always involves a structure time. In narrative text, each student should understand about generic structure. The components should be in narrative text because it is the main characteristic. If students write a narrative text based on the generic structure, it means that students can understand about narrative text.

Based on the pre-survey that the researcher had done on October 25th 2016, the researcher observed on the students' ability in writing narrative text. The researcher looked the students result in writing narrative text. The researcher was interested to analyze on the students' ability in writing narrative text. The students wrote narrative text firstly. In the text, the students determine where they put generic structure of narrative text, like title, orientation, complication, resolution and ending.

The students had usually difficult to put generic structure in the text. Then, the students used past tense in the text because they understood what tense used in writing narrative text. The students also used conjunction in their writing. As we know, each sentence must be coherent in order that easy to be understood by listener/reader. Because one of purposes of narrative text is to entertain peoples. The researcher hopes that the research has positive contribution in knowing students English. It can be as a measurement of students understanding about the concept of narrative text.

The researcher would like to display an example of writing narrative text at the eighth grade of SMPN 1 Trimurjo which contains cretaria in writing narrative text. Here is an example:

MY BAD EXPERIENCE

When I **was** child, I **had** a bad experience. My mother **ordered** to me at small shop. It **was** cloudy.

Oneday, I helped my mother to buy some eggs for lunch. I **walked** alone because my brother *and* my sister **were not** in the house. I **walked** *and* I **passed** some houses quietly. I **looked** some dogs *ran* so fast *but* I **stumbled** *because* the stone. *Then,* the dogs **opened** their eyes and **started** bark *and* **persued** me. I **was** shocked *and* I **ran** fastly *but* the dogs **were** faster than me. My shoes **was** bit by a dog. *Then,* I **fell**. Because, I **was** afraid then **ran** again and **climbed** the tree. Luckily, the dogs **could not climb** on the tree. *Then,* I **screamed** *and* **hoped** someone came to help me there.

Lastly, the dog's master **came** to me. The dog **changed** to be tame *because* of the master. *Then,* I **went** down *and* **bought** some eggs for lunch. *After that,* I **came** back to my house happily.

The text above, italic style is to show conjunction in the text. Then, bold style is to show pattern of past tense. Based on the text that written by SAP, the researcher analyzed based on the subject in writing narrative text. From the text above, SAP wrote the text based on the characteristic of narrative text, it is generic structure. There are title, orientation, complication, resolution and ending.

The first paragraph, it is an orientation because she explained *who, where and when* in the text. In the sentences, *"When I was child, I had a bad experience. My mother ordered to me at small shop."* It was meant that *"who"* in the text is *"I"*, *"where"* in the text is *"small shop", "when"* in the text is *"when she was child".* It meant that this story happened when she was child, maybe 6, 7, 8 years old. The second paragraph, she explained complication from the story. When she went to small shop, she met the dogs. The dogs chased her. She was scare then she climbed on the tree. She hoped there is someone to help her there. It meant that she felt scare on the street when she met the dogs. Those are the sentences *"I was shocked and I ran fastly but the dogs were faster than me. ... I ran again and climbed on the tree."* It is complication because there is a problem on the street when she would buy some eggs at small shop. The last paragraph, she explained after the dog's master came to her she could buy some eggs. It is resolution because in the sentences, *"Lastly, the dog's master came to me. The dogs changed to be tame because of the master."* It meant that she could buy some eggs like her mother ordered after the

dogs went away. She also wrote ending on the last paragraph to, she said *"I came back to my house happily."* It meant that she was not worry to come back her house because the dogs were gone. So, she could go to her house peacefully.

SAP wrote narrative text with past tense used. From the text above she wrote past tense (it is about used verb two). Examples: The first paragraph she wrote *"was, had* and *ordered"*. *Was* is verb two from *is* (tobe), *had* is verb two from *has/have*, and *ordered* is verb two from *order* (regular verb). The second paragraph, she wrote *"walked, passed, looked, opened, ran etc"*. *Walked* is verb two from *walk* (regular verb), *passed* is verb two from *pass* (regular verb), *looked* is verb two from *look* (regular verb), *opened* is verb two from *open* (regular verb), *ran* is verb two from *run* (irregular verb). The last paragraph, she wrote *"came, changed, went, bought"*. *Came* is the verb two from *come* (irregular verb), *changed* is verb two from *change* (regular verb), *went* is verb two from *go* (irregular verb), *bought* is verb two from *buy* (irregular verb).

SAP also wrote several conjunction in the text. The first paragraph she wrote *"when"* is conjunction namely temporal relation because this conjuction shows the time order of event. The second paragraph, she wrote *"and, but, then, etc"*. *And* is additive relation because it connects or adds the ideas between two nouns or two verbs. *But* is adversative relation because it shows the contrast between two clauses and it is connected by *but* as its conjuction. The first clause *I was shocked and I ran fastly* and

the second one is *the dogs were faster than me. Then* is causal relation because *then* is also used to connect two clauses which shows the cause and the effect. It explained that *"The dog changed to be tame because of the master. Then, I went down and bought some eggs for lunch."*

So, the researcher was interested to analyze on the students' ability in writing narrative text especially for the eighth grade with the paper entitled "An Analysis On The Students' Ability In Writing Narrative Text At The Eighth Grade Of SMPN 1 Trimurjo In The Academic Year Of 2017/2018".

B. Focus of Research

1. Problem Limitation

Limitation is very useful for the researcher to determine the problems that will be analyzed. In this research, the researcher only focuses on "analyzing on the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo in the Academic Year of 2017/2018".

2. Problem Formulation

Based on background of research, the researcher formulates such as "How is the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo in the Academic Year of 2017/2018?"

C. Objective and Benefits of Research

1. Objective of Research

Based on the problems formulation above, objective of research is "To analyze how the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo in the Academic Year of 2017/2018."

2. Benefits of Research

This research is expected to be helpful to give good information to. Specifically, it is expected to have to benefits as follows:

1) For the English teacher

The result will give advantages for the English teacher to increase in teaching English writing.

2) For the students

The researcher hopes the students will be able to increase students ability in writing narrative text.

3) For the further researchers

This result can be used as a reference of our experience in teaching and learning process and also as a consideration for other researchers to conduct further research.

D. Prior Research

In this review, the writer provided the previous studies that had ever been conducted in SMA Muhammadiyah Pekalongan. This research under title is "Students' Errors In Using Punctuation In Writing Narrative Text Made By The Tenth Graders Of SMA Muhammadiyah Pekalongan". This research was written by Nurul Laila Afriani, from an English Education Study Program Of State Islamic College (STAIN) Jurai Siwo Metro. This study was conducted under the consideration that using punctuation is an important role in writing narrative text. Based on the result of the research, it showed that there were using punctuation error on the narrative text because lack of knowledge about punctuation mark. The students often did error in using punctuation mark because carefulness about in the writing process. It is suggested to more know the important of using punctuation mark on the narrative text in teaching especially in writing.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. Definition of Writing

Writing is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind to her or his readers (s) effectively.[1] Furthermore, writing is often helpful like a preparation in other activity, especially when the students write as an opening to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.[2] Writing is called a process because it is not just one step. Writer spends lots of time thinking before they start writing. Because the purpose of writing is to communicate ideas, so the first step to be a good writing is to have strong, clear ideas to convey.[3] So, writing is the skill of the writer

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[1] Sanggam Siahaan, *The English Paragraph*, (Pematang Siantar: Graha Ilmu, 2007), p. 2.

[2] Jeremy Harmer, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p. 33.

[3] International and Pan-American Copyright Conventions, *Eighth Grade Reading Comprehension And Writing Skills*, (New York: Learning Express, LLC, 2009), p. 227.

to get an information by many processes in order that the readers can understand what the writer writes.

Writing is a complex activity which starts with decisions about how much information and what type of information a text should have, progresses to organizing the information and finally to decisions about how everything will be linguistically expressed.[4] Writing is a dynamic manifestation of creative and critical thinking skills. Writer expresses real or imagined sensory experiences.[5] So, writing is an activity of creative and critical thinking to express the writer's experiences.

Major theme in pedagogical research on writing is the basic organization process of writing. Result of the written product are thinking, drafting and revising. The compositional nature of writing has to produce writing pedagogy that focuses student to bring in ideas, how to control them coherently, how to function discourse markers and rhetorical convention to locate them cohesively to be written text, how to repair text for really meaning, how to correct text for suitable grammar, and how to result a final product.[6] So, writing is the basic organization that focuses on students to bring in ideas, how to make cohesive and suitable grammar to be a good writing.

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[4] Gert Rijlaarsdam, *et. al*, *Effective Learning And Teaching Of Writing A Handbook Of Writing In Education 2nd Edition, (*Boston: Kluwer Academic Publishers, 2005), p. 163.
[5] Anne Hanson, *Brain Friendly-Strategies For Developing Students Writing Skills 2nd Edition*, (California: Corwin Press, 2009), p. 22.
[6] H. Douglas Brown, *Teaching by Principle 2nd Edition*, (London: Longman, 2000), p. 335.

Writing is a process that can be learned and used; it is not, like height, a product of the genres about which little or nothing can be done. Increased proficiency in the process will not in itself make a great writer, but it can make a much better one. [7] So, writing is skill for someone to increase their skill an event and another someone can understand what they write well.

When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation— interact with the listeners and adapt as we go along. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardised. If the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered. These are:[8]

a. Mechanical problems with the script of English;

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[7] James M. McCrimmon, *Writing With A Purpose*, (New York: Florida State University, 1950), p. 18.

[8] Geoffrey Broughton, *et. al*, *Teaching English As A Foreign Language*, (London and New York: University of London Institute of Education), p. 116.

b. Problems of accuracy of English grammar and lexis;

c. Problems of relating the style of writing to the demands of a particular situation;

d. Problems of developing comfort in expressing what needs to be said.

Based on the statements above, the researcher concludes that writing is one of skill in written form to get some informations to the readers. In writing, we can transfer the informations to others. Writing is also an ability to write correct and appropriate sentences, but also an ability to think creatively including all information which is not necessary. By using writing, we can share our ideas, feeling or anything that exist in our mind. It can be a good writing if readers understand easily what the writer writes. So, a writer has skill to write well and a writer know how to make cohesive and suitable grammar to be a good writing.

2. **Elements of Writing**

Elements of writing are the various skills that are needed for most types of academic writing.[9] There are:

a. Purpose

Purpose is talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish.

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[9] Stephen Bailey, *Academic Writing: A Handbook For International Students 2ⁿᵈ Edition*, (London And New York: Taylor & Francis e-Library, 2006), p. 65.

The purpose is the goal the writer is trying to achieve. A well-written essay should have a specific purpose or goal. There are three main purposes for writing — to express yourself, to inform your reader, and to persuade your reader.[10]

b. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writer knows who their audience is before they start writing. Good writer keeps their audience in mind as they write every sentence in their paragraph/text.[11]

c. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writer explains their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific of language. The first requirement of a good sentence is that it be clear. Most failures in clarity come from three sources: (1) from such errors as misleading word order, confused pronoun reference, omission of necessary words, and inadequate punctuation, (2) from vogue diction, (3) from over-involved sentence structure.[12]

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[10] Kathleen T. McWhorter, *Succesfull Collage Writing: Skills, Strategies And Learning Styles 4th Edition,* (USA: Bedford/St. Martin's, 2010), p. 82.
[11] *Ibid,* p. 83.
[12] James M. McCrimmon, *Writing With A Purpose*, p. 118.

d. Unity

Unity in paragraph is internal consistency. Anything that does not further the purpose of paragraph destroys its unity. Unity also means that all the sentences are related to the topic sentence and its controlling idea. Good writer stays on topic by making sure that each supporting sentence relates to the topic sentence.[13]

e. Coherence

Coherence means sticking together. A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are: logical order, repition of key words, use transitional words and phrases.[14]

3. **Process of Writing**

Process of writing is learning how to write by writing. This emphasizes on writing instruction focuses on the process of creating writing rather than the product. Writing is used for a wide variety of purposes, it is produces in many different forms. All of cases it is suggested that the process has four main elements, there are: [15]

a. Planning

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[13] *Ibid*, p. 84.
[14] *Ibid*, p. 92.
[15] Jeremy Harmer, *How To Teach Writing,* p. 4-5.

Before starting to write or type, they try and dicide what it is they are going to say. For some writers this may involve making detailed noted. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. The first stage in the writing process is planning. Planning is any orderly procedure which is used to bring about a desired result. There are three main issues when starting a planning. Firstly, they have considered the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writer has to think of the audience who read their writing. Thirdly, the writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

b. Drafting

Drafting is a row of strategies designed to compose and develop a sustained piece of writing procedure to conclude whether the information you discover while planning can be established into a successful piece of or not. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.[16] It means

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[16] H. Douglas Brown, *Teaching By Principles 2ⁿᵈ Edition*, p. 348.

that drafting is a process to get information through outline. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (Reflecting and Revising)

The writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writer has asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

Revising is a prosedure for improving or correcting a work in progress. As the third and final in writing process, revising is a series of strategies design to re-examine and re-evaluate the choices that have created of piece of writing. In revising, the writer tries to make certain that readers can understand the messages. The writer should check whether the logic of ideas is presented smoothy or not. Revision is a thinking process that occurs any time you are working on a writing project.[17]

d. Final version

The writer produces the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it

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[17] Jean Wyrick, *Steps To Writing Well With Additional Readings 8ᵗʰ Edition,* (USA: Wadsworth Cengage Learning, 2004), p. 95.

has been changed in the editing process. It becomes the final version that will be read by the audience.

All of good writer goes through several steps of revision because they want to make their writing the best it can be. At this point, they consider what they have written, get feedback from others, and make changes.[18]

Writing consists of three major processes:[19]

a. Planning

Planning process consists of generating, organizing and goal-setting subprocess. The function of planning process is to take information from the task environment and from long-term memory and to use it to set goals and establish a writing plan to guide the production of a text that will meet those goals.

b. Translating

Translating process acts under the guidance of the writing plan to produce language corresponding to information in the writer's memory.

c. Reviewing

The function of reviewing process consist of which reading and editing subprocess, is to improve the quality of the text produced by the translating process. It does thus by detecting and correcting weaknesses in their text with respect to language conventions and

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[18] H. Douglas Brown. *Teaching By Principles 2ⁿᵈ Edition*, p. 353.
[19] Lee W. Greg & Erwin R. Steinberg, *Cognitive Process In Writing*, (New Jersey: Lawrence Erlbaum Associates Inc, 1980), p. 12-13.

accuracy of meaning, and by evaluating the extent to which the text accomplishes the writer's goals.

4. Types of Writing

There are four types of writing as follows:

a. Description

In writing, description can be regarded as a text. Writer attempts the picture out an image to the readers is descriptive text. Whatever the image is, it can be used. Not only it is a real image such as a person, animal, or plan but also an abstract image such as opinion, idea, love, hate and belief. In this case as a product of writing, the text functions to reflect what is being described to the readers.[20] Description reproduced the way things look, smell, taste, feel, or sound such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time (days, times of day or seosons). It may be used also to describe more than the outward appearance of people that can tell about their traits of characters or personality.[21]

b. Narration

Narration in composition has been widely known as a text. This paragraph is to recount an event to the readers. Form of narrative it can be conserving biographies, autobiographies, historical event,

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[20] Sanggam Siahaan, *The English Paragraph*, p. 119.
[21] Goerge E. Wishon*, Let's Write English Revised Edition*, (New York: Litton Educational Publishing, Inc, 1980), p. 379.

instructions and process. It functions to recount what is being narrated to the readers as a product of writing.[22]

c. Argumentation

Argumentation means supporting one side or the other of the controversial topic. This method is to make a general statement and support it or something to lead logically to general conclusion by a series of facts.

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. argumentation is used to make a case or to prove od disprove a statement or proposition. Study the following paragraph. They are basically exposition, but they use argumentation.[23]

d. Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used a part from narrattive, it stands alone as an essay. Used alone in narrative, exposition may be developed in a number of ways.[24]

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[22] Sanggam Siahaan, *The English Paragraph*, p. 110.
[23] George, E. Wishon, *Let's Write English Revised Edition*, p. 384.
[24] *Ibid,* p. 382.

B. Concept of Narrative text

1. Definition of Narrative Text

Narrative is one of the most commonly read, though least understood of all the genres.[25] Narrative is another word for story. Essays are a nonfiction genre, so a narrative essay tells a true story. Generally, authors choose a short, specific story that can be fully described in a single essay. The story should be personal and show the writer's feelings and reactions to the events. Like other essays, though, the narrative essay has a thesis. The author has something to say about the story, such as a lesson he learned from the experience.[26]

Narratives can be also graphed. The story graph visually represents how the plot develops, showing the high and low action points of the story as it progresses over time.[27] Narrative relates a realistics, imagined or fictitious story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs. Spoken or written literary text describe or explore human experiences. The reader or listener responds in a reflective, imaginative or emotional manner.[28]

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[25] Peter Knapp & Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching And Assesing Writing,*(Australia: University of South Wales Press Ltd, 2005), p. 220.

[26] International and Pan-American Copyright Conventions, *Eighth Grade Reading Comprehension And Writing Skills*, p. 236.

[27] Susan Dymock, "*Comprehension Strategy Instruction: Teaching Narrative Structure Text Structure Awareness"* as qouted by *The Reading Teacher*, (International Reading Association, 2007), p. 163.

[28] Blake Education, *Targeting Text: Narrative, Poetry, Drama, Upper Level,* (Singapore: Green Gaint Press, 1999), p. 6.

Narrative is the form of writing that is used to relate the story of acts or events. It usually arranges the story based on time sequence. Narrative is to amuse, entertain and to deal with actual or vicariuos experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event.[29] So, narrative is an event story to tell ideas in writing based on natural time sequence given.

A narrative relates a series of events, real or imaginary, in an organized sequence. It is a story, but it is a story that makes a point. You probably exchange family stories, tell jokes, read biographies or novels, and watch television situation comedies or dramas — all of which are examples of the narrative form. Narrative provides human interest and entertainment, spark our curiosity, and draw us close to the storyteller. In addition, narratives can create a sense of shared history, linking people together, and provide instruction in proper behavior or moral conduct. The following narrative relates the author's experience with racial profiling. As you read, notice how the narrative makes a point by presenting a series of events that build to a climax.[30]

Narrative was a form of composition, which had the main objectives. Because, the important element in narrative is deed and action. Narrative writing is called nonfiction if the story or event is

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[29] Afrida Anwar, *et. al., An Analysis On The Students' Ability Of In Writing Narrative Text*, (Padang: Bung Hatta University, 2013), p. 9.

[30] Kathleen T. McWhorter, *Succesfull Collage Writing: Skills, Strategies And Learning Styles 4th Edition,* p. 202.

true or actually accured. The kind of factual narrative is often found in biography, history and newspaper writing. The effective narrative also contains the incidents or details that contribute directly to the story.[31] Narrative is a structure: we may go on to ask if it is independently meaningful, that is, conveys a meaning in and of itself, separately from the story it tells.[32]

Narration is a type in which the writer tries to recount an event (object) of his world experiences in order his readers can see, feel, smell, hear, and taste it as he can.[33] Narration is the form of writing used to connected the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels and news stories, as well as large part of our everyday social interchange in the form of letter and conversation.[34]

Narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.[35]

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[31] Gorys Keraf, *Argumentasi & Narasi*, (Jakarta: Gramedia Pustaka Utama, 2001), p. 135.

[32] Seymour Chatman, *Story And Discourse Narrative Structure In Fiction And Film*, (USA: Cornell Unversity Press, 1978), p. 22.S

[33] Sanggam Siahaan, *Issues In Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 217.

[34] Goerge E. Wishon, *Let's Write English Revisi Edition*, p. 378.

[35] Retno, A. Muwarni, *The Use Of Animation Movies For Developing Students' Writing Skill Of Narrative Texts A Case Study Of Teaching English*, (Semarang: UNNES, 2007), p. 42.

Narrative text is found in all kinds of contexts, short story and novels, obviously, but also news story in newspaper and magazines, anecdotes in conversation an so on. Narrative function are used to tell a story. Typically, they show progression through time, they are in the past tense; and there is explicit reference to the passing of time (next week, the following year, after that). Such time expressions are often used to structure the unfolding story. In many narrative texts, the sequence of events leads to one or more climaxes, which may be followed by a conclusion, when the story reaches its resolution or explanation.[36]

Narrative text is difficult text for students to learn as it is long and having sequence. While they miss an idea of a part of a text they will not understand the whole text content. Moreover, narrative encloses students to character building and their surroundings. There must be a moral value established in each narrative story and local narrative text introduces specific moral points to learn.

Based on the statements above, narrative text is a text that tells a story that happened in the past event, which used the correlation between story as happened and tell a story based on structure time, eg: short story, novel, legend and something that heppened in life. So narrative text is a text focussing spesific participant. Its social function is to tell stories or past events and entertain the readers/listeners.

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[36] Howard Jackson & Peter Stockwell, *An Introduction The Nature And Funtions Of Language 2nd Edition*, (London: Continuum International Publishing Group, 2011), p.83.

2. Kinds of Narrative Text

There are two kinds of narrative. They are expository and suggestive narrative. Expository narrative is narrative that purpose only to give information to the readers. The main target is ratio, is enlarge knowledge of readers of the story. So, their knowledge enlarges. Suggestive narrative is narrative that effort to covert a meaning to the readers through imagination power that there have understand.[37]

Expository narrative aims to inform the reader to enlarge knowledge and know what is told. It explains the stages of events, structure of act to the readers or listeners. It means that to convey information to enlarge knowledge of readers, it can be written or spoken. Expository narrative is divided into two characteristics, namely spesific and general characteristics. Spesific characteristic is narration that tells the story a typical incident, which occurred only once. Meanwhile, general characteristic is narration that conveys a general process, which can be done by anyone, and can be done repeatedly.

Suggestive narrative is an narrative that conveys the meaning of a story. So that, the readers can imagine of the story. Suggestive narrative directly related to the deeds and actions in an event that tooks place of time. Suggestive narrative gives the meaning an event as an

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[37] Goerge E. Wishon, *Let's Write English Revised Edition* , p. 378.

experience. It is also the structure of event to stimulate the reader's imagination. So, the readers prepare the imagination to understand the story.[38]

3. Characteristics of Narrative Text

Structure of narrative text is the framework that holds the story together and gives it shape. It has been analysed and described in differents ways. Steps for constructing a narrative are:[39]

a. Title

Title is the name in certain context. it is as a chapter section, or other part of book, etc.

b. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter). Orientation in narrative text functions to set the scene and introduces the participants. It tells about the setting in time, place and characters of the story.[40]

Every story, no matter how simple needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.There are different ways of

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[38] Gorys Keraf, *Argumentasi & Narasi*, p. 136-138.
[39] Australian Curriculum English, *Language: Text Structure And Organisation*, (Australia: Greenwood Western Australia, 2012), p. 5.
[40] Afrida Anwar, *et. al.*, *An Analysis On The Students' Ability Of In Writing Narrative Text*, p. 10.

teaching this stage of narrative writing; for example: characters, time, place (who, what, where, when and so on).[41]

c. Complication/events

Complication is involving the main character(s) and sequence of events. Story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable. Complication is a crisis arising. Complication is where the problems in the story are developed to be solved by characters.[42]

d. Resolution

In a "satisfying narrative", a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?). Resolution, in which the crisis is resolved, for better or for worse. Resolution describes the problem solving to the complications and gives an ending of the story.[43]

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[41] Peter Knapp, *Genre, Text, Grammar, Technologies For Teaching And Assesing Writing,* p. 224.
[42] Ibid.
[43] Ibid.

e. Ending

Ending is often showing what has change and what the characters have learnt.

4. **Language Feature of Narrative Text**

Language features of narrative text are:[44]

a. Using simple past tense

The main verb are in the simple past tense, like: *closed, locked, double-locked, took off, put on, sat down*. There are verbs that carry the story along and recount the events that happen one after the other.

b. Using conjunction

The succession of events in time is reinforced by using of adverb, like: *thus, then*, and by enjoying clauses together with *and*. The sequence of event is mirrored by the sequence of clauses, and as readers we understand these follow one another in time.

Narrative text usually begins with a description of time. Then spesific participant, character in the story is that there are spesific use of adjective (Adj) to clarify the noun (N) for example, use past tense sentence patterns simple sentence is used for telling the events that happened in the past them. Conjunction that is often used is *when, then, suddenly, next, etc* to connect with one another groove to trace and easy to follow.

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[44] Howard Jackson & Peter Stockwell, *An Introduction The Nature And Funtions Of Language 2ⁿᵈ Edition*, p. 84.

CHAPTER III

RESEARCH METHOD

A. Characteristic and Type of Research

This research conducted the appropriate method intended. There are several research methods that would like to apply in a research. The characteristic of the research is chosen based on its purpose. Therefore, the characteristic of this research is descriptive qualitative because the research is describing the problems and analyzing them. This research was analyzing the students' ability in writing narrative text. It was surely more suitable for using qualitative. Qualitative research is suited to address a research problem in which you do not know the variables and need to explore. A qualitative research is needed to explore this phenomenon from the perspective of distance education students. In other word, using sign language in such courses is complex and may not have been examined in the prior literature.[45]

Type of this qualitative research is a case study. Traditionally, the case study has been associated with qualitative methods of analysis.[46] A case study is an in-depth of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection.[47] The case (s)

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[45] John W. Creswell., *Educational Research Methodology 4th Edition, (*Boston: Pearson Education, 2011), p. 16.

[46] John Gerring, *Case Study Research: Principles And Practices,* (USA: Cambridge University Press, 2007), p. 10.

[47] John W. Creswell., *Educational Research Methodology 4th Edition*, p. 465.

were bounded by time and activity and the researcher collected detail information using a variety of data collection procedures over a sustained period of time. In this research, the researcher conducted in-depth research to analyze on the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo. Then, the researcher made an interpretation from the data that would be collected. So, the researcher concluded that case study helped to understand a complex issue or object that could extend research. In this research of case study was students' ability in writing narrative text.

B. Data Source

This research was conducted of SMPN 1 Trimurjo to collect the accurate data of this research, the researcher needed accurate data source as well. There are two types of the data source namely primary source and secondary source. The primary source of research (information directly from the teacher or situation under the research) is interview and documentation. The secondary source of research (secondhand accounts of the people or situation written by the others) is everything that is related to this study that can support this research. The books consist of the discussion of topics while history books, articles in encyclopedias, and

reviews of research, journals, and other relevant documents are taken from the published documents in the internet.[48]

The researcher chose eight students at the eighth grade of SMPN 1 Trimurjo as participants. The researcher chose them because they were able to write narrative text. The researcher investigated some questions and analyzed their writing narrative text result in primary source.

C. Data Collection Technique

Therefore, the data would be gained through several techniques as follows:

1. Interview

Interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis.[49]

In this step, the researcher conducted interview to the students. The researcher conducted interview about the students' ability in writing narrative text.

2. Documentation

The term documentation refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Document may be personal, such as autobiographies, diaries, and

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[48] Donald Ary *et, al., Introduction To Research In Education 8th Edition,* (USA: Wadsworth, Cengage Learning, 2006), p. 467.

[49] John W. Creswell., *Educational Research Methodology 4th Edition,* p. 217.

letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture such as books, films, and videos. [50]

Documentation is the instrument to collect some informations in the form of written source or documenter such as book, encyclopedia, daily note, etc. Data needs had been already written. The research gathered the written data from archive of the school. The researcher recorded the students' name at the eighth grade of SMPN 1 Trimurjo and took the data about description of research area included profiles of SMPN 1 Trimurjo.

D. Data Analysis Technique

Data analysis is the most complex and odd phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the writer confronts massive amounts of field notes, interview transcripts, audio recordings, video data, refl actions, or information from documents, all of which must be examined and interpreted. The data analysis technique of the present study in the following ways: [51]

1. Familiarizing and organizing

   In analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Initially, the writer must become familiar with the data through reading and rereading

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[50] Donal Ary *et, al., Introduction To Research In Education 8*[th] *Edition,* p. 442.
[51] *Ibid,* p. 481-491.

notes and transcipts, viewing and reviewing videotapes, and listening repeatedly to audiotapes.

In the first step of analyzing, the researcher read through all the data in order to be familiar with the data. After that, the researcher made transcription of the students' interview and documentation. Then, the researcher organized or arranged the data into different types depending on the sources of information.

2. Coding and reducing

After familiarizing and organizing the data, the next step is analyzing with coding process. This is the core of qualitative analyzes and includes the identification of categories and themes and their refinement. In this stage, the researcher classified the data according to the categories of data sources. After all the data were coded and classified, the researcher might reduce the data that was not related to the present study.

3. Interpreting and representing

This is the final stage of analyzing the data. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Meanwhile, representation involves how the data are presented. It involves reflecting the words and acts of the study's participant then generalized the data to make interpretation. After making interpretation, the researcher represented the result in a form of table, figure, diagram, or narrative.

E. Approach

This approach uses a case study. Case study is describing a phenomenon clearly. It has some research procedures, namely:[52]

1. Selecting the problem

   The first step is to select the problem to investigate. The problem should be consequential enough to need investigation. Also, the answer to the problem is not already available, but the means for finding answers are available.

2. Reviewing the literature on the problem

   The researcher should throughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done.

3. Designing the research

   The researcher next plans how to conduct research to answer the question. The design is the researcher's plan for the research, which includes the method to be used, what data will be gathered, where, how, and from whom.

4. Collecting the data

   The next step involves executing the research plan. Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.

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[52] *Ibid,* p. 31-33.

5. Analyzing the data

The data collected in research must be analyzed. The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, etc).

6. Interpreting the finding and stating conclusions

The researcher tries to interpret the findings in terms of the research problem. Qualitative researchers present their interpretations and explanations in narrative form. They do not talk about probability but try to emphasize the trustworthiness and credibility of the findings.

7. Reporting results

The researcher must make their procedures, findings, and conclusions available in a form intelligible to others who may be interested.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. School Profile

   a. Identity of School

   School Name   : SMP N 1 TRIMURJO

   Foundation Name   : -

   NSM   : -

   NSS   : 201120209063

   Since   : -

   Address   : Jl. Metro Wates Km. 5 Purwodadi 13 A

   Trimurjo Sub-district, Central Lampung,

   Lampung

   Village   : Purwodadi 13 A

   Sub-District   : Trimurjo

   District   : Central Lampung

   Headmaster   : DEWI INDAWATI, S.Pd. M.M

   Cell / Phone Number : -

   b. Vision and Mission of School

   1) Vision of SMPN 1 TRIMURJO

   SMP N 1 TRIMURJO has some visions, there are: superior in

   science and technology, competent and independent based on

imtak, good character and environmentally insight. Indicators of visions:

a) Superior in *imtak* activities

b) Superior in academic achievement

c) Superior in non-academic achievement

d) Superior in achievement of human resource development

e) Superior in learning media development

f) Superior of facilities and infrastructure development

g) Superior in management development

h) Superior in a scoring system development

i) Superior of good character development

j) Superior of environmentally caring culture development

k) Superior in financial management

2) Mission of SMPN 1 TRIMURJO

SMP N 1 TRIMURJO has some missions in education and learning as follows:

a) Increasing of faith and devotion to God Almighty

b) Implementing of effective and efficient learning

c) Implementing of IT-based learning

d) Implementing of founding in the Olympic level

e) Implementing of learning media development

f) Implementing habits of reading

g) Implementating of founding in the PIR / KIR level

h) Implementing of founding in the sports and arts level

i) Implementing of cooperation all extracurricular

j) Implementing of school management based on SBM and ISQ quality management

k) Increasing of human resource competencies

l) Implementing of awareness and environmentally caring culture towards clean, green and healthy schools

m) Implementing of cooperation both national and other schools

n) Implementing of financial management both effectively and efficiently

c. Purpose of School

SMP N 1 TRIMURJO in conducting education has some puporses, as follows:

1) Establishment of KTSP of national standard of education

2) Establishment of syllabus and lesson plan for all subjects class VII, VIII, IX based on national standard of education

3) All teachers can apply various variations, methods of attachment in learning process

4) All of alumnus/alumna can be accepted in the national and international schools

5) To be the first winner in story telling competition, debate contest in the national and international level

6) To be the first winner of PIR/KIR in the national and international level

7) To be the first winner in Mathematics, Physics, Science and Social Science in the national and international level

8) To be the first winner of O2SN and FLS2N in the national and international level

9) Realizing 50% of educators and educational personnel who are able to communicate in English

10) Realizing of internet network throughout in the learning room and learning support room

11) Defending of school management system based on ISO and IWAS standards

12) Fulfillment of funding needs to develop the school based on RAPBS

13) Implementing of scoring system that uses a variety of assessment techniques based on national and international standards

14) Realizing of development culture and environment of school based on local wisdom

15) Realizing of positive attitude development, like; good behavior and good character to the school community

16) Realizing and keeping of school environment to be clean, green and healty

2. School Conditions

    a. Facilities and Infrastructure of SMPN 1 TRIMURJO

    Since its establishment until now SMP N 1 TRIMURJO have various physical development of facilities and infrastructure such as:

No	Local Name	Total
1	Classrooms	28 Locals
2	Headmaster Room	1 Local
3	Teacher Room	1 Local
4	Staff Room	1 Local
5	Living Room	1 Local
6	Guidance and Counseling Room	1 Local
7	Mosque	1 Local
8	School Medical Room	1 Local
9	Scout Room	1 Local
10	Computer Laboratory	1 Local
11	Science Laboratory	1 Local
12	Library	1 Local
13	Toilets	10 Locals
14	Canteens	5 Locals
15	Volley Ball Field	1
16	Basket Ball Field	1
17	Futsal Fields	2

    b. Officers and Students of SMPN 1 TRIMURJO

      1) Headmaster and Vice of Headmaster

No.	Position	Name	Sex		Age	Last Education	Period
			M	F			
1	Headmaster	Dewi Indawati, S.Pd. M.M		√	48	S2	9 Years
2	Vice of Headmaster	Iskandar, S.Pd.	√		55	S1	29 Years
3	Vice of Headmaster	Suhaimi, S.Pd	√		53	S1	29 Years
4	Vice of Headmaster	Nur Hasanuri, S.Pd.	√		59	S1	25 Years

2) Total of Teachers Based on Subjects

No	Teachers	Total of teachers based on subjects				Total of teachers based on non-subjects				To-tal
		D1/D2	D3	S1/D4	S2/S3	D1/D2	D3	S1/D4	S2/S3	
1	Science		1	10						11
2	Mathematics			7						7
3	Indonesian			13				3		16
4	English	2	1	3						6
5	Religion		1	2	1					4
6	Social Science	1		15						16
7	Physical Education	2								2
8	Art Cultures	2								2
9	Civics			2						2
10	Information and Communica-tion Technologies	2	1							3
11	Guidance and Counseling			3						3
12	Others	0	0	0	0	0	0	0	0	0
	Total	9	5	55	1	-	-	3	-	69

3) Staff

No	Staff	Total of staff and qualification of education						Total of Staff based on status and sex				To-tal
		SMP	SMA	D1	D2	D3	S1	PNS		Honorer		
								M	F	M	F	
1.	Staff	2	11				3	3	6	5	2	16
2.	Library											2
3.	Science Lab											0
4.	Computer Lab											1
5.	Language											0

No	Staff	Total of staff and qualification of education						Total of Staff based on status and sex				To-tal
								PNS		Hono rer		
		SM P	SMA	D1	D2	D3	S1	M	F	M	F	
	Lab											
6.	PTD											0
7.	Canteen											0
8.	School Keeper	1						1				1
9.	Office Boy	2						2				2
10.	Scurity	1						1				1
11.	Others											0
	Total	6	11	-	-	-	3	7	6	5	2	21

4) Students of SMPN 1 TRIMURJO

Students condition in seven years ago, like this:

Academic Year	Class VII	Class VIII	Class IX	Total
2010 / 2011	258	251	241	750
2011 / 2012	258	253	246	757
2012 / 2013	240	246	250	736
2013 / 2014	216	238	240	694
2014 / 2015	262	243	215	720
2015 / 2016	310	251	242	803
2016 / 2017	339	262	252	853

3. School Activities

There are two activities of students in the school, there are internal activity and external activity. Internal activity is an activity that accommodate the aspirations of all students, namely OSIS. There are organization and OSIS guider. Generally, OSIS manager are chosen by

the students through voting or general election that held every year. Some functions of OSIS in the school, as follows:

a) Accomodate all activities undertaken by students both in school and out of school

b) As learning fasilities in organizing

c) As student activities to be active assisting activities that are academic and non-academic.

The external activities include extracurricular. The activities of students in schools conducted through extracurricular, as follows:

a) Rohis (spiritual islam)

b) Scouts

c) Paskibra

d) Drumband

e) Basket ball

f) Soccer

g) Volley ball

B. Analysis on The Students' Ability In Writing Narrative Text

1. Result of test

   After analyzing the data of students' narrative writing, the researcher knew some abilities on the students' in writing narrative text. There are characteristics/generic srtucture, tense used and conjunction in writing narrative text.

a. Characteristics/generic structure

Characteristics/generic structure is one of keyword to write story. Narrative text have generic structure to write the story in order that the reader/listener understand easily. There are, *title, orientation, complication, resolution and ending.* It is written by the story chronologically. Here, the students wrote narrative text based on the characteristics/generic structure:

Name Code	Generic Structure	Sentence Sample
APC	Title	My Old Story
	Orientation	When I was in Elementary School, I had a story. It was happened at school after sport course.
	Complication	At the moment, I and my friends climbed on the tree. ... I fell down and then my friends derided me. But, I cried because of them. ... They reported to the teacher. My teacher came to help me. So, my teacher asked me to come home.
	Resolution & ending	My mother was shocked why I cried. Then, my teacher explained that I fell down the tree. The day after tomorrow, I back to go to school. ... I meet them and I said thankful.
AP	Title	Bad moment
	Orientation	One year ago, my class came in a new student. It was class 7.
	Complication	... oneday, we went school by motorcycle. But, we fell in the ditch. Our uniform was dirty. I felt to come back home. ... My mother was angry with me.
	Resolution & ending	I was so regret. My mother said "I was not carefully to go to school. Finally, I remainded the material of school.
IAS	Title	Rainy Day
	Orientation	Oneday, I went to school at 06.30 o'clock a.m. it was Wednesday.
	Complication	After that, I arrived in the school, rain fell down. In the class, we studied so cold

Name Code	Generic Structure	Sentence Sample
		because rain. Time of break, I went to canteen to buy snacks. ... I came back to the class to study again until class finished.
	Resolution & ending	Finally, I came back to my house by bicycle. ... After that, I permitted to my mother because I want to play with my friends again. So, I played with my friends in Hera's house.
MF	Title	New Experience
	Orientation	Three days ago, I bought kitchen utensils. I bought it at market closed.
	Complication	... After I bought it, I was tired. So that, I sat an rest area at market. I had in trouble to bring it. Suddenly, someone helped me to bring groceries.
	Resolution & ending	Finally, I came back home and gave it to my mother. Then, I told with her that something happened in the market. My mother was smile with me.
Rc	Title	Eating Meatball
	Orientation	Yesterday, my mother went to the market. I followed her.
	Complication	I help my mother to bring it. After finish, my mother invited me to eat meatball. And then, my mother ordered 2 cups of meatball.
	Resolution & ending	After that, I and my mother came back home. I was full. So, I slept well.
SSH	Title	Beautiful Beach
	Orientation	Long time ago, I went to beautiful beach namely clara beach. I came with my family.
	Complication	I looked white sand so beautiful. ... I and my family enjoyed it. ... Then, we came back to the beach to play water.
	Resolution & ending	Finally, I and my family prepared to come back home. I was very happy. It was my beautiful holiday to.
YLF	Title	I and Fred's Family
	Orientation	Two months ago, on May 5th, 2017 I and Fred's family went to sariringgung beach.
	Complication	... I look view there and then I played

Name Code	Generic Structure	Sentence Sample
		banana boat. I also swam on the sea. I and Fred's family ate under tree. The day was so cool. It was so wonderful.
	Resolution & ending	Finally, I and Fred's family came back home. I felt so happy. ... So, I looked view in the car.
WRM	Title	Nice Day
	Orientation	Oneday, I and my family went to mutun beach to holiday. I was no see the beach long time.
	Complication	It was the first time to my young brother to visit the beach. ... He enjoyed the trip to the beach. In the beach, he run to the sea. He swim very long and I follow him.
	Resolution & ending	Finally, I and my family came back home. In the car, my young brother slept well. ... I was happy because all of my family follow to the mutun beach.

From the table above, the researcher analyzed the application of generic structure, as follows:

1) *Orientation: When I was in Elementary School, I had a story. It was happened at school after sport course.*

   The sentences above contains orientation, is about who, where and when in the story. There are *"who"* in the text is *"I"*, *"where"* in the text is *"at school"* and *"when"* in the text is *"Elementary school"* (it meant that the story happened when she was in Elementary school).

   Complication: At the moment, I and my friends climbed on the tree. ... I fell down and then my friends derided me. But, I cried

because of them. ... They reported to the teacher. My teacher came to help me. So, my teacher asked me to come home.

The sentences above contains complication, it is content in the story that happened. In the second paragraph, she explained that she had bad experience in the school. She fell down on the tree and cried. Then, her friend reported to the teacher. The teacher came and ordered to her to come back home. After that, her teacher gave her some times to free.

Resolution: My mother was shocked why I cried. Then, my teacher explained that I fell down the tree. The day after tomorrow, I back to go to school. ... I meet them and I said thankful.

The sentences above contains resolution and ending in the text. In the last paragraph, she explained that her mother was shocked. Then, her teacher told what happened to her. After that, she got free some days then she came back to go to school. She met her teacher and her friends to say thankful and did daily activity in the school.

2) *Orientation: One years ago, my class came in a new student. It was class 7.*

The sentences above contains orientation, is who, where and when in the story. There are *"who"* in the text is *"I"*, *"where"* in the text is *"my class"* (it meant in the school), *"when"* in the text is *"one years ago"* (it meant the story that happened when she was class 7 because now she is class 8).

Complication: ... oneday, we went school by motorcycle. But, we fell in the ditch. Our uniform was dirty. I felt to come back home. ... My mother was angry with me.

The sentences above contains complication, is the content in the story happened. In the second paragraph, she explained that she had bad moment with her friends. When they went to go to school, they fell in the ditch. So, they were not come to the school because their uniform was dirty. She came back home but her mother was angry.

Resolution and ending: I was so regret. My mother said "I was not carefully to go to school. Finally, I remainded the material of school.

The sentences above contains resolution and ending in the text that explained closing end ending in the story. In the last paragraph, she explained that she was so regret what she did so that she could not go to school. So, she remainded the material of school.

3) *Orientation: Oneday, I went to school at 06.30 o'clock a.m. it was Wednesday.*

The sentences above contains orientation, it explains that who, where and when the story was happened. There are *"who"* in the text is *"I and my friends"*, *"where"* in the text is *"in the school"*, *"when"* in the text is *"at 6.30 a.m on Wednesday"* (it meant that happened oneday on Wednesday at 6.30 a.m).

Complication: After that I arrived in the school, rain fell down. In the class, we studied so cold because rain. Time of break, I went to canteen to buy snacks. ... I came back to the class to study again until class finished.

The sentences above contains the problem in the story because he told about the problem happened in the class when rain was falling down. And, they did daily activity in the school until class finished although rain was falling down.

Resolution and ending: Finally, I came back to my house by bicycle. ... After that, I permitted to my mother because I want to play with my friends again. So, I played with my friends in Hera's house.

The sentences above contains the resolution and ending because he explained that he came back to his house. Then, she went again to play with his friends. Finally, he played in Hera's house.

4) *Orientation: Three days ago, I bought kitchen utensils. I bought it at market closed.*

    The sentences above contains orientation. There are who, where and when in the text. There are *"who"* in the text is *"I"*, *"where"* in the text is *"at market"* and "when" in the text is *"three days ago"*.

    Complication: ... After I bought it, I was tired. So that, I sat an rest area at market. I had in trouble to bring it. Suddenly, someone helped me to bring groceries.

    The sentences above contains complication, is content in the story. In the second paragraph, he explained that he had in trouble to bring it. Then, he was helped by someone. He said thankful to him because he could bring groceries easily.

    Resolution and ending: Finally, I came back home and gave it to my mother. Then, I told with her that something happened in the market. My mother was smile with me.

    The sentences above contains resolution and ending in the text. In the last paragraph, he explained that he could bring kitchen utensils easily because he was helped by someone. Then, he told with his mother. Happily, his mother was smile with him. It meant that "It was good attitude".

5) *Orientation: Yesterday, my mother went to market. I followed her.*

The sentences above contains orientation. There are who, where and when in the text. *"who"* in the text is *"my mother and I"*, *"where"* in the text is *"at market"*, and *"when"* in the text is *"tomorrow"* (it meant the day after today).

Complication: I help my mother to bring it. After finish, my mother invited me to eat meatball. And then, my mother ordered 2 cups of meatball.

The sentences above contains complication, is content in the text. In the second paragraph, he explained that he helped his mother to bring groceries. And then, his mother invited him to buy meatball as thankful to him. Then, he and his mother bought and enjoyed the food until finished.

Resolution: After that, I and my mother came back home. I was full. So, I slept well.

The sentences above contains resolution and ending. In the last paragraph, he explained that he came back home after they bought groceries and ate meatball. And then, he slept well because he was full. It is complication and ending he explained what he did after he came back home.

6) *Orientation: Long time ago, I went to beautiful beach namely clara beach. I came with my family.*

The sentences above contains orientation that explained about keyword in orientation. There are who, where, and when in the text. In the first paragraph, she explained that *"who"* in the text is *"I and my family"*, *"where"* in the text is *"clara beach"*, and *"when"* in the text is *"long time ago"* (it meant story that happened old years ago.)

Complication: I looked white sand so beautiful. ... I and my family enjoyed it. ... Then, we came back to the beach to play water.

The sentences above contains complication, is content in the story. In the second paragraph, she explained that she enjoyed view in the beach. She looked white sand and played water. She also ate all of the foods there. She really enjoyed activity in the beach.

Resolution and ending: Finally, I and my family prepared to come back home. I was very happy. It was my beautiful holiday to.

The sentences above contains resolution end ending because she explained closing and ending in the story. She explained that they came back home. Then, she felt happy. And also, it was to be a beautiful holiday because she enjoyed it.

7) *Orientation: Two months ago, on May 5th, 2017 I and Fred's family went to sariringgung beach.*

The sentences above contains orientation, there are who, where and when in the text. *"who"* in the text is *"I and Fred's family"*, *"where"* in the text is *"sariringgung beach"* and *"when"* in the text is *"two months ago on May 5th, 2017"*.

Complication: ... I look view there and then I played banana boat. I also swam on the sea. I and Fred's family ate under tree. The day was so cool. It was so wonderful.

The sentences above contains complication that is content in the story. In the second paragraph, he explained that he and Fred's family enjoyed all situation of beach. It was explained that he played banana boat then he swam on the sea after that he and his family ate under tree.

Resolution: Finally, I and Fred's family came back home. I felt so happy. ... So, I looked view in the car.

The sentences above contains resolution and ending directly. In the last paragraph, he explained that she was so happy. He looked view in the car. It meant that she enjoyed holiday.

8) *Orientation: Oneday, I and my family went to mutun beach to holiday. I was no see the beach long time.*

The sentences above contains orientation, is about who, where and when in the story. There are *"who"* in the text is *"I and my family"*, *"where"* in the text is *"mutun beach"* and *"when"* in

the text is *"oneday-no see the beach long time"* (it meant that holiday was been happened before but it was past time).

Complication: It was the first time to my young brother to visit the beach. ... He enjoyed the trip to the beach. In the beach, he run to the sea. He swim very long and I follow him.

The sentences above contains complication, is content in the story. In the second paragraph, she explained that her young brother enjoyed to the beach because it was the first time for him to come the beach. In the beach, her young brother ran to the sea and swam there. So, she followed him. And then, she and her young brother played together.

Resolution: Finally, I and my family came back home. In the car, my young brother slept well. ... I was happy because all of my family follow to the mutun beach.

The sentences above contains resolution and ending in the story. In the last paragraph, she explained that she was happy about her trip to the beach because all of her family followed to the beach especially her young brother.

b. Tense used in writing narrative text

Tense is form in the sentence based on time in events. In narrative text, it used past tense form. The pattern of past tense is S + V2 or S + was/were. Here, the students wrote narrative text based on tense used, as follows:

Name Code	Word of Past Tense	Sentence Sample
APC	Studied, had,	After we **studied** sport course, we **had** time to rest.
	Was shocked, cried, explained, fell	My mother **was shocked** why I **cried**. Then, my teacher **explained** that I **fell** down the tree.
AP	Came, was	One years ago, my class **came** in a new student. It **was** class 7.
	Said, was not	I **was** so regret. My mother **said** "I **was not** carefully to go to school".
IAS	Went	Oneday, I **went** to school at 06.30 o'clock.
	Arrived, fell	After that, I **arrived** in the school, rain **fell** down.
MF	Bought	Three days ago, I **bought** kitchen utensils.
	Came, gave, told	Finally, I **came** back home and **gave** it to my mother. Then, I **told** with my mother that something happened in the market.
Rc	Bought, help	My mother **bought** some snacks, eggs, noodle, etc. I **help** to bring it.
	Ordered	And then, my mother **ordered** 2 cups of meatball.
SSH	Looked, visited	I **looked** white sand so beautiful. Many people **visited** to enjoy its holiday.
YLF	Drove, brought	I and Fred's family **drove** by car. I **brought** foods for lunch and some snacks.
	Played, swam	And then, I **played** banana boat. I also **swam** on the sea.
WRM	Enjoyed	He **enjoyed** the trip to the beach.
	Sleep, was	In the car, my young brother **sleep** well. He **was** tired.

From the table above, the researcher analyzed tense used in the text, as follows:

1) *After we studied sport course, we had time to rest. ... My mother was shocked why I cried. Then, my teacher explained that I fell down the tree.*

   The sentences above, she wrote *"studied"* is verb two from *"study"* (regular verb), *"had"* is verb two from *"have/has"* (as modal verb), *"was shocked"* is verb two from *"is shocked" (*it is past tense used in passive sentence), *"cried"* is verb two from *"cry"* (regular verb), *"expalined"* is verb two from *"explain"* (regular verb), *"fell"* is verb two from *"fall"* (irregular verb).

2) *One years ago, my class came in a new student. It was class 7. ... I was so regret. My mother said "I was not carefully to go to school".*

   The sentences above, she wrote came *"was"* is verb two from *"is"* (tobe), *"said"* is verb two from *"say"* (regular verb), *"was not"* is verb two from *"is not"* (it is tobe to negative sentence).

3) *Oneday, I went to school at 06.30 o'clock. ... After that, I arrived in the school, rain fell down.*

   The sentences above, he used past tense. It meant that he wrote the sentence based on the pattern of past tense. He wrote *"went"* is verb two from *"go"* (irregular verb), *"arrived"* is verb two from *"arrive"* (regular verb).

4) *Three days ago, I bought kitchen utensils. ... Finally, I came back home and gave it to my mother. Then, I told with my mother that something happened in the market.*

The sentences above, he wrote *"bought"* is verb two from *"buy"* (irregular verb), *"came"* is verb two from *"come"* (irregular verb), *"gave"* is verb two from *"give"* (irregular verb), *"told"* is verb two from *"tell"* (irregular verb).

5) *My mother bought some snacks, eggs, noodle, etc. I help to bring it. And then, my mother ordered 2 cups of meatball.*

The sentences above, he wrote *"help"* is verb base (he did not use verb two in the sentence. Properly, he wrote *"helped"*. So, he did mistake.), *"ordered"* is verb two from *"order"* (regular verb).

6) *I looked white sand so beautiful. Many people visited to enjoy its holiday.*

The sentences above, she used past tense. She wrote *"looked"* is verb two from *"look"* (regular verb), *"visited"* is verb two from *"visit"* (regular verb).

7) *I and Fred's family drove by car. I brought foods for lunch and some snacks. ... And then, I played banana boat. I also swam on the sea.*

The sentences above, he wrote *"drove"* is verb two from *"drive"* (irregular verb), *"brought"* is verb two from *"bring"*

(irregular verb), *"played"* is verb two from *"play"* (regular verb), *"swam"* is verb two from *"swim"* (irregular verb).

8) *He enjoyed the trip to the beach. ... In the car, my young brother sleep well. He was tired.*

The sentences above, she wrote *"enjoyed"* is ver two from *"enjoy"* (regular verb), *"sleep"* is verb base (she did not use verb two in the sentence. Properly, she wrote *"slept".* So, she did mistake).

c. Conjunction in Writing Narrative Text

Conjunction connects two or more sentences, clauses or parts of clauses. Conjunction is the semantic system to speakers relate clauses in term of additive, adversative, causal and temporal relation. The simple form of additive relation is expressed by *and, or, furthermore, similarly, in addition, nor, or else, alternatively, that is, thus, likewise, in other words*, the connectives link units of semantic similarity.

Then, the simple form of adversative relation is expressed by *but, however, on the other hand, nevertheless, yet, though, only, instead, on the contrary, rather, at least, either case.*

Then, the simple form of causal relation is expressed by *so, consequently, for this reason, then, therefore, with this in mind, for, because, it follows, arising out of this, to this end, under the circumstances*.

Then, the simple form of temporal relation is expressed by *then,*

after that, an hour later, finally, at last, next, just then, before that,

in the end, a first/originally/formerly, at once, soon, next time,

meanwhile, until then, up to now, from now on.

Name Code	Conjunction	Sentence Sample
APC	When	*When* I was in Elementary school, I had a story.
	But	*But,* I cried because of them.
	Then, and	*Then,* my friends feared *and* they run so fast.
AP	Because	She and I went to school together *because* she was my new neighbour.
	But	*But,* we fell in the ditch.
IAS	After that	*After that,* I arrived in the school, rain fell down.
	So	*So,* I played with my friends in Hera's house.
MF	Finally	*Finally,* I came back home and gave it to my mother.
	After	*After* I bought it, I was tired.
Rc	And then	*And then,* my mother ordered 2 cups of meatball.
	So	*So,* I slept well.
SSH	Long time ago	*Long time ago,* I went to beautiful beach namely Clara beach.
	Finally, and	*Finally,* I *and* my family prepared to come back home.
YLF	Two months ago	*Two months ago,* on May 5th 2017 I and Fred's family went to sariringgung beach.
	Finally, and	Finally, I *and* Fred's family came back home.
WRM	Because	*Because* I was no see the beach long time.
	And	He swim very long *and* I follow him

The table above is the sample sentences to show students' ability in

conjunction of narrative text, as follows:

1) *When I was in Elementary school, I had a story. ... But, I cried because of them. Then, my friends feared and they run so fast.*

   The sentences above, there is conjunction. They are *when, but, then* and *and.* *"when"* is temporal relation because temporal relation because *it* shows the time order of event. It explained that *"In elementary school, she had a story. It meant she was child".* *"but"* is adversative relation because *it* is also used to connect two clauses as the above clause is shown. It explained that *"she cried because her friends derided her".* *"then"* is causal relation because *it* is also used to connect two clauses. It explained that *"she cried so that her friends feared and they run so fast".* *"and"* is additive relation because *and* is to connect more than two different verbs. It explained that *"feared was first verb and then ran was second verb".* It was explained in the sentence above.

2) *She and I went to school together because she was my new neighbour. ... But, we fell in the ditch.*

   The sentences above, there is conjunction. They are *because* and *but.* *"because"* is causal relation because *it* is used to connect two clauses which show the cause and effect. It explained that *"her friend was new neighbour so her and her friend went to school together".* *"but"* is adversative relation because *it* is also used to connect two clauses. It explained that

"when they went to school by motorcycle, they fell in the ditch".

3) *The day was cloudy* <u>but</u> *I still went to school. ...* <u>*After that,*</u> *I arrived in the school, rain fell down. ...* <u>*So,*</u> *I played with my friends in Hera's house.*

The sentences above, there is conjunction. They are but, *after that* and *so*. *"after that"* is temporal relation because *it* shows the time order of event. It explained that *"rain fell down after he arrived in the school." "so"* is causal relation because *it* is also used to connect two clauses which show the cause and effect. It explained that *"after he permitted to his mother to play with his friends, he could play in Hera's house".*

4) *...* <u>*Finally,*</u> *I came back home and gave it to my mother.* <u>*Then,*</u> *I told with her that something happened in the market.*

The sentences above, there is conjunction in the sentences. They are *finally* and *after.* *"finally"* is temporal relation because *it* is modify the sentence that shows the time series of the activity. It explained *"after he bought it, he came back home". "after"* is temporal relation because *it* is modify the sentence that shows the time series of the activity. It explained that *"he felt tired after he bought vegetable oil, eggs, fish, vegetables and drink".*

5) *And then, my mother ordered 2 cups of meatball. ... So, I slept well.*

   The sentences above, there is conjunction. They are *and then*, and *so* in the sentences. *"and then"* is temporal relation because *it* shows the time order of event. It explained that *"after his mother invited to eat meatball, his mother ordered it"*. *"so"* is causal relation because *so* is also used to connect two clauses which show the cause and effect. It explained that *"he was full so he could sleep well"*.

6) *Long time ago, I went to beautiful beach namely Clara beach. ... Finally, I and my family prepared to come back home.*

   The sentences above, there is conjunction. They are *long time ago, finally* and *and* in the sentences. *"long time ago"* is temporal relation because *it* is the used conjunction for the above sentence which shows series of time. It explained that *"she told her story that she came in clara beach but it was happened in the past"*. *"finally"* is temporal relation because *it* is the used conjunction for the above sentence which shows the final activity after some series of activities. It explained that *"after she and her family enjoyed in ther beautiful beach, they prepared to come back home"*, *"and"* is additive relation because *it* is to connect more than two different nouns. It

explained that *"I was first noun and then my family was second noun".* It was explained in the sentence.

7) <u>*Two months ago, on May 5th 2017*</u> *I* <u>*and*</u> *Fred's Family went to sariringgung beach ...* <u>Finally,</u> *I* <u>*and*</u> *Fred's family came back home.*

The sentences above, there is conjunction in the sentences. They are *two months ago, finally,* and *and. "two months ago"* is temporal relation because *it* shows the time order of event. It explained that *"they went to the beach on May 5th 2017, it was happened in the past". "and"* is additive relation because *it* is to connect more than two different nouns. It explained that *"I was first noun and then Fred's family was second noun".* It was explained in the sentence.

8) <u>*Because*</u> *I was no see the beach long time. ... He swim very long* <u>*and*</u> *I follow him.*

The sentences above, there is conjunction. They are *because, finally* and *and* in the sentences. *"because"* is causal relation because *it* is used to connect two clauses which show the cause and effect. It explained that *"she ever went to mutun beach before." "and"* is additive relation because it is to connect two clauses in the sentence. It explained that *"first clause is he swim very long, second clause is I follow him".*

2. Result of Interview

This interview was conducted on Wednesday, July 12th 2017 in the class.

Interview I

The researcher : Do you like writing? Why?

APC : Yes, I do. Because writing is easy. I can write anything what I want to write.

The researcher : What are difficulties do you usually find in writing?

APC : Low in vocabularies and no ideas.

The researcher : Do you know narrative text?

APC : Yes, I do.

The researcher : Do you ever writing in narrative text?

APC : Yes, I do.

The researcher : Do you like narrative text?

APC : Yes, I do.

The researcher : Do you ever writing dairy?

APC : Yes, I do.

The researcher : What do you think about narrative text?

APC : Narrative text is retell the story that past event. I like stories such as: cinderella, tmun emas, etc.

The researcher : What are generic structure of narrative text do you know?

APC   : Title, orientation, complication, resolution and ending

The researcher   : What is tense do you use in writing text?

APC   : Past tense

The researcher   : What do you know about conjunction in writing narrative text?

APC   : After that, so and finally.

Interview II

The researcher   : Do you like writing? Why?

AP   : Yes, I do. Because I like writing.

The researcher   : What are difficulties do you usually find in writing?

AP   : Have no ideas.

The researcher   : Do you know narrative text?

AP   : Yes, I do.

The researcher   : Do you ever writing in narrative text?

AP   : Yes, I do.

The researcher   : Do you like narrative text?

AP   : Yes, I do.

The researcher   : Do you ever writing dairy?

AP   : Yes, I do.

The researcher   : What do you think about narrative text?

AP : Narrative text is my favorite writing. I enjoyed writing narrative text.

The researcher : What are generic structure of narrative text do you know?

AP : Title, orientation, complication, resolution and ending

The researcher : What is tense do you use in writing text?

AP : Past tense

The researcher : What do you know about conjunction in writing narrative text?

AP : Finally, so, then, etc.

Interview III

The researcher : Do you like writing? Why?

IAS : Yes, I do. Because writing is something from my life.

The researcher : What are difficulties do you usually find in writing?

IAS : Low vocabularies.

The researcher : Do you know narrative text?

IAS : Yes, I do.

The researcher : Do you ever writing in narrative text?

IAS : Yes, I do.

The researcher : Do you like narrative text?

IAS	: Yes, I do.
The researcher	: Do you ever writing dairy?
IAS	: Yes, I do.
The researcher	: What do you think about narrative text?
IAS	: narrative text is I can write my story whatever that happened in my life.
The researcher	: What are generic structure of narrative text do you know?
IAS	: Title, orientation, resolution, complication, and ending
The researcher	: What is tense do you use in writing text?
IAS	: Past tense
The researcher	: What do you know about conjunction in writing narrative text?
IAS	: So that, after, before

Interview IV

The researcher	: Do you like writing? Why?
MF	: No, I do not. Because I do not like writing.
The researcher	: What are difficulties do you usually find in writing?
MF	: Low in vocabularies and do not have ideas.
The researcher	: Do you know narrative text?
MF	: Yes, I do.

The researcher   : Do you ever writing in narrative text?

MF   : Yes, I do.

The researcher   : Do you like narrative text?

MF   : No, I do not.

The researcher   : Do you ever writing dairy?

MF   : No, I do not.

The researcher   : What do you think about narrative text?

MF   : Narrative text is text to tell the story

The researcher   : What are generic structure of narrative text do you know?

MF   : Title, orientation, complication, resolution and ending

The researcher   : What is tense do you use in writing text?

MF   : Past tense

The researcher   : What do you know about conjunction in writing narrative text?

MF   : Once upon time, finally, so

Interview V

The researcher   : Do you like writing? Why?

Rc   : No, I do not. Because writing is not easy. I also low in vocabularies without dictionary.

The researcher   : What are difficulties do you usually find in writing?

Rc : Low in vocabularies

The researcher : Do you know narrative text?

Rc : Yes, I do.

The researcher : Do you ever writing in narrative text?

Rc : Yes, I do.

The researcher : Do you like narrative text?

Rc : No, I do not.

The researcher : Do you ever writing dairy?

Rc : No, I do not.

The researcher : What do you think about narrative text?

Rc : Narrative text is not simple text.

The researcher : What are generic structure of narrative text do you know?

Rc : Title, orientation, complication, and resolution

The researcher : What is tense do you use in writing text?

Rc : Past tense

The researcher : What do you know about conjunction in writing narrative text?

Rc : After, then and finally.

Interview VI

The researcher : Do you like writing? Why?

SSH : No, I do not. Because writing is not easy. I have no ideas.

The researcher : What are difficulties do you usually find in writing?

SSH : Have no ideas and forget something to told.

The researcher : Do you know narrative text?

SSH : Yes, I do.

The researcher : Do you ever writing in narrative text?

SSH : Yes, I do.

The researcher : Do you like narrative text?

SSH : No, I do not.

The researcher : Do you ever writing dairy?

SSH : Yes, I do.

The researcher : What do you think about narrative text?

SSH : Title, orientation, complication, resolution and ending

The researcher : What are generic structure of narrative text do you know?

SSH : I do not know

The researcher : What is tense do you use in writing text?

SSH : Past tense

The researcher : What do you know about conjunction in writing narrative text?

SSH : Finally, after, before, that

Interview VII

The researcher	: Do you like writing? Why?
YLF	: No, I do not. Because writing is difficult.
The researcher	: What are difficulties do you usually find in writing?
YLF	: Low in vocabularies, have no ideas to writing
The researcher	: Do you know narrative text?
YLF	: Yes, I do.
The researcher	: Do you ever writing in narrative text?
YLF	: No, I do not.
The researcher	: Do you like narrative text?
YLF	: No, I do not.
The researcher	: Do you ever writing dairy?
YLF	: No, I do not.
The researcher	: What do you think about narrative text?
YLF	: Narrative text is difficult.
The researcher	: What are generic structure of narrative text do you know?
YLF	: Orientation, complication, and resolution
The researcher	: What is tense do you use in writing text?
YLF	: Past tense
The researcher	: What do you know about conjunction in writing narrative text?

YLF   : After, then, so and finally.

Interview VIII

The researcher   : Do you like writing? Why?

WRM   : No, I do not. Because writing difficult.

The researcher   : What are difficulties do you usually find in writing?

WRM   : Low in vocabularies and nothing ideas my mind.

The researcher   : Do you know narrative text?

WRM   : Yes, I do.

The researcher   : Do you ever writing in narrative text?

WRM   : Yes, I do.

The researcher   : Do you like narrative text?

WRM   : No, I do not.

The researcher   : Do you ever writing dairy?

WRM   : Yes, I do.

The researcher   : What do you think about narrative text?

WRM   : I do not know

The researcher   : What are generic structure of narrative text do you know?

WRM   : Title, orientation, complication, resolution and ending.

The researcher   : What is tense do you use in writing text?

WRM   : Past tense

The researcher   : What do you know about conjunction in writing narrative text?

WRM   : Because, finally etc.

C. Discussion

This research was conducted at the eighth grade of SMPN 1 TRIMURJO in academic year 2017/2018, it meant that the result of this research limited only on the students in that place and time. Analysis and references of the research is about students' ability in writing narrtaive text. Narrative text is a text that tells a story, which uses the correlation between story as happened and tell a story based on structure time, eg: short story, novel, legend and something that heppened in life. So, narrative text is to tell stories that past events and to entertain the readers/listeners. In writing narrative text, there is characteristics/generic structure that must be understood deeply by the students. They are title, orientation, complication, resolution and ending. Writing narrative text uses past tense to write the story. The students also uses conjunction to connect the words or clauses.

In addition, from the result of research data analysis the researcher knew students' ability that commonly written in their text, is about generic structure, tense used and conjunction. The students wrote the text based on their ability. In analyzing the data, the researcher could know students' ability in their texts. The students could write generic structure in their

text. The students wrote tense used based on pattern of past tense. But, some students wrote mistake in writing verb of narrative text. The students also wrote conjunction in the text. In conjunction, they wrote variety of conjunction. There are additive, adversative, causal and temporal relation. The students wrote all varieties of conjunction in writing narrative text. Generally, the students understood how to write narrative text although they still had mistakes in their writing. It can be seen from the result of test and interview that had done by the students.

Based on the result of interview of students' ability had been analyzed, the researcher had known that students still difficult to write about narrative text. It was shown in their interview, like: they had lack of vocabularies and had no ideas to write something. Additionally, they were not like narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis in gathering this research on students' ability in writing narrative text at the eighth grade of SMPN 1 TRIMURJO in academic year 2017/2018, as follows:

1. In writing narrative text, the students understand about characteristics/generic structure, such as: title, orientation, complication, resolution and ending. They wrote all of items in generic structure. But, resolution and ending were usually written directly in resolution by the students. Properly, resolution and ending is saparated because resolution and ending is different. Resolution is the last of story, then ending is conclusion of story. They also used past tense in the text. Although, there is some students did mistake in writing narrative text. Then, they wrote conjunction was general, like: *then, after, after that, so and finally.* They rarely wrote other conjunction more.

2. In addition, in interview they explained that they were lack of vocabularies, had no ideas, and confused when they started writing. Indirectly, it was problem when they wrote narrative text. Because, in their work sheet they wrote some words repeatly.

B. Suggestion

1. For the English teacher

   The teacher should support and pratice on the students in writing narrative text in order to the students could increase their writing especially narrative text.

2. For the students

   The students should develop their understanding about writing narrative text to increase their ability in learning English. So, they can write narrative text be better than before.

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APPENDICES

Nomor	: Sti.06/JST/PP.00.9/2371/2016	Metro, 25 Oktober 2016
Lamp	: -	
Hal	: **IZIN *PRA SURVEY***	

Kepada Yth.,
Kepala Sekolah SMP N 1 Trimurjo
Di –
　　Tempat

Assalamu'alaikum Wr, Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Al' Imroah	
NPM	: 13106447	
Jurusan	: Tarbiyah	
Prodi	: PBI	
Judul	: An Analysis on Students' Ability in Writing Narrative Text	

Untuk melakukan *PRA SURVEY* di SMP N 1 Trimurjo.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 1 TRIMURJO
Jl.Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah

---

SURAT BALASAN PRA SURVEY
Nomor: 420/ 166 /03/C.16/D.a.VI.01/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Trimurjo:

Nama	: DEWI INDAWATI, S. Pd. MM
NIP	:196710212006042002
Pangkat/ Gol	: PENATA / III C

Memberikan izin kepada mahasiswa :

Nama	: AL IMROAH
NPM	: 13106447
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: IAIN METRO

Untuk melakukan survey di SMPN 1 Trimurjo sebagai syarat untuk menyelesaikan study akhir.

Demikianlah Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya, selama berjalannya survey.

Trimurjo,   2017
Kepala Sekolah

DEWI INDAWATI, S. Pd. MM
NIP 19671021 200604 2 002

Nomor   : B-2980/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMPN 1 TRIMURJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2979/In.28/R/TL.01/06/2017,
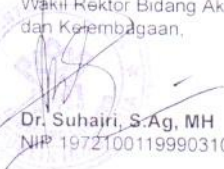tanggal 15 Juni 2017 atas nama saudara:

Nama	:	**AL IMROAH**
NPM	:	13106447
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di SMPN 1 TRIMURJO, dalam rangka
meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul
"AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR
OF 2016/2017"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 1 TRIMURJO
Jl.Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah

---

SURAT BALASAN OBSERVASI
Nomor: 420/ 153 /03/C.16/D.a.VI.01/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Trimurjo:

Nama	: DEWI INDAWATI, S. Pd. MM
NIP	:196710212006042002
Pangkat/ Gol	: PENATA / III C

Memberikan izin kepada mahasiswa :

Nama	: AL IMROAH
NPM	: 13106447
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: IAIN METRO

Untuk melakukan Observasi di SMPN 1 Trimurjo sebagai syarat untuk menyelesaikan study akhir.

Demikianlah Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya, sampai berjalannya observasi selesai.

Trimurjo, 17 Juli 2017
Kepala Sekolah

DEWI INDAWATI, S. Pd. MM
NIP 19671021 200604 2 002

SURAT TUGAS
Nomor: B-2979/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara

Nama	:	**AL IMROAH**
NPM	:	13106447
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMPN 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2016/2017"

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Juni 2017

Mengetahui
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

DEWI HANDAYATI, SPd. MM. P
NIP 196 1021 2006 042 002.

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

Nomor : P.1408/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdri. Dra. Umi Yawisah, M.Hum
2. Sdri. Trisna Dinillah Harya, M.Pd.
Dosen Pembimbing Skripsi
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Al' Imroah
NPM : 13106447
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan   ± 1/6 bagian
   b. Isi   ± 2/3 bagian
   c. Penutup   ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara/i kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2017
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERIMETRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

| Nama | : Al' Imroah | | | Jurusan | : TBI |
| NPM | : 13106447 | | | Semester | : IX |

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Senin 28/08 2017	✓		- Revise Title Page, Page number, Abstract Dedication page, Table of Content, - Revise ch. I, IV, V	
2.	22/9-17	✓		acc for munaqosyf	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Al' Imroah   Jurusan   : TBI

NPM   : 13106447   Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Jum'at, 09/08 2017		✓	- Revise Ch. IV & V	
2.	Selasa 8/08 - 2017		✓	Revise grammar Revise table on Page 44.	
3	Senin, 19/08 - 2017		✓	Acc Ch. IV Continue to 1st Advisor	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Dosen Pembimbing II

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Al' Imroah   Jurusan   : TBI
NPM : 13106447   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	26/7 -17	√		acc for instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Al' Imroah   Jurusan   : TBI
NPM : 13106447   Semester : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1.	Kamis, 15-Juni'17		✓	Reviso Instrument	
2.	Rabu 26/7 -17.		✓	Ace Instrument.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : AL'IMROAH

NPM : 13106447

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul The Ideology of Religious Studies

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1031/In.28/S/OT.01/09/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

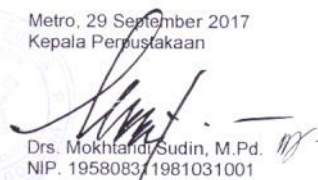|	
Nama	: AL IMROAH
NPM	: 13106447
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13106447.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 September 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SILABUS PEMBELAJARAN

Sekolah   : SMPN 1 TRIMURJO

Kelas   : VIII (Delapan)

Mata Pelajaran   : Bahasa Inggris

Semester   : 1 (Satu)

Standar Kompetensi : Menulis

1. **Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk** *recount* **dan** *narrative* **untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan /	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	*Essay* Completion Penugasan	1. *Write sentences based on the situation given.* 2. *Complete the text using suitable word/words.* 3. *Write notices related to certain places* 4. *Write an advertisement*	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
untuk berinteraksi dengan lingkungan sekitar	3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	peringatan - mengiklan-kan sesuatu 3. Melengkapi teks fungsional pendek 4. Menulis teks fungsional pendek				*promoting a certain product.*		
12.2. Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi	1. Teks Essai *narrative / recount* 2. Ciri kebahasaan teks *narrative / recount* 3. Langkah retorika teks *narrative / recount* 4. Tatabahasa - Simple past	1. Review ciri kebahasaan teks *narrative/ recount* 2. Membuat kalimat sederhana terkait teks *narrative/ recount* 3. Mengembangka n langkah retorika teks	Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar	Tes tertulis	Uraian	*Write a short recount/narrative text based on:* *a. Your experience happend to you* *b. The story You have ever read* *c. Series of pictures given.* *Find 5 short texts of recount or*	8 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dengan lingkungan sekitar berbentuk *recount* dan *narrative*	- Past continuous 5. Kosakata - Kata terkait tema dan jenis teks 6. Tandabaca, spelling	*recount* dan *narrative* 4. Membuat draft teks *recount* dan *narrative* 5. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding		Proyek	Penugasan	*narratives and expose them.*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Mengetahui;
Kepala Sekolah SMPN 1 TRIMURJO

........., ...2017
Guru Mapel Bahasa Inggris,

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMPN 1 TRIMURJO

Kelas/Semester : VIII (Delapan) / 1

Standar Kompetensi : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

Jenis teks : monolog *descriptive/recount*

Tema : *Traveling and Holidays* dan *Places and Buildings*

Aspek/Skill : Menulis

Alokasi Waktu : 8 x 40 menit (4x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Meringkas suatu bacaan
   b. Menulis kembali kalimat dengan bentuk kata kerja yang sesuai
   c. Melengkapi table tingkat perbandingan
   d. Menulis kembali kalimat dalam bentuk *superlative*
   e. Menulis informasi tentang gedung atau monumen yang berada si sekitar lingkungan

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
   Rasa hormat dan perhatian (*respect*)

   Tekun (*diligence*)

2. Materi Pembelajaran

   a. Developing skills (halaman 95, 96, 120, 121)
   • Bacaan *Haunted Castles*, daftar pertanyaan dan penjelasan kegiatan
   • Bacaan *The United States*, daftar pertanyaan dan penjelasan kegiatan
   b. Grammar Practice (halaman 131, 145, 146, 147, 157, 158, 159)

- Penjelasan kalimat pengandaian dengan if dan when
- Daftar kalimat rumpang
- Penjelasan bentuk komparatif untuk menyatakan lebih dari
- Tabel perbandingan
- Penjelasan penggunaan bentuk superlatif

c. Build up your porto folio

- *Work in groups with your classmates. Gather information on important monuments or buildings in town*

3. **Metode Pembelajaran:** three-phase technique

4. **Langkah-langkah Kegiatan**

Pertemuan pertama, kedua, ketiga dan keempat.

A. Kegiatan Pendahuluan

Apersepsi :

- Menulis lima perbandingan antara setiap anggota dalam keluarga, misal: *my brother is taller than I am.*

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Membuat ringkasan 'Haunted Castles' berdasarkan jawaban-jawaban atas pertanyaan-pertanyaan berdasarkan bacaan
- ☞ Menulis kembali kalimat dengan bentuk kata kerja yang sesuai (menggubakan kalimat pengandaian if dan when)
- ☞ Menulis kalimat-kalimat berdasarkan kata sifat yang tersedia
- ☞ Menulis kalimat-kalimat tersebut di papan tulis untuk memeriksa jawaban
- ☞ Melengkapi tabel tingkat perbandingan yang memuat kata sifat dan kata keterangan

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Berdiskusi dengan seluruh kelas tentang jawaban yang sesuai
- ☞ Menulis kembali kalimat dengan menulis bentuk superlatifnya
- ☞ Mengungkapkan pendapat berdasarkan gambar yang tersedia

☞ Melengkapi kalimat rumpang

☞ Menulis informasi tentang monumen/gedung yang ada di sekitar

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**
   a. Buku teks yang relevan..
   b. CD / kaset.
   c. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar	Tes tertulis	Uraian	*Write a short recount/narrative text based on:* *d. Your experience happend to you* *e. The story You have ever read* *f. Series of pictures given.*
	Proyek	Penugasan	*Find 5 short texts of recount or narratives and expose them.*

a. Instrumen:

Make an essay based on these outlines:

The Haunted Building

- *Why this building becomes a haunted building*
- *The most sacred part in the building*
- *What will happen if we enter the building*

b. Pedoman Penilaian

Nilai maksimal masing-masing elemen= 25

Nilai maksimal = 100

$$\text{Nilai perolehan} = \frac{SkorPerolehan}{SkorMaksimal} x10$$

c. Rubrik Penilaian

Element	Score
Grammar	25
Spelling	25
Diction	25
Paragraph Development	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

Mengetahui;
Guru Mapel Bahasa Inggris,

.........., ...2017
Mahasiswa

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NIP. 19801123 200801 2 015

AL' IMROAH
NPM. 13106447

Test

Name   :

Class   :

Date   :

DIRECTIONS!

A. **Write down narrative text based on your experience!**

B. **Write the text based on the generic structure/characteristics, tense and temporal conjunction of narrative text!**

C. **Choose one of theme below:**
1. **Holiday**
2. **Journey**
3. **At market**
4. **At school**

In-Depth Interview Guidelines

1. Interview time agreement:

   a. Day/date   :

   b. Duration   :

2. Student's identity:

   a. Name   :

   b. Class   :

3. Topical research questions:

   a. Do you like writing? Why?

   b. What are difficulties do you usually find in writing?

   c. Do you know narrative text?

   d. Do you ever writing narrative text?

   e. Do you like narrative text?

   f. Do you ever writing diary?

   g. What do you think about narrative text?

   h. What are characteristics/generic structure of narrative text do you know?

   i. What is tense do you use in writitng narrative text?

   j. What do you know conjunction in writing narrative text?

WALK IN INTERVIEW

Syifa Sabrina Hafidzah

Irvan Arian Syah

Yuan Luis Fauzan

Waedatul Riski Mauliana

M. Firmansyah

Arneta Priandini

Ricko

Anggun Putri Cahyani

DOCUMENTATION

CURRICULUM VITAE

The researcher's name is Al' Imroah. She was born in Sidoharjo, November 23rd 1994. She is the one and only child of happy couple, Mr. Bambang and Mrs. Warsitun.

She was graduated from SDN 1 SIDOHARJO in 2007. She continued his study in SMPN 1 PENAWARTAMA and graduated in 2009. Then, She studied in SMK AL IMAN 1 BANJAR AGUNG and graduated in 2013. It was long journey for her to find out her dream. Finally, at the same year, she registered as a Degree of Sarjana Pendidikan student of Tarbiyah and Teacher Training Faculty of English Education Department of State Institute For Islamic Studies of Metro.