

**ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTY IN
WRITING AT THE TENTH GRADE OF SMAN 4 PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English
Language Education Study Program Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo*



IAIN PALOPO

Submitted by

UTARI

18.0202.0067

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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18.0202.0067

Supervised by :

- 1. Dr. Jufriadi, S.S., M.Pd.**
- 2. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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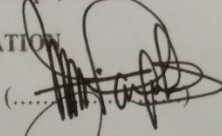
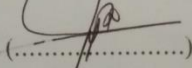
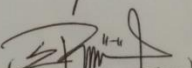
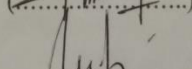
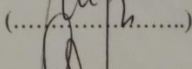
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This thesis entitle "Analysis of Students' Ability and Difficulty in Writing at the Tenth Grade of SMAN 4 Palopo" written by Utari, Reg Num 18 0202 0067, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Intitute of Palopo has been examined and defended in MUNAQASYAH session which is carried out on Monday, October 17th 2022, coincided with 22 Rabiul Awal 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

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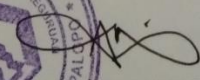
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|---|---------------|---|
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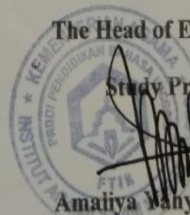
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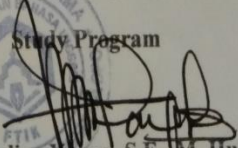
The Dean of Tarbiyah and Teacher
Training Faculty




Nurdin K, M. Pd
NIP.19681231 199903 1 014

The Head of English Education
Study Program




Amalia Wanya, S.E., M. Hum
NIP.19771013 200501 2 006

CONSULTAN APPROVAL

Thesis Entitled : Analysis Students' Differences in Writing Skills at the
Tenth Grade of Senior High School Number 4 Palopo

Written By :

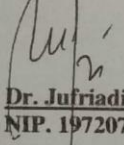
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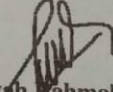
Palopo, 13 / 09 / 2022

Approved:

Consultant I,


Dr. Jufriadi, S.S., M.Pd.
NIP. 19720727 200604 1 002

Consultant II,


Fadhilyah Fahmah Muin, S.Pd.I., M.Pd.
NIDN: 2001018701

NOTA DINAS PEMBIMBING

Palopo 13/09/2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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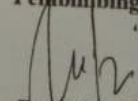
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Pembimbing I,



Dr. Jufriadi, S.S., M.Pd.

NIP. 19720727 200604 1 002

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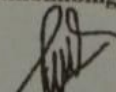
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Pembimbing II,



Fadhilah Rahmah Muin, S.Pd.I.,M.Pd.
NIDN. 2001018701

STATEMENT OF AUTHENTICITY

I, who undersigned below,

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With awareness and conscounsness state exactly that:

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Regards,

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18 0202 0067



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى
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All praises and grateful to the almighty God Allah SWT for His mercies and blessings there by the researcher could complete this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled Analysis of Students' Ability and Difficulty in Writing Skills at the tenth grade of SMAN 4 Palopo. Shalawat and salam may always be given to our prophet beloved Muhammad Shallallahu alaihi wasallam, for safety and a good health be upon him.

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UTARI

18 0202 0067



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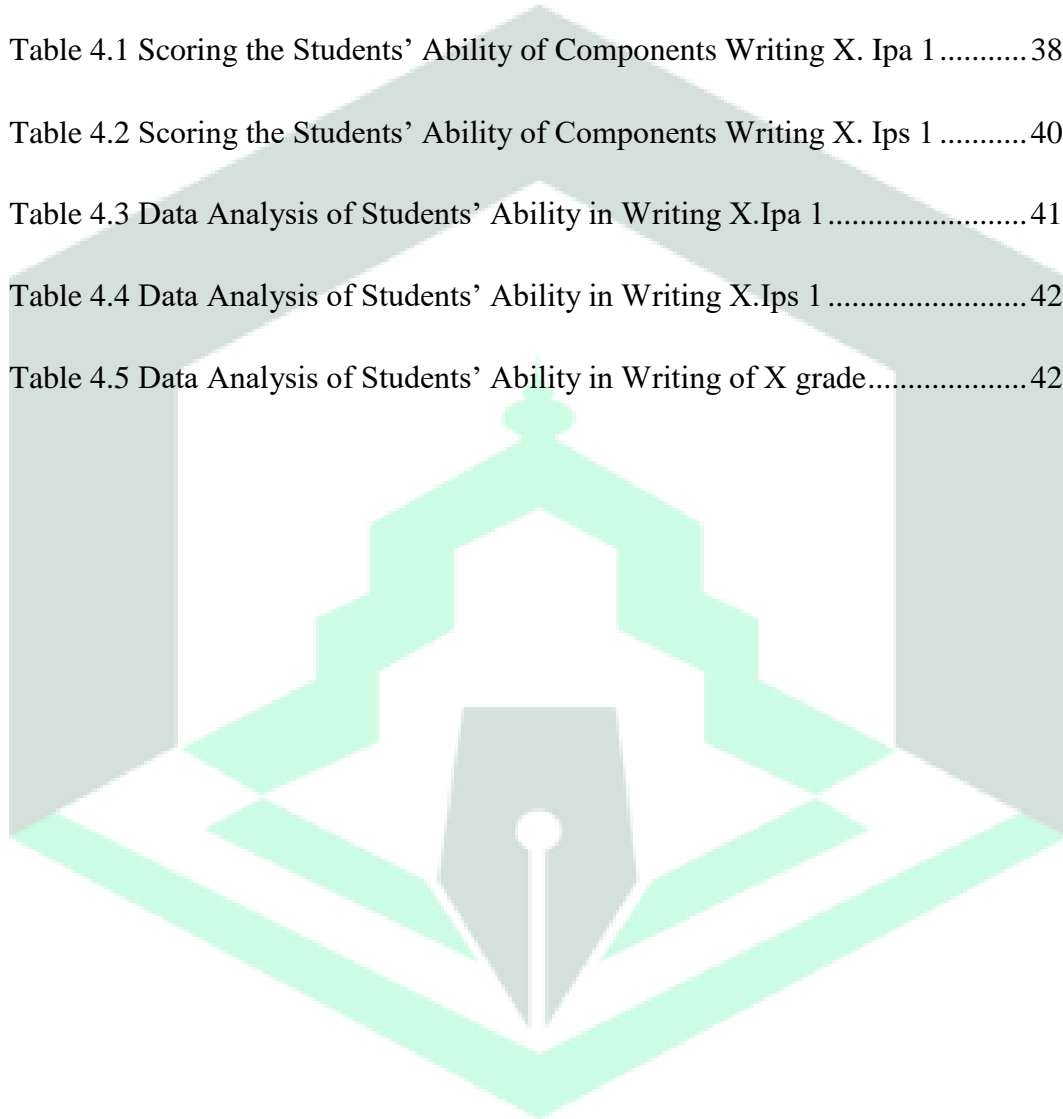
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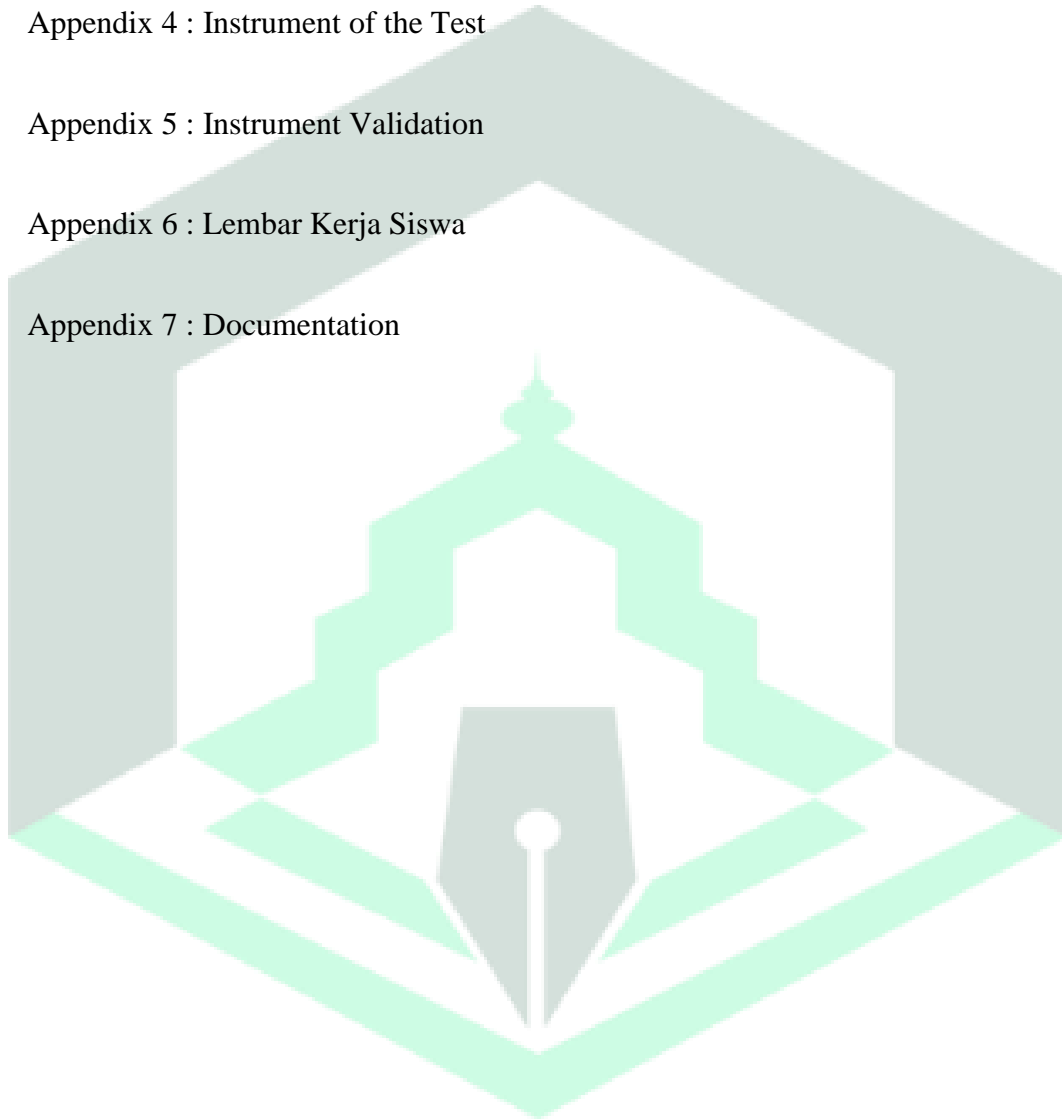
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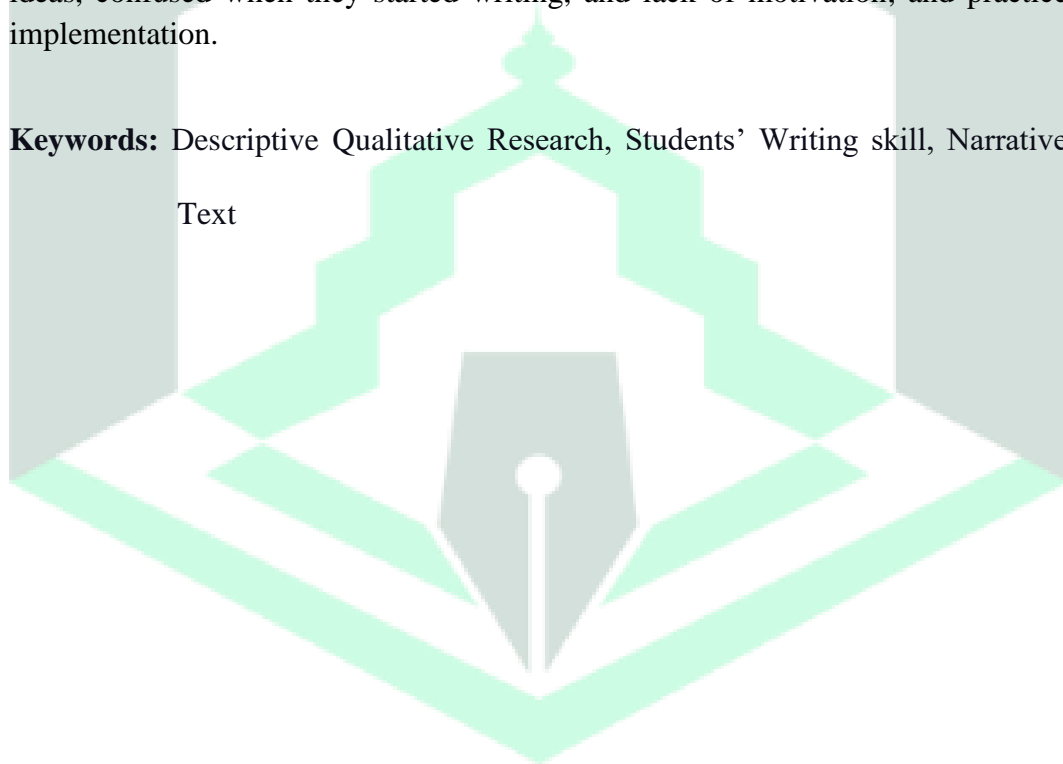
ABSTRACT

Utari, 2022. “ *Analysis Students Ability and Difficulty In Writing Narrative Text At The Tenth Grade Of SMAN 4 Palopo.*” Thesis English Education

Study Program at State Islamic Institute (IAIN) Palopo. Supervised by: Jufriadi, and Fadhliah Rahmah Muin.

The aim of the research was to find out the students' ability and difficulties in writing narrative text at the tenth grade of SMAN 4 Palopo in academic year of 2021/2022. The method of this research was descriptive qualitative research. The subject in this research was the X grade students of senior high school 4 Palopo. The research subject was 28 students from X Ipa 1 and X Ips 1. In collecting the data, this research used observation, interview, and written test. The result of the research revealed that the score of the students ability in writing narrative text 48,75%. As the result, the research finding students at the tenth grade of SMAN 4 Palopo writing ability was very poor category. Most of students had difficulties in writing. The lack of understanding the language features, lack of vocabulary, lack of grammatical knowledge, and did not understand about generic structure of narrative text. Besides, the interview resulted they felt difficult to spell the word, had no ideas, confused when they started writing, and lack of motivation, and practice implementation.

Keywords: Descriptive Qualitative Research, Students' Writing skill, Narrative Text



CHAPTER I

INTRODUCTION

A. Background

Writing is one of the basic tools of civilization. Patel and Jain stated that writing is a skill that must be taught and practiced.¹ It means that writing is skill that needs many practices to be mastered. Writing is an activity of thinking and expressing of what one's feeling, wished and envisioned. Writing skills are specific abilities which can help writers put their thoughts into words in a meaningful form, and to mentally interact with the message. Writing ability is the capacity for students to articulate ideas and thoughts through the appropriate use of language in a paragraph or text. Good writing needs to have good vocabulary, correct grammar and spellings along with perfect punctuation. This is the structure which makes reading a joy and a pleasure. Next, the writing must be coherent. Coherent means it ought to make sense. It should be logically connected and the events should flow properly to make sense to the reader.

Richards and Renandya (2002) state that writing is the most difficult skill for second or foreign language learners to mastered. From statement above, it can be assumed that writing is a very important subject because we have to share idea from our brain in writing. It is not easy to choose the words and combine them into a good writing. Beside that we have to pay attention in the grammatical sentence. So it is normal, if the students think that writing is difficult subject because they have to pay attention many things such as; idea, concept, vocabulary and grammar.

Writing is a tradition that Muslims must have. The consequence of being

¹ M.F. Patel and Praveen M. Jain. English Language Teaching (Methods, Tools & Techniques, 2008.p.125.

Muslim is as the Prophet said. It is required to study from the cradle to the grave. Allah wrote the human charity that was done during his lifetime, and wrote the former (atsar) from his practice after his death.

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun, for the sake of word and what they write.” (Surat al-Qolam: 1).²

In this verse Allah swears by two things namely pen (kalam) and what was written encourage people to learn, read and write. Al-Qur’an can be guaranteed its authenticity because the friends wrote it as soon as the revelation comes and to this day people can feel it. Consequently, there was no changing until now. That means al-Qur’an is always awake and muslims can read and learn it as a guide to life.

Mega Tri Junita (2021) state state a difficult circumstance is one that sticks in our minds as being difficult to handle. The students practice writing on paper because they are that they have trouble with it. Writing is a useful skill that influences written communication. Meaningful sentences require appropriate order.³ The students will experience various challenges as they grow and expand their imagination. As a result, individuals must formulate their ideas in accordance with the conventions of written communication and they effectively express them through writing.

Teaching and learning process for English subject is done by using genres. One of the texts is narrative. The material of narrative text is usually taken from the

² Mushaf Al-Azhar Al-Qur’an Terjemahan dan Tafsir A6-Jabal (Surat Al-Qolam:1)

³ Mega Tri Junita, “An Analysis of Students’ Difficulties in Writing Narrative Text at the Second Semester of the Eight Grade of MTs Mathla’ul Anwar in South Lampung in Academic Year of 2020/2021”, (thesis UIN Raden Intan Lampung, 2021).

type of story such as fairy tales, folk stories, fable, and so on.⁴ Senior High School students are familiar with this type of text because their kindergarten and elementary school have told them many times about stories related to legend, fairy tale, folktale, or fable. Narrative is one of text types that should be understood by the students. Hastuti stated that narrative text that tell a story that is used to inform, entertain, motivate or to teach the readers.⁵ It means that narrative is the text which tell about the story or past event from the beginning until the end and it has some purpose for the readers.

Narrative text has several components, such as generic structure, characteristic and others. which is the students are able to identify the generic structure, the characteristic/language feature of narrative text, arrange and write narrative texts by giving attention to grammar, spelling, punctuation and vocabulary, which is credible and appropriate to the context well.

Based on the primary observations, the researcher got informations about the students' in class X at SMAN 4 Palopo still have problems in writing a good text in English. The problem may be caused by some aspects: students' do not have enough practice in writing text. The technique that used by teacher do not support the students' motivation to write the paragraph.

Based on the above description above, the researcher conducts a research entitled. "Analysis of Students' Ability and Difficulties in Writing Skills at the Tenth Grade of SMAN 4 Palopo".

⁴Diah Paramitha and M. Sabri," Using Story Circle To Improve students' ability In Writing Narrative Text," *Inovish Journal*2, no 1 (June, 2017):75

⁵ Dwi Hastuti, Narrative versus Recount. (Jakarta Timur: PT. Multazam Mulia Utama, 2010). p.7.

B. Scope and Limitation of the Research

The researcher are focuses on analyzing the students' ability and difficulty on students' skills in writing narrative text at SMAN 4 Palopo.

C. Research Question

The research question is formulated as follows :

1. How is the ability of students in writing a narrative text at Class X in SMAN 4 Palopo?
2. What difficulties do the students find in writing a narrative text at Class X SMAN 4 Palopo?

D. Research Objectives

Based on the research questions above, the objectives of this research are :

1. To know the students' ability in writing a narrative text at Class X in SMAN 4 Palopo.
2. To know the students' difficulties in writing a narrative text at Class X in SMAN 4 Palopo.

E. Research Significances

The significance of this research is expected to be useful contribution for teacher in teaching English writing to know and to analyze the students' ability and difficulty in writing. It is expected also give useful information for teaching and learning process in improving the students ability to write narrative text and for the researcher are interested in similar subject matter. For the students', this research is expected that the students could be more active in developing their activity in writing. For other researchers, it could be a reference as knowledge and experience

in writing scientific papers and by carrying out research knowledge horizons and is expected to increase competence and ability in teaching so that they can become prospective educators who are professional.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

The researcher found some previous studies which are closely related to this research, those researchers:

Tabah Gifary Diniya, *An Analysis on Students' Ability and Difficulty in Writing Narrative Text*. The findings of this study show that the students' errors on their writing are verb pattern error, sentence, and punctuation. These errors are mainly caused by over generalization and ignorance of rule restriction that students do. Material and metal processes are spotted to be most appearing processes in the students' works, whereas the occurrences of circumstances tend to be equal.⁶

Feni Aulia, *An Analysis of Students' Ability and Difficulty in Writing Narrative Text*. The findings of this study that most of students have difficulty in writing narrative text. It means that students have difficulty in organize their idea. They can't improve their ability in writing, about wording, grammar, punctuations and spelling found that most of students have difficulty in writing narrative text. It means that students have difficulty in organize their idea. They can't improve their ability in writing, about wording, grammar, punctuations and spelling.⁷

Sunaryati, *Error Analysis in Writing Narrative Paragraph at the Fourth Semester Students of English Study Program Tarbiyah Department (IAIN) Palopo*. The result of the data analysis showed that the researcher found that the students produced an error in writing a narrative paragraph in the selection (56,6%) and the

⁶Tabah Gifary Diniya, "An Analysis On Students' Ability and Difficulty in Writing Narrative Text (A Research Study Concerning on Writing Skill of Eleventh Grade Students)". (Universitas Pendidikan Indonesia, 2013.Pdf).

⁷ Feni Aulia, "An Analysis of Students' Ability and Difficulty in Writing Narrative Text at Second Grade of MA Muallimin", (thesis UM Makassar, 2019).

addition (7,8%). Based on the questionnaire, the factors cause the students produce error are: lack of understanding about structure and grammar, lack of vocabulary and idea to write, lack of understanding about component of writing, the students are careless and not focus when they are writing.⁸

Mega Tri Junita, An Analysis Of Students' Difficulties In Writing Narrative Text. The result showed that there were some types of students' difficulties in writing narrative text such as: grammar (misuse of tense 17.1%, subject-verb agreement 16.1%, article 11.1%, word order 3%, identifying sentences pattern 5%, types of sentences 5%), vocabulary 17%, spelling (word spelling 8.1% and confusing sound and letters 2.1%), and punctuation (misuse of capitalization 9.3%, misuse of full stop 8.6% and misuse of commas 7.6%). Broadly, in generic structures, most of students did not write coda part, because they are only required to write, so they they did not draw the conclusion of the story. In addition, only some students did not write sequence of the event, complication and resolution. Beside that the causes of students difficulties in writing narrative were less learner motivation, lack of practice, and inadequate time.⁹

Based on the previous above, there are several similarities and differences with this research. The similarities are the researches used descriptive qualitative research, analyze students ability and difficulties in writing narrative text. However,

⁸Sunaryati (IAIN Palopo), "Error Analysis in Writing Narrative Paragraph at Fourth of English Study Program Tarbiyah Department (IAIN) Palopo", (thesis IAIN Palopo,2014).

⁹ Mega Tri Junita, "An Analysis of Students' Difficulties in Writing Narrative Text at the Second Semester of the Eight Grade of MTs Mathla'ul Anwar in South Lampung in Academic Year of 2020/2021", (thesis UIN Raden Intan Lampung, 2021).

the differences are objective of the research, theory use, and types of students' difficulties.

Thus from the explanation above, this research would analyze the students' ability and difficulty in writing narrative text at the tenth grade of Senior High School 4 Palopo.

B. Reviews of the Related Literature

1. The Concept of Writing

a. Definition of Writing

Writing probably expresses their thoughts and feeling by English composition. Picking up composing as an unknown dialect was not simple as learning local language; they meet all of learning issues managing vocabulary, sound framework, and syntax or structure.¹⁰ Good writing skills play an important role in success, whether it's writing reports, proposals or school assignments.

Writing is a way expressing the thought in order the reader can understand what we have in our mind in the written form. Writing is indirect communication which we transfer in our thought and feeling grammatical and vocabulary with symbol written. It means that writing is the result of thought and feeling by explore of our mind. Writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgement elements. It means that the teacher must bring the skills of grammatical rule and other skill in the teaching of writing.¹¹

¹⁰Tuti Indah Pertiwi, "The Implementation of Genre Based Approach in Teaching Writing at Eleventh Grade of MA Darussalam", (thesis IAIN Bengkulu, 2019).

¹¹ J.B Heaton, *Writing English Tests*, (New York: Longman, 1998), p. 138.

Another expert, Nunan said that, “Writing is both physical and mental work”.¹² It means that writing is the physical act of committing words or ideas to some medium, and is mental work of inventing ideas, thinking about how to express them into statements and paragraphs well.

According to Palmer, writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.¹³ As a result, writing is an activity that produces something from mind become meaningful a text of the sentence. To make a good writing we can arrange sequence sentence. Shortly, writing skill is specific abilities which help puts their thoughts into words in meaningful form and mentally interact with the message.

Writing is not like speech. When students are talking to another student in the give and take of dialogue, students always have the possibility of seeking clarification, and students often know the person you are talking to and so can guess at what students want to say. As a writer, students need to do everything you can make sure that the reader will be able to understand the message without the possibility of confusion or misinterpretation. In the other words, students need to adhere to the normal conventions of spelling, grammar and punctuation in order not to obscure the message.¹⁴

Based on the definition above explain clearly that writing was expressing the

¹²David Nunan, *Language Teaching Method: A Textbook for Teacher*, (New York: Prentice Hall, 1991),p.4.

¹³Barbara C, Palmer, *Developing Cultural Literacy through the Writing Process*, (Loongwood Professional Book: New York, 1994),p.47.

¹⁴ Howard Jackson, *Good Grammar for Students*, (First Published; New Delhi: Sage Publications India Pvt Ltd 2005), p. 86.

idea activity, feeling, and information or opinion to communicate messages of mind to form of writing. It had two steps process which featuring the meaning of the idea and explain in the form of writing language. Through writing we can share the idea, express the feeling, and convinced everyone else.

b. Components of Writing

Component of writing is needed in writing text. The component of writing is very important to product a good writing. It is give way systematically to convey the message that the mattered in written text. There are five basic components of writing as follows:

1) Content

Content is the main important of writing. Content explain the main idea with detail and fact. The content is strong when the message is clear. The researcher chooses details that are interesting, important and informative.

The element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize the material. It includes selecting subordinate ideas that support and reinforce that central idea.

An important component of a strong essay is the presence of well-developed ideas in the essay's body paragraphs. Essays often receive poor grades because the ideas are not developed enough. Students develop an idea by supporting it, discussing its significance, and showing how it connects to the rest of the essay and thesis statement. If people can do all three of these things consistently, students will find the writing strong, well-developed paragraphs and papers.

2) Organization

Organization is the key of good writing. Different languages organize their ideas differently. Organization means dividing the idea into a group in a logical order. Students should clarify the idea and make it clear.

The element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate idea. Good organization is logical and sequential. It guides the reader between divisions of the material.

Organization is the structural framework for that writing. Organization is important to effective writing because it provides readers with a framework to help them fulfil the expectations for the text. Instruction in organization focuses on two areas; text structures specific to the particular genre and the cohesive elements that tie clauses, sentences, and paragraphs together into a cohesive whole.

3) Grammar

Grammar is the form of grammatical structure of written. It has influence to determine the meaning of the sentence. The writer cannot write the paper, if do not have the concept of structure in grammar. It means that grammar is the factor important to result a good meaning in the writing.

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language, that is the rules of making meaning. Students who are native speakers of English already know English Grammar. Students recognize the sounds of English words, the meanings of those words, and the

different ways of putting words together to make meaningful sentences. However, while students may be effective speakers of English, students need guidance to become effective writers. Students need to learn how to transfer the knowledge of grammatical concepts from oral language to written language.¹⁵

4) Mechanics

There are two parts of mechanics in writing, namely function and capitalization. Function important as the way clarify meaning. In English writing capital letter have to participation first people used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what the writer means to express definitely.¹⁶

5) Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component in writing. Students can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in language, list of the meaning especially in book for learning a foreign language.

Vocabulary is the most important aspect in component of writing. It means that vocabulary is the source of word to expression the language. Students can write the text use vocabulary and explore our idea in writing. Vocabulary in writing being able to choose more descriptive words to help reader envision what they are

¹⁵<http://www.com/improve-your-grammar> (Access on March 7th 2022).

¹⁶ J.B.Heaton, Writing English Tests, (New York:1998), p. 148.

describing. Being able to adapt their writing for audience.

Building your vocabulary is one of the easiest ways to improve the power of the writing and make any writing tasks that much easier, as students will have several synonyms in the repertoire to pull from every time. Developing the vocabulary need not be difficult or pain.

c. Process of Writing

Writing is not a quick activity. In fact, when students are required to write, they often find a blank page on their minds. In other words, we can say that finding ideas, writing down the ideas, until students come to their final product, are long process. Often we see that students are quite difficult on what they have to write even though teachers have given them a prompt. Through each process in writing, students will be easier in making a piece of writing.

Harmer suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.¹⁷

1) Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the

¹⁷Jeremy Harmer, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p.33

writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

In this step, the students gather idea and information also trying to create a framework or outline will be written. The students started looking for and determine their writing form. This can be done through reading activity to study a form of writing. Besides that, especially in choosing a topic, students also can conduct observation, reading book and literature as well as using chart and images.

2) Drafting

Refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

In this stage, the students write and refine their writing through a number of concepts. During the drafting stage, the students focused on collecting ideas. Opportunity in expressing ideas is done with a little attention to spelling, punctuation, and other mechanical errors.

3) Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

In this stage, students rewrite their draft into polio paper so it becomes a complete writing. At the same time students also did improve in error mechanical related to spelling and punctuation.

4) Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

On the last stage of writing process, students publish their writing and complete it with read an opinion and comment given by their friend or teacher. The students can publish their writing in front of the class or in the schools' wall magazine.

d. Purpose of Writing

The purpose of writing based on Penny Ur is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.¹⁸

Miller said some purposes of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse, and to inspire others. and to know the importance of the purpose of writing must understand the important aspects based on the ideas that will be made and appreciate it in the form of writing

¹⁸Ur, Penny. A Course in Language Teaching Cambridge: Cambridge Univercity (1996), p. 424.

to convey the results of the mind form to a writing so that the reader can correctly know and capture the message to be conveyed.

1) Writing to understand experience

The writers who have this motive of writing draw upon to help them understand who they are, how they become that way, what they like, or what they want. Even though, the writers are writing about themselves, they are not writing for themselves alone. They are also writing to share their experience to the readers.

2) Writing to inform

In much of writing, it will intend simply to inform the reader about a subject. To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are or what happened.

3) Writing to explain

Writing to explain means to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that readers understand it as well. The task in explaining is to clarify a subject to the readers. The important thing to keep in mind is to clarify a subject to the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still need explanations.

4) Writing to persuade

Persuasion is very important things in human's life. You will use persuasion an attempt to get someone to do something you want for yourself, to achieve benefits for others, or to solve the problem. For instance, when you apply for job,

try to borrow money, persuade the government to protect an endangered species. So, it can be assumed that writing to persuade others has an aim which is the need to change someone's mind.

5) Writing to inspire others

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve. Fulfilling this motive of writing involves drawing on widely held values and evoking feeling that need to be reinforced.

6) Writing to amuse

Writing to amuse requires the writers to focus on the readers rather than himself or herself. The writer may enjoy the experience and take pride in what you accomplish, but she or cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

e. Characteristics of Writing

Text there were some characteristics of writing, from the perspective of a reader. First was permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work was written on a paper, become a permanence work. Therefore, the teacher could did as a guided and facilitator to help students to revised and refined their work before final submission would help gave them confidence in their work. Second was production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for

achieving the final product.

The bad writing was that many educational context demand student writing within time limits, or writing for display. Third was distance. Good writer could read their own writing from the perspective of the mind of the targeted audience. Writers needed to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted. Fourth was complexity.

Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary used than does speaking. Good writers would learn to take advantage of the richness of English vocabulary.¹⁹

f. Problems of Writing

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing.²⁰ Therefore, many problems faced by teachers and students. The first problem is “the less proficient writer” problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process.

¹⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001) 2nd Ed,p. 341-341.

²⁰James C Raymond. *Writing is Unnatural Act*. (New York: The Murray Printing Company: 1980),p.7.

Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities.

The second problem is “I can’t write English” problem. Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is “teacher response” problem. Writing teachers often spend many hours reading and marking students’ papers. The suggestion for this problem is teachers can work with students on developing their written work through student to-student conferences.²¹

There are some students’ internal and external problems that commonly occurred in writing based on some experts as below:²²

1) The Internal Problems in Writing

a. Grammatical Problems

Khurma (1987) in Melese (2007, p. 12) states that students have grammatical problems with subject verb agreements, pronoun references, and connectors.

b. Problem of Word Choice.

²¹ Jerry G. Gebhard, *Teaching English as a Foreign or second Language* (2nd Edition), (United State of America: The University of Michigan, 2006), p. 223-224.

²² Novariana Hanna, Sumardi, and Sri Samiati, “Senior High School Problems In Writing,” *EllisC Proceedings Vol. 2* (2018): 216, <http://jurnal.unimus.ac.id>.

Writing in a second language using the appropriate words in the appropriate place is a problem for students. The effort to impress the reader leads to a problem of diction.

c. Cognitive Problem

(1) Punctuation Problems, According to Byrne (1988,p. 16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. (2) Capitalization Problems, Capital letters are useful for sentence initials, the beginning of important words, in topics, headings. The problems occur because the difficulty to classify nouns as proper and common nouns (Gowere et al., 1995). (3) Spelling Problem Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al., 1995). (4) Content Problem, Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others. (5) Problem Organization Learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse, differentiating a topic and supporting ideas or generalizations and specific details.

2) The External Problems in Writing

a. Lack of Knowledge about Writing Stages

Byrne (1988, p. 4) classifies the writing complexities into psychological, linguistic and cognitive problems. It means that writing does not come naturally but

rather gained through continuous effort and much practice, it becomes a complex skill.

b. Lack Learners' Motivation

Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. It means that learners will be encouraged to write if writing tasks motivate them and keep them interested.

c. Inadequate Time

Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and re-writing. According to Guantun and Chakraverty (2000, p. 22), writing, which is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topics.

d. Lack of Practice

According to Davies (1998, p. 25), "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. Furthermore, to become a good writer, a student needs to write a lot.

e. Teachers' Feedback

Byrne (1988, p. 29) thinks that if teachers are to be truly readers rather than judges, they should perhaps look not so much at what the learners have failed to

achieve but rather at what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions.

There are many reasons students avoid writing. They have a hard time getting started and feel overwhelmed by the task. As the teachers, can help students deal with their lack of enjoyment of the writing process and also with poor skill development.

g. Importance of Writing

Writing is a great way to teach, inform, entertain one's behavior and educate oneself. Writing expresses who we are, even after our life time. It makes our knowledge, our personal aspirations and our work for the future visible to others.

Based on Harmer there are some importance of writing. Those are:

- 1) Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.
- 2) Writing was often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learn while learning process happens.
- 3) Writing was frequently useful as preparation for some other activities.
- 4) Writing could be used as an integral part of a larger activity where the focus was on something else such as language practice, acting out, or speaking.
- 5) Writing was also used in questionnaire – type of activities. Writing was important to face questionnaire test. In the examination, student are asked their answer in the

form written.²³

The researcher has found some references of the importance of the writing activities states, there are the reason why the writing is very important, as follows:

1) Writing help us to organize our ideas, students can arrange them into the coherent form. 2) Writing down ideas allows us to distance ourselves when we write the topic. 3) Writing is a tool of discovery, students simulate our though process by act of writing into information and image who have our unconscious mind. Writing can generate new ideas by helping us to make connecting and relationship.²⁴

h. Types of Writing Performance

Four categories of written performance that capture the range of written production are considered here.

1) Imitative

To produce written language, the learners must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentence. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are thing to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) Intensive (controlled)

²³ Umi Farida.2004. Improving The Eight Grade Students' Writing Skill Through A Writing Process Method at SMPN 15 Yogyakarta in the academic year of 2012/2013. Universitas Negeri Yogyakarta. Pdf.

²⁴ Suriani Banna, Teaching Simple Past at the Tenth Grade Students of PMDS Putri Through Writing Personal Experience, (Unpublished Thesis S1: STAIN Palopo, 2011), p. 26-27.

Beyond the fundamental of imitative writing are skills in producing appropriate vocabulary with a context, collocation and idioms, and correct grammatical features up to length of a sentence. Meaning and context are of some importance in determining correctness and appropriates, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) Responsive and Extensive writing

Responsive assessment task require learners to perform at limited discourse level, connecting sentence into paragraph and creating logically connected sequence of two or three paragraph. Extensive writing implies successful management of all process and strategies of writing for all purposes up to length of an essay, term paper, a mayor research project report, or even or thesis.²⁵

2. Narrative Text

a. Definition of Narrative Text

Narrative text is a type of the text that tells a series of events in a chronological or interconnected system.²⁶ Narrative text is generally imaginative, not real or in the form of the imagination of the author. It is a text that aims at retelling events or activities that happened in the past which is intended to entertain the readers or listeners. Moreover, narrative text describes a sequence of events. To comprehend a narrative text, the reader has to know the idea, a point to develop an idea and a series of event.

²⁵ Douglas H.Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), 2nd Ed,p.220.

²⁶Intan Aulia, "Narrative Text: Definisi, Struktur, dan Contohnya," *English Academy*, April 22, 2022, <http://www.english-academy.id/blog/narrative-text>.

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.²⁷ 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.

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 and 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.

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, e.g.: short story, novel, legend and

²⁷Al Imroah (IAIN Metro), "An Analysis On The Students' Ability in Writing Narrative Text at the Eight Grade of SMPN Trimurjo, (thesis IAIN Metro,2018).

something that happened in life. So narrative text is a text focusing specific participant. Its social function is to tell stories or past events and entertain the readers/listeners.

b. Generic Structure of Narrative Text

The structure of the narrative text that needs to be considered to create or read narrative text :²⁸

1) Orientation

In Indonesian, orientation means introduction. So, the initial paragraph of narrative text usually contains the introduction of the characters and settings involved in the content of the story. In this case, the setting can be the scene as well as the time of the story.

2) Complications

This section will begin to enter the paragraph that tells about the beginning of the problem of an event or incident. Because it is chronological, the problems that arise at the beginning will continue to be a series of long storylines that contain conflict, climax, and anti-climax. the arrangement in complications:

3) Resolution

Resolution is the end of the story or the conclusion of the story. This paragraph can be a further explanation of the solution. In this section, the author can also describe whether the narrative text that is made will end with a sad ending or a happy ending.

c. Language Feature of Narrative Text

²⁸Intan Aulia, "Narrative Text: Definisi, Struktur, dan Contohnya," English Academy, April 22, 2022, <http://www.english-academy.id/blog/narrative-text>.

Language features of narrative text are:²⁹

1) 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.

2) Using conjunction

The succession of events in time is reinforced by using of adverb, like: thus, then, and by joining 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 specific 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.

3. Students' Difficulties in Writing

A difficult circumstance is one that sticks in our minds as being difficult to handle. The students practice writing on paper because they are that they have trouble with it.

Every learner has a different type of getting difficulties. The writer would use these number when marking students' writing narrative text especially in

²⁹ Howard Jackson and Peter Stockwell, An Introduction the Nature and Functions of Language 2nd Edition, p. 84.

writing aspects to indicate that students faced difficulties. Harmer stated that there are five students' difficulties in written text, namely:³⁰

a. Grammar

Grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

b. Vocabulary

The vocabulary included in students' difficulties because the word has the synonym and antonyms meaning.

c. Handwriting

Many students whose native-language orthography is very different from English have difficulty forming letters. Students should get special training. Handwriting is a personal issue. Students should not all be expected to use exactly the same style.

d. Spelling

One of the reason that make spelling is difficult for students of English is that correspondence between the sound of a word and the way it is spelt is not always obvious.

e. Layout and punctuation

Different writing communities obey different punctuation and layout conventions in communication such as letter, reports, and publicity. Some punctuation conventions such as the capitalization of names, months, and the pronoun I, are specific to only or a few language.

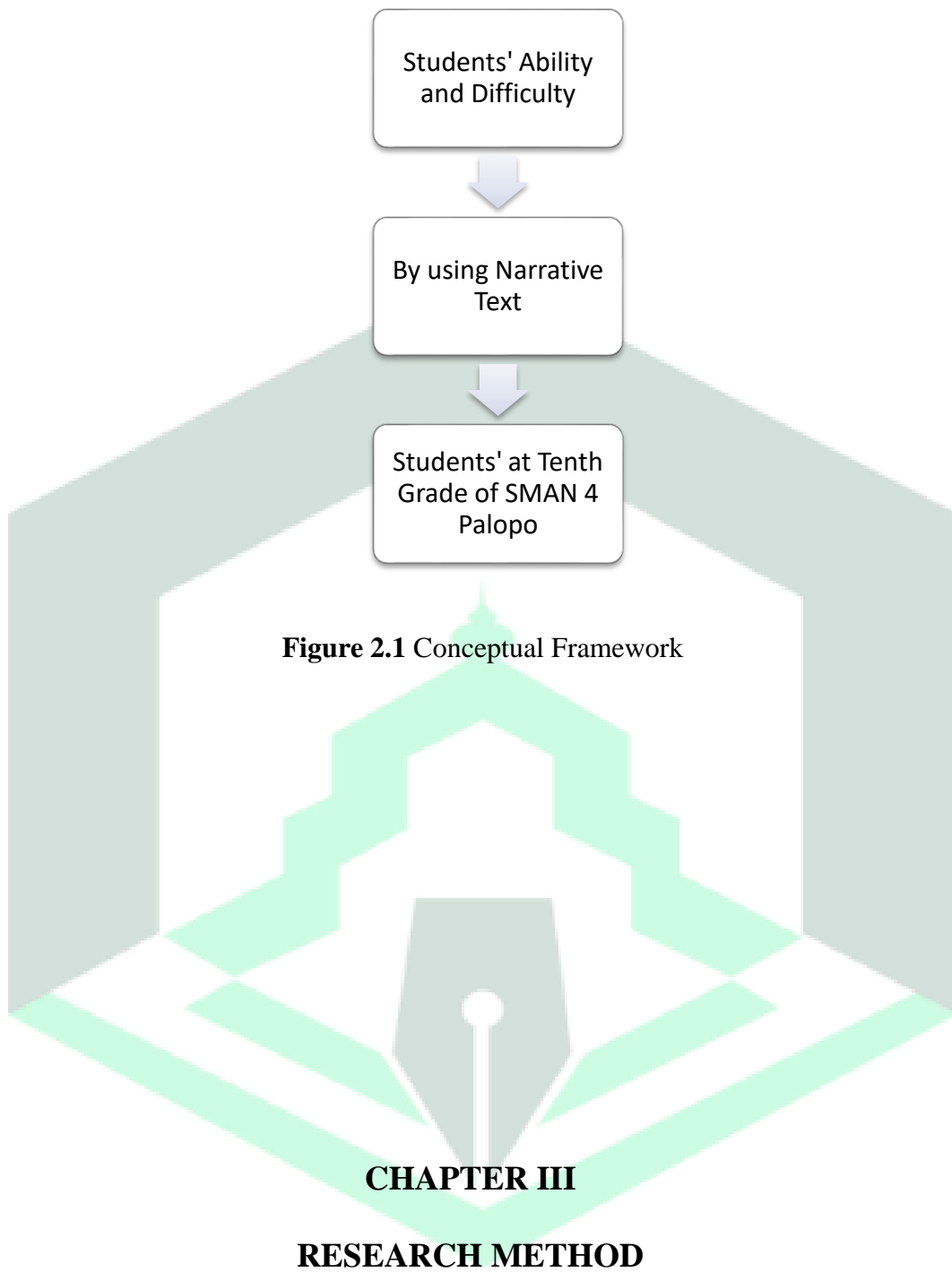
³⁰ Jeremy Harmer, *The Practice of English Language Teaching* Third Edition, (New York: Longman, 2001), p. 255-256

C. Conceptual Framework

Writing is productive skills which affects in written communication and it needs good organization to result meaningful sentences. The students will face some difficulties in building and developing their imagination. Thus, they should produce their thought with the rules of how to communicate in written communication then express it in the meaningfully written form. So that the teacher must bring the skills of grammatical rule and other skill in the teaching of writing. This argument is supported by John Brian Heaton.³¹ Writing is indirect communication which we transfer in our thought and felling grammatical and vocabulary with symbol written. It means that writing is the result of thought and felling by explore of our mind. Writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgement elements. It means that the teacher must bring the skills of grammatical rule and other skill in the teaching of writing.

Based on the preliminary research that was conducted in SMAN 4 Palopo by interviewing students'. Students' said do not have enough practice in writing text. The technique that used by teacher do not support the students' motivation to write the paragraph. In this research the researcher only focused on the students' ability and difficulty in writing by using narrative text material in SMAN 4 Palopo.

³¹ J.B Heaton, *Writing English Tests*, (New York: Longman, 1998), p. 138.



A. Research Method and Type

In this research, the qualitative descriptive method is used. A qualitative descriptive research method produces descriptive data in the form of people's

written or spoken words as well as observable behavior. The researcher chose this method because it allows the researcher to describe the circumstances that will be observed in the field.

In qualitative research, data criteria are specific pieces of information. Definite data is data that occurs exactly as it is, not data that is just seen or said, but data that has meaning behind what is seen and expressed.³²

B. Research Focus

In this research, the researcher focused on how students' ability and what students' difficult aspect in writing skills at the tenth grade of Senior High School Number 4 Palopo.

C. Definition of Terms

The phrase is defined as follows:

1. Writing is skill that needs many practices to be mastered. Writing is an activity of thinking and expressing of what one's feeling, wished and envisioned.
2. Difficulty is a bad situation which something hard to do and stuck in our mind. The students are known that they get difficulty in writing, when they practice to write on paper.
3. Text that aims at retelling events or activities that happened in the past which is intended to entertain the readers or listeners is narrative text.

D. Research Design

This research is designed using descriptive qualitative research based on the

³² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2008).

results of the data collection instruments using descriptive qualitative method. Because the descriptive qualitative method is linked to interpreting data gathered in the field, it is also known as the interpretative method. Descriptive research, does not seek to test specific hypotheses, but rather to naturally explain some factor or condition. As a result, the researcher described and defined everything crucial to this research.³³

E. Data and Sources

The data source is information gathered directly through observation, written test, and interview. The research is conducted on the tenth grade students in SMAN 4 Palopo.

F. Research Instruments

The following data collection instruments were utilized in this research: observation, written test, and interview.

1. Observation

Observation is to obtain information about learning activities in the classroom. It is carried out to collect data about the learning process for students writing at the tenth grade of SMAN 4 Palopo.

2. Interview

The object of this research is about English learning process in writing skills. In contrast, the research subject is the students at the tenth grade of SMAN 4 Palopo. The contents of the interview guide include English learning in writing skills.

³³ Prof. Suharsimi Arikunto, *Penelitian Tindakan Kelas*, ed. by PT. Bumi Aksara, (Cet.4.) (Jakarta: PT. Bumi Aksara, 2007).

3. Written Test

The written test is an assessment tool that must be answer by students. To collect data, the researcher giving written test about narrative text to students. The result of written test is the researcher examine and provide an examination assessment in accordance with the writing components which consists of five basic, namely content, organization, grammar, mechanics, and vocabulary.

G. Data Collection Techniques

The following data collection procedures that employed in this research:

1. Observation

The researcher only observed and evaluated the English teaching and learning process in the classroom through short question and answer to students'.

2. Interview

For the Interview, researcher gave interview to students'. The researcher asks to the interviewee by using a number of predetermined questions but interviewee is given freedom to answer that questions, in other hand the interviewee not only say yes or no but give free explanation to answer.

3. Written Test

There are several steps in collecting data from test as follows :

- a. The researcher gave writing test to the students.
- b. The researcher explained the instruction of the test to the students.
- c. The researcher asked the students to do the test in 40 minutes.
- d. The researcher collected the students' answer sheets.

H. Data Analysis Technique

- a. The Analysis of Interview and Observation

In finding students' ability and difficult aspect in writing, the researcher used students' test result as the main sources then interview and observation as the supporting instruments. Nevertheless, interview and observation are supporting instruments, but interview and observation used as the main sources to find the students' ability and difficulties.

b. The Analysis of the Test

The researcher analyzed the competence by using the following:

1. Scoring the students answer

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Item}} \times 100$$

2. Classifying the students score based on the following classification

$$M = \frac{\Sigma x}{N}$$

Where:

M = Mean Score

Σx = Total Score

N = Total Sample³⁴

3. The objective score was modified into five scales. The component that involved:³⁵

1. Content

Table 3.1: Criteria for analysis content of writing.

No	Score	Classification	Criteria
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³⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*; (Jakarta Rineka Cipta, p.185.

³⁵ J.B Heaton, *Writing English Test*, (New York: Longman, 1998).,p. 146.

1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking purpose or not.
4	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5	5-8	Very Poor	Not organization, not enough to evaluate because not meaning full.

2. Organization

Table 3.2: Criteria for analysis organization of writing.

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, idea clearly state, support logical sequencing, well organize means the order, structure, or presentation is compelling and moves the reader trough the text. Good introduction, good placement of detail, and strong conclusion.
2	14-17	Good	The reader can readily follow what is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical be incomplete sequencing.
3	10-13	Fair	Lack of logical sequencing and development is not fluent. The writing lacks direction, with ideas, detail.
4	7-9	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5	5-6	Very Poor	No organization, confusing the sender, not enough to evaluate.

3. Vocabulary

Table 3.3: Criteria for analysis vocabulary of writing.

No	Score	Classification	Criteria
----	-------	----------------	----------

1	18-20	Very Good	Effective words, choice, and usage specific and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words.
4	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number, is, are, were, dominated.
5	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spellings.

4. Grammar

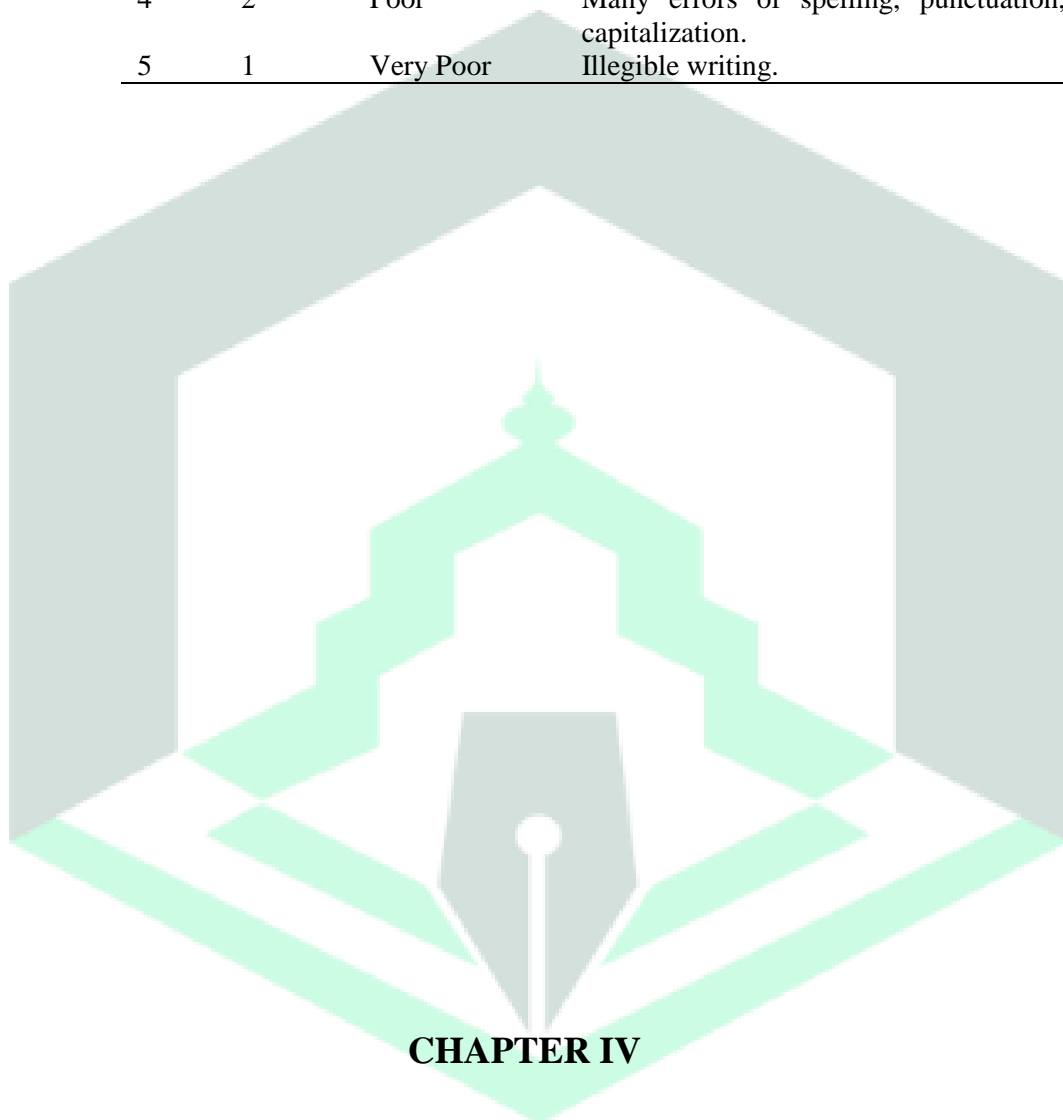
Table 3.4: Criteria for analysis grammar of writing.

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word, order/function, pronoun proposition.
2	20-22	Good	Effective but simple construction minor problem in complex contraction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication.
4	9-15	Poor	Dominated by error grammar, can not be understand and evaluated.
5	5-8	Very Poor	Virtually no mastery of sentences contraction rules.

5. Mechanic

Table 3.5: Criteria for analysis mechanic of writing.

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization.
4	2	Poor	Many errors of spelling, punctuation, capitalization.
5	1	Very Poor	Illegible writing.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this part, the researcher presents about the result of students' ability and difficulty in writing narrative text at the tenth grade major IPA 1 and IPS 1 of

SMAN 4 Palopo in writing narrative text. The data collected 28 students', 13 students' in class IPA, and 15 students' in class IPS.

The table below shows the result of the students' skill in writing narrative text.

a. The Result of Writing Test

The researcher present the data as follow:

The mean score was found by dividing the sum of all score of the students' ability in writing narrative text in learning English is 41, 84 score. The researcher found that the students in class IPA of SMAN 4 Palopo have very poor competence of their ability in writing narrative in English learning.

Table 4.1 The complete students X MIPA 1 score of *content, organization, vocabulary, grammar, mechanic*, are presented as follows:

<i>No</i>	<i>Respondent</i>	<i>Content</i>	<i>Organization</i>	<i>Vocabulary</i>	<i>Grammar</i>	<i>Mechanic</i>	<i>Students score</i>
1	R1	8	6	8	5	3	30
2	R2	23	14	17	20	4	78
3	R3	6	5	5	5	2	23
4	R4	6	5	5	5	2	23
5	R5	23	17	17	21	4	82
6	R6	6	5	5	5	2	23
7	R7	8	6	7	6	3	30
8	R8	6	5	5	5	2	23
9	R9	6	5	5	5	2	23
10	R10	23	17	17	20	4	81
11	R11	6	5	5	5	2	23

12	R12	7	6	5	5	3	26
13	R13	23	14	17	21	4	79
	Total	151	105	118	128	37	544
	Mean	11,61	8,07	9,07	9,84	2,84	41,84

From the table 4.1, the mean score of all components are 41,84

a. Mean score of Content

$$X = \frac{\Sigma x}{N} = \frac{151}{13} = 11,61$$

b. Mean score of Organization

$$X = \frac{\Sigma x}{N} = \frac{105}{13} = 8,07$$

c. Mean score of Vocabulary

$$X = \frac{\Sigma x}{N} = \frac{118}{13} = 9,07$$

d. Mean score of Grammar

$$X = \frac{\Sigma x}{N} = \frac{128}{13} = 9,84$$

e. Mean score of Mechanic

$$X = \frac{\Sigma x}{N} = \frac{37}{13} = 2,84$$

The mean score all of component is

$$X = \frac{\Sigma x}{N} = \frac{544}{13} = 41,8$$

The mean score was found by dividing the sum of all score of the students' ability in writing narrative text in learning English is 29,13 score. The researcher found that the students in class IPS of SMAN 4 Palopo have very poor competence of their ability in writing narrative in English learning.

Table 4.2 The complete students X IPS 1 score of *content, organization, vocabulary, grammar, mechanic*, are presented as follows:

<i>No</i>	<i>Respondent</i>	<i>Content</i>	<i>Organization</i>	<i>Vocabulary</i>	<i>Grammar</i>	<i>Mechanic</i>	<i>Students score</i>
1	R1	5	5	6	5	1	22
2	R2	5	5	6	5	1	22
3	R3	7	6	7	6	2	28
4	R4	5	5	5	5	1	21
5	R5	5	5	5	5	1	21
6	R6	11	9	11	9	3	43
7	R7	6	5	6	6	2	25
8	R8	7	6	6	7	2	28
9	R9	23	11	13	14	4	65
10	R10	5	5	5	5	1	21
11	R11	9	6	6	7	2	30
12	R12	9	6	6	7	2	30
13	R13	9	6	6	7	2	30
14	R14	5	5	5	5	1	21
15	R15	9	6	6	7	2	30
	Total	120	91	99	100	27	437
	Mean	8	6,06	6,6	6,67	1,8	29,13

From the table 4.2, the mean score of all components are 29,13

a. Mean score of Content

$$X = \frac{\sum x}{N} = \frac{120}{15} = 8$$

b. Mean score of Organization

$$X = \frac{\sum x}{N} = \frac{91}{15} = 6,06$$

c. Mean score of Vocabulary

$$X = \frac{\Sigma x}{N} = \frac{99}{15} = 6,6$$

d. Mean score of Grammar

$$X = \frac{\Sigma x}{N} = \frac{100}{15} = 6,67$$

e. Mean score of Mechanic

$$X = \frac{\Sigma x}{N} = \frac{27}{15} = 1,8$$

The mean score all of component is

$$X = \frac{\Sigma x}{N} = \frac{437}{15} = 29,13$$

Table 4.3 Data Analysis of Students Ability in Writing Narrative Text in Class IPA.

No	Categories	Frequency	Percentage	Abilities Categories
1	91-100	-	-	Very good
2	76-90	4	30,8%	Good
3	61-69	-	.-	Fair
4	50-59	-	-	Poor
5	0-49	9	68.2%	Very poor

Table 4.4 Data Analysis of Students Ability in Writing Narrative Text in Class IPS.

No	Categories	Frequency	Percentage	Abilities Categories
1	91-100	-	-	Very good
2	76-90	-	-	Good
3	61-69	1	.6,7%	Fair
4	50-59	-	-	Poor

5	0-49	14	93,3%	Very poor
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Table 4.5 Data Analysis of Students Ability in Writing Narrative Text at the Tenth Grade of SMAN 4 Palopo.

No	Categories	Frequency	Percentage	Abilities Categories
1	91-100	-	-	Very good
2	76-90	4	14,4%	Good
3	61-69	1	3,6%	Fair
4	50-59	-	-	Poor
5	0-49	23	82,%	Very poor

The data in the table 4.2 and 4.3 shows that from 28 students at the tenth grade of SMAN 4 Palopo, 4 students' got good score (14,4%), 1 student got fair score (3,6%), 23 students' got very poor score (82%), and none students' got very good. The mean score was found by dividing the sum of all score of the students' ability in writing narrative text is (48,75%). The researcher conclude that students' ability at the tenth grade of SMAN 4 Palopo was very poor category.

b. The Result of Interview

This interview was conducted on Tuesday, August 2th 2022 in the class. There are seven items of questions that are used as an interview guide: (1) Do you like English learning? (2) Do you like writing? Why? (3) what are difficulties do you usually find in writing? (4) do you know narrative text (5)Do you ever writing in narrative text? (6) what do you think about narrative text? (7) what are the generic

structure of narrative text do you know? There are several answers to this question as the answers answered by student representatives.

Based of the interview for the first question (*do you like English learning?*), some of students said (*Yes, I do*) and more of them said (*No, I do not*). The second question (*Do you like writing? Why?*) most of students said (*No, I do not. Because writing is not easy*). Some of students said (*Yes, I do. Because writing makes me happy.*). The third question is (*what are difficulties doyou usually find in writing?*). Most of the students said they usually found the difficulty are *low in vocabularies, have no ideas and forget something to told, felt difficult to spell the word. And Had difficulty to choose appropriate words.*

The fourth and fifth question are (*do you know narrative text?*), (*Do you ever writing in narrative text?*). All of students said (*Yes, I do*). It means the students have studied narrative text. The sixth question is (*what do you think about narrative text?*). Some of students know what the narrative text. Respondent 8 said(*narrative text is I can write my story whatever that happened in my life.*). Respondent 4 said (*Narrative text is retell the story that past event.*). Most of students said (*I do not know*). It means they do not know what the narrative text. The last question is (*what are the generic structure of narrative text do you know?*). Most of the students do not know about the generic structure of narrative text. Some of students said *Orientation, complication, and resolution.*

The interview result, that most of the students major X MIPA 1 and X IPS 1 had difficulty to express their idea when they write. The students had difficulty to choose appropriate words, and felt difficult to spell the word. Because of these

difficulties students can not write and develop their essays well, and make students not focus when they are writing. They can not improve their ability in writing, about wording, grammar, punctuations and spelling.

For instance, the students did not understand about generic structure of narrative text. Most of students major X IPA 1 know part of the generic structure of the narrative text, but do not understand the meaning of the generic structure. Meanwhile, most of students major X IPS 1 do not know about part and meaning about the generic structure of narrative text. Additionally, most of students did not like the English subject.

B. Discussion

In this part, it would be discussed the findings of his research that was composed by the participants of the research, they were the students in the tenth grade of SMAN 4 Palopo in academic year of 2021/2022 that had been as a sample. This research employed observation, written test , and interview of the students' to know the ability and difficulty in writing by using narrative text of students'. Based on the result of students' ability, it can be concluded there were still many students' got very poor in writing. It can be seen that students' ability that faced are content, organization, vocabulary, grammar, and mechanic. During the research, it found that students had the deep difficulty in writing are grammar, vocabulary, organization, spelling, punctuation. Difficult in using the right appropriate words, appropriate tenses in writing narrative, difficulty in using capitalization, difficult in writing the right spelling, for example in placing comma. Then, according to Anderson and Anderson, there are 5 generic structures of narrative text, that are

orientation, complication, sequence of the event, resolution and coda.³⁶ Broadly, in real condition, most of students did not write coda part, they did not draw the conclusion of the story. In addition, some students also did not write sequence of the event, complication and resolution.

Based on the result of the difficulties, It is identified that can be many difficulties faced by students' are grammar, vocabulary, spelling, and punctuation. It was supported with the construction theory of Harmer that the types of students' difficulties are grammar, vocabulary, spelling, and punctuation that occurred in the real condition. Furthermore, according to the causes of students' difficulties this research is correlated with previous research by Noviana Hanna, they found that causes students' difficulties are the lack learner motivation, lack of practice, and teacher's feedback.³⁷ In fact, the causes of students' difficulties in writing narrative text in this research found by observation, it showed that the causes the students' difficulties presented the less learner motivation, and lack of practice. They were really needed to be motivated and always doing practice.

CHAPTER V

CONCLUSION AND SUGGESTIONS

After collecting the data and analyzing the result of the research, some conclusions and suggestions of students' ability and difficulty in writing narrative text at the tenth grade of SMAN 4 Palopo in the academic year 2021/2022 as follow.

³⁶ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 2003), p.12

³⁷ Novariana Hanna, Sumardi, and Sri Samiati, "Senior High School Problems In Writing," *ElliC Proceedings Vol. 2* (2018): 216, <http://jurnal.unimus.ac.id>.

A. Conclusion

This research analyzed the students' ability in writing narrative text. It was gotten the data of written test presented the students' ability in writing narrative text is (48,75%). The researcher conclude that students' ability at the tenth grade of SMAN 4 Palopo was very poor category. The researcher conclude that students' lack understanding of the language features, lack of vocabulary to express their ideas, and they did not have enough knowledge about grammar it was proved by many students' can not make a good paragraph. Broadly, in generic structure, most of students' most of students did not write coda part, they did not draw the conclusion of the story. In addition, some students also did not write sequence of the event, complication and resolution.

The result of interview showed that the students' difficulties in writing narrative text were less learner motivation, lack of practice and teacher's feedback. In addition, in interview students' explained that they felt difficult to spell the word, 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. Suggestions

Based on the conclusion above, some suggestions would be shown as follow:

1. For the English Teacher

The teacher suggested giving the students motivation in writing especially narrative text. The teacher teaches about technique of good writing in five components such as content, organization, grammar, mechanics, and vocabulary.

The teacher also should explain in every detail such as spelling and punctuation .

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

2. For the Students

The students suggested to developing their vocabulary and have a lot of reading, in order to master in English writing. 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. The students' should be more active and keep motivation in learning writing narrative and practice more their writing in spare time.

3. For other Researcher

The result of this research can also be used as an additional references or further research with different discussion for the next researchers.

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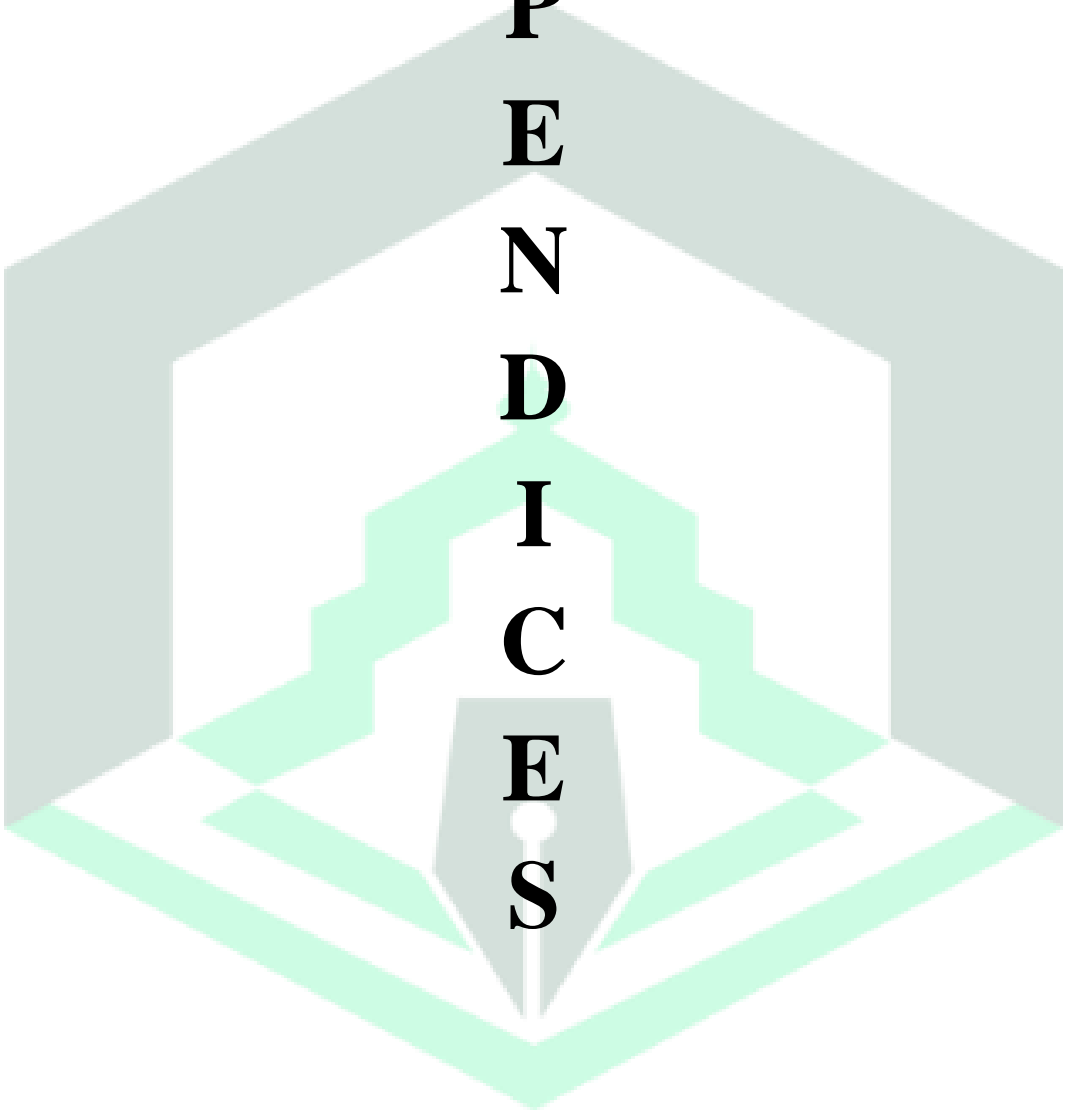
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APPENDIX 1
SURAT IZIN MENELITI





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 701/IP/DPMPTSP/VI/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2020 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyerahan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penegasan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : UTARI
 Jenis Kelamin : Perempuan
 Alamat : Jl. Andi Kambo Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0067

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

ANALYSIS OF STUDENTS' DIFFERENCES IN WRITING SKILLS AT THE ELEVENTH GRADE OF SMAN 4 PALOPO

Lokasi Penelitian : SMA NEGERI 4 PALOPO
 Lamanya Penelitian : 28 Juni 2022 s.d. 28 Agustus 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 28 Juni 2022

o.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.I
 NIP : 19830414 200701 1 005

Tembusan :

- 1 Kepala Badan Kesbang Prov. Sul-Sel;
- 2 Walikota Palopo
- 3 Dandim 1403 4W/G
- 4 Kapolres Palopo
- 5 Kepala Badan Penelitian dan Pengembangan Kota Palopo
- 6 Kepala Badan Kesbang Kota Palopo
- 7 Instansi terkait tempat dilaksanakan penelitian



APPENDIX 2
SURAT KETERANGAN
PENELITIAN



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bakau Balandi No. Telp (0471) 21475 Website www.sman4plp.sch.id Email admin@sma4plp.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/698 -UPT.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a : Utari
N I M : 18 0202 0067
Tempat / tgl. lahir : Palopo, 07 Juni 2000
Jenis kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Andi Kambo Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo**, pada tanggal 02 Agustus sampai dengan 05 Agustus 2022, guna melengkapi Skripsi yang berjudul:

"Analysis of Students ' Differences In Writing Skills at the Tenth Grade of SMAN negeri 4 Palopo ".

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.





APPENDIX 3
INTERVIEW GUIDELINE

**LAMPIRAN PEDOMAN
WAWANCARA UNTUK SISWA**

Nama Lengkap :

NIS :

Kelas :

**“ ANALYSIS OF STUDENTS’ ABILITY AND DIFFICULTY IN WRITING
SKILLS AT THE TENTH GRADE OF SMAN 4 PALOPO”**

1. Apakah kamu menyukai pembelajaran Bahasa Inggris?
2. Apakah kamu suka menulis? Mengapa ?
3. Apa kesulitan yang selalu kamu temukan ketika menulis ?
4. Apakah kamu mengetahui teks naratif?
5. Apakah kamu pernah menulis teks naratif?
6. Apa yang kamu ketahui tentang teks naratif ?
7. Apa struktur umum teks naratif yang kamu ketahui?

Interview 1

The researcher : Do you like English Learning?

Responden : No, I do not.

The researcher : Do you like writing? Why?

Responden : No, I do not. Because writing is difficult.

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

Responden : Have no ideas to writing.

The researcher : Do you know narrative text?

Responden : Yes, I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

The researcher : What do you think about narrative text?

Responden : Narrative text is a story of the past.

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

Responden : I do not understand about generic structure of narrative text.

Interview 2

The researcher : Do you like English Learning?

Responden : Yes, I do.

The researcher : Do you like writing? Why?

Responden : 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?

Responden : Have no ideas, and low in vocabularies.

The researcher : Do you know narrative text?

Responden : Yes. I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

The researcher : What do you think about narrative text?

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

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

Responden : Orientation, complication, resolution and ending.

Interview 3

The researcher : Do you like English Learning?

Responden : Yes, I do.

The researcher : Do you like writing? Why?

Responden : Yes, I do. Writing make me enjoyed.

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

Responden : Had difficulty to choose appropriate words.

The researcher : Do you know narrative text?

Responden : Yes, I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

The researcher : What do you think about narrative text?

Responden : Narrative text is text to tell the story like Snow white.

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

Responden : Title, orientation, complication, resolution and ending. (Etc).

Interview 4

The researcher : Do you like English Learning?

Responden : No, I do not.

The researcher : Do you like writing? Why?

Responden : 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?

Responden : Low Vocabularies.

The researcher : Do you know narrative text?

Responden : Yes, I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

The researcher : What do you think about narrative text?

Responden : Narrative text is not simple text.

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

Responden : I do not understand about generic structure of narrative text.

Interview 5

The researcher : Do you like English Learning?

Responden : Yes, I do.

The researcher : Do you like writing? Why?

Responden : Yes, I do. Because writing makes me happy.

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

Responden : I felt difficult to spell the word.

The researcher : Do you know narrative text?

Responden : Yes, I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

The researcher : What do you think about narrative text?

Responden : : 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?

Responden : Orientation, complication, and resolution.

Interview 6

The researcher : Do you like English Learning?

Responden : No, I do not.

The researcher : Do you like writing? Why?

Responden : No, I do not.

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

Responden : Have no ideas and forget something to told.

The researcher : Do you know narrative text?

Responden : Yes, I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

The researcher : What do you think about narrative text?

Responden : Narrative text is difficult text.

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

Responden : I do not know.

Interview 7

The researcher : Do you like English Learning?

Responden : No, I do not.

The researcher : Do you like writing? Why?

Responden : No, I do not.

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

Responden : Low in vocabularies.

The researcher : Do you know narrative text?

Responden : Yes, I do.

The researcher : Do you ever writing in narrative text?

Responden : Yes, I do.

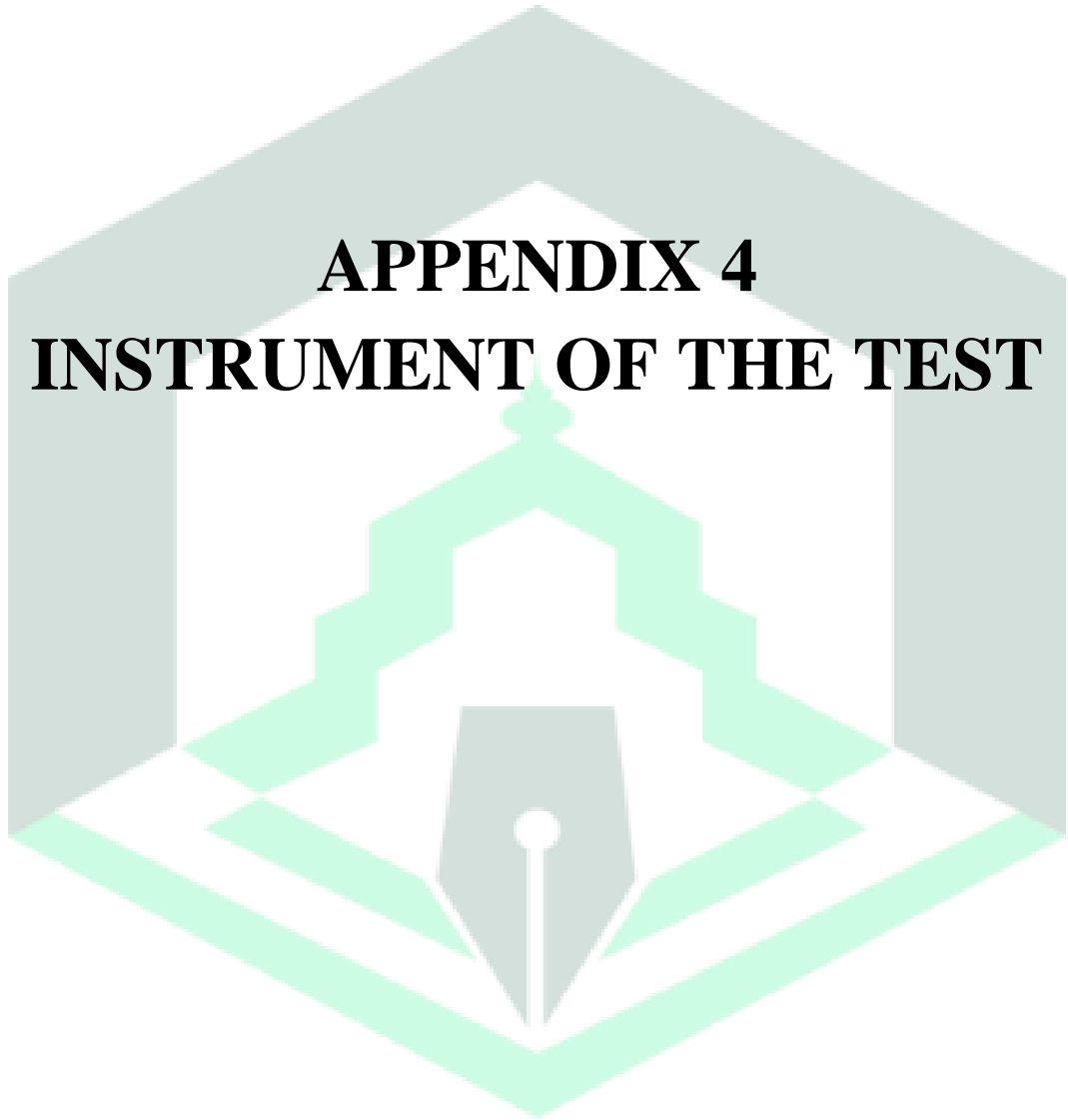
The researcher : What do you think about narrative text?

Responden : I do not know.

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

Responden : I do not know. (Etc).

APPENDIX 4
INSTRUMENT OF THE TEST



THE LEGEND OF LAKE TOBA



A long time ago, lived a young man named Toba. He had two excellent abilities in terms of fishing and farming. When fishing, Toba was very astute and did not require a long time to get the fish. Just thrown the hook into the river, and he got the big fish. One afternoon, he went fishing to a river that was wide enough. Within seconds after he threw the hook into the river, the fish immediately grabbed the bait and he got a big fish for dinner.

He immediately went home and along the way he continued pleased because of having enough fish for a dinner. He immediately moved the fish from the creel to the tub filled with water. He wanted the fish stay fresh when cooked so the taste was remarkably good. After putting fish inside the tubs, he prepared seasoning and firewood which needed in the process of ripening. Unfortunately, firewood in the house was out and he immediately looked for firewood in the forest.

Several hours later, he went home and carrying firewood pretty much to cook the fish. However, when he got home, he was surprised because the fish was lost. He even found pieces of gold, and a beautiful girl who was sitting in his room. Furthermore, the beautiful girl told to Toba that she was the fish which arrested by him, and pieces of gold was the part of constitutes fish. He then asked that pretty

girl to marry him. The beautiful girl agreed to his request, but he should not bring up the past of that beautiful girl. Toba approved it and they were married.

His wife and him got are blessed a boy named Samosir. His child was very agile, intelligent, but spoiled. When his child reached an age, there are task which should be performed every day, namely delivering the food into his rice fields. One time, his child felt very lazy to deliver food to the field and made his wife scolded. Finally, his child forced usher these foods into the field. Because so upset, his child ate most of the food at the trip, then bring it to the field with just a little food. When food given to the Toba, of course he surprised and asked about it to his son. Toba was furious to learn that his son had eaten the food. He said that his son was a child fish and his child came home while crying. His son complained to his wife and makes his wife so furious.

His wife was so angry and assumed that Toba had been violated the covenant. Although Toba had had begged so much, but his wife would not forgave him and went with his son the river. The wife and his son turned into a fish again. Instantly, the rain came in a very heavy and flushed Toba to sink. Heavy rains formed a lake known as Toba lake,

Instrument of the Test

IDENTITAS RESPONDEN

Nama :

Nis :

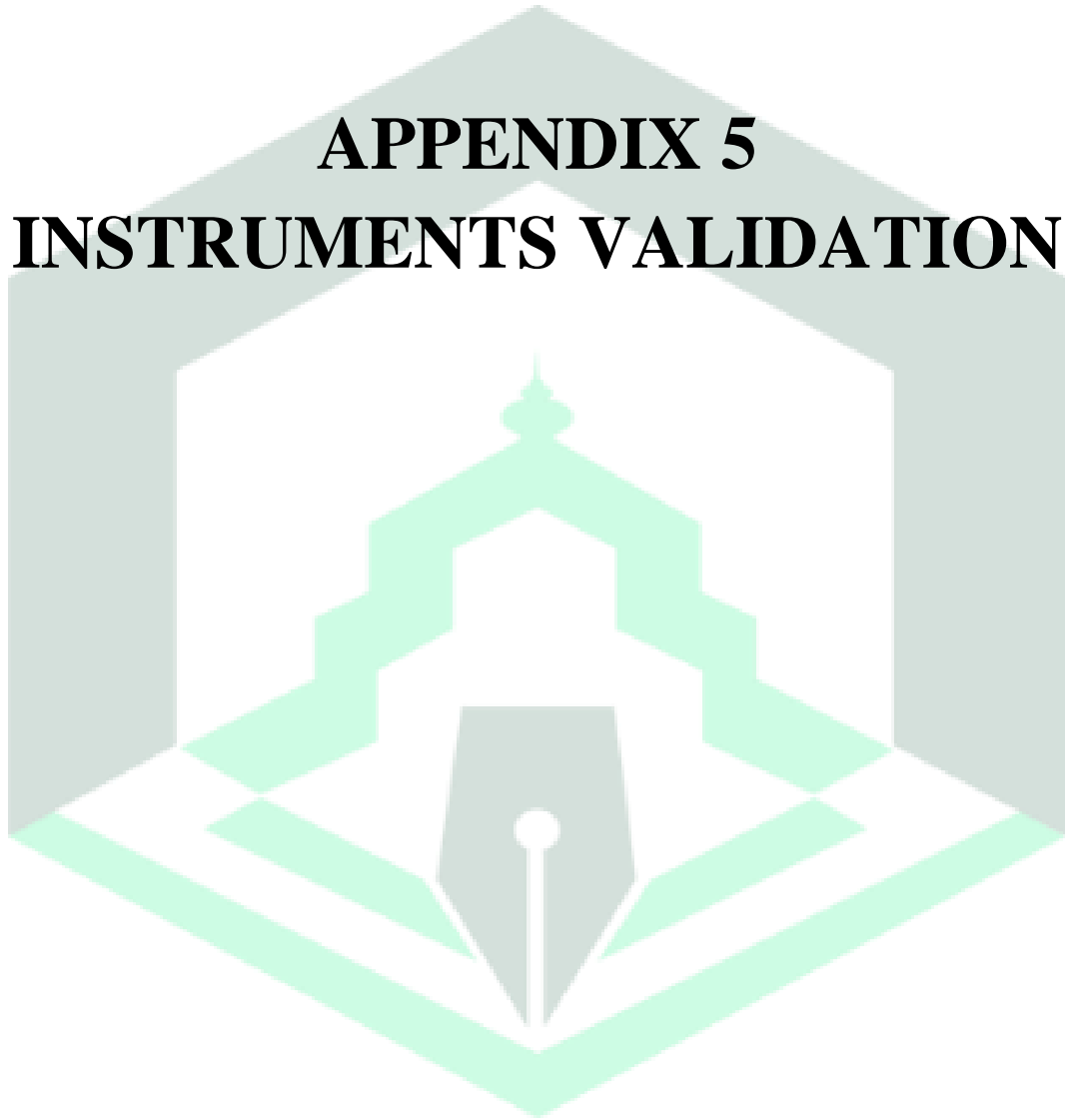
Kelas :

Instruction

Read the story about “The Legend of Lake Toba”, then retell it and write it according to the narrative structure of the text. Good luck!



APPENDIX 5
INSTRUMENTS VALIDATION



**LEMBAR VALIDASI INSTRUMEN TES KEMAMPUAN
SISWA TERHADAP PEMBELAJARAN WRITING SKILLS**

**Judul : Analysis of Students' Differences in Writing Skills at the Eleventh
Grade of SMAN 4 Palopo**

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, aspek isi, dan aspek bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
1: tidak layak
2: kurang layak
3: cukup layak
4: layak
5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	URAIAN	KALAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas.				✓	
	b. Tujuan lembar tes kemampuan siswa terhadap pembelajaran writing skills dinyatakan dengan jelas.				✓	
	c. Penyampaian isi lembar tes kemampuan siswa terhadap writing skills mudah dipahami.				✓	

II	Aspek Cakupan (Isi)					
a.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran writing skills mencakup data yang berhubungan dengan tujuan penelitian				✓	
b.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran writing skills mencakup data yang berhubungan dengan kemampuan siswa dalam pembelajaran writing skills yang sesuai dan benar.				✓	
c.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran writing skills mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
III	Aspek Bahasa					
a.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran writing skills dirumuskan dalam bahasa Inggris yang baik dan tepat.				✓	
b.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran writing skills dirumuskan dalam bahasa Inggris yang efektif.				✓	
c.	Butir-butir pada lembar tes kemampuan siswa terhadap pembelajaran writing skills dirumuskan dalam bahasa Inggris yang efisien.				✓	
d.	Butir-butir lembar tes kemampuan siswa terhadap pembelajaran writing skills dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden (siswa).				✓	

C. Komentar

.....
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D. Saran

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.....

Kesimpulan

Instrument pedoman wawancara ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....
.....
.....

Palopo, 27 Juli 2022

Validator,



NIP. 19200013 200501 1 005

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, M. Hum.
Instansi : Institut Agama Islam Negeri Palopo
Jabatan :

Telah membaca instrumen penelitian berupa lembar tes untuk *Tes kemampuan siswa terhadap pembelajaran writing skills* yang akan digunakan dalam penelitian skripsi dengan judul "**Analysis of Students' Differences in Writing Skills at the Eleventh Grade of SMAN 4 Palopo**" oleh peneliti:

Nama : Utari
NIM : 18 0202 0067
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

.....
.....
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.....
.....
.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 27 Juli 2022

Validator,



Dr. Masruddin, M. Hum.
NIP. 19800613 200501 1 005



APPENDIX 6
LEMBAR KERJA SISWA

DAFTAR HADIR SISWA

KABUPATEN/KOTA : PALOPO HARI/TANGGAL : 02/08/2022
 SEKOLAH : SMAN 4 PALOPO PUKUL : 08.50 - 10.10
 KELAS : X MIPA 1
 MATA PELAJARAN : BAHASA INGGRIS

NO.	NAMA PESERTA	NISN	TANDA TANGAN	KET
1.	A. Gita Safitri		1.	Absen
2.	Aidhil Fitrah Hasral		2.	Absen
3.	Aimun Salsa Ardiniati		3.	lun
4.	Andy Cindy Dwi Aulia		4. Gita	
5.	Ayu Zalsa Kayla		5. Gita	
6.	Bunga Putri Rizky		6. Dwi	
7.	Crisensya		7. Cindy	
8.	Dendra Saputra N		8. Dwi	
9.	Fadli Gau		9.	Absen
10.	Josua Henry Kwan		10. Gau	
11.	Muh. Fadil		11. Muh	
12.	Muh. Yasim. S		12. Y	
13.	Mulsa Admi		13. Mul	
14.	Na'ilah Rahadatul Aisyi		14.	Sakit
15.	Nia Ramadhani		15. Nia	
16.	Nur Ainun Dahlan		16. Nur	
17.	Radit Hardiansyah		17. Rad	
18.	Refan Muh. Alif		18. Ref	
19.	Adhelya Masdar ✕		19.	
20.	Alfriansyah ✕		20.	
21.	A. Marcelya ✕		21.	
22.	Yhoney 1 Paresang		22. Yhoney	

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Instrument of the Test

IDENTITAS RESPONDEN

Nama : Josua Henry Kwan

Nis :

Kelas : X IPA 1

The purpose of the test is to determine the students' writing ability through narrative text.

Instruction

Read the story about "The Legend of Lake Toba", then retell it and write it according to the narrative structure of the text. Good luck!

Orientation : The Legend of Lake Toba .
A long time ago, lived a young ~~to~~ man named Toba .
~~he~~ He had excellent abilities in terms of fishing and farming . One
day, he went fishing to a river and got fish. He brought it home
to cook it. But suddenly the fish turned into a beautiful girl .
He asked ~~her~~ that pretty girl to marry him .
Complications :
His wife and him are blessed a boy named Samosir . One
day Samosir felt very lazy to bring food for his father in the fields.
his mother. His mother scolded him and he left feeling angry . Be-
cause so upset, he ate most of the food at the trip, then bring it
to the field with just a little food . ~~And then he given gave~~ After
that he gave the food to his father. Toba was so angry because
he knows that his son ate his food, and Toba said that his son
was a child fish .
Samosir came home while crying . Samosir complained to his
mother and his mother so furious. ~~Toba~~ his mother and his him
turned into a fish again and instantly, the rain came very hard
and cause flash floods and drowned Toba . That heavy rains formed
a lake known as Toba Lake .

Instrument of the Test

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IDENTITAS RESPONDEN

Nama : Nhozeq... Inqki... Palesang.....

Nis :

Kelas : 10 IPA 1.....

The purpose of the test is to determine the students' writing ability through narrative text.

Instruction

Read the story about "The Legend of Lake Toba", then retell it and write it according to the narrative structure of the text. Good luck!

A long time ago, lived a young man named Toba. He is ~~so~~ very good at fishing and farming. One day when he went fishing in a big river, he got a big fish. He went straight home to prepare dinner. After the seasoning is done he wants to cook the fish, but the firewood runs out and he immediately looked for firewood in the forest. When he comes home from the forest, he was ~~too~~ surprised because the fish was lost. He was more surprised when he found a gold chip and a beautiful woman who claimed to be a fish that he had caught. Toba invites the beautiful girl to marry. She agrees as long as Toba doesn't bring up her past. And then they get married. (Orientation)

Toba and his wife have a son named Samosir. One day Samosir was told to bring food for his father in the fields, but ~~he~~ instead he ate most of it. Toba gets angry when he sees the food. And told his son that he was a rich boy. Samosir cries and complains to his mother. His mother is very angry. (Complication)

Toba's wife was very angry and took her son to river. They turn into fish. Instantly, the rain came in a very heavy and pushed Toba to sink. Heavy rains formed a lake known as Toba lake. (Resolution)

DAFTAR HADIR SISWA

KABUPATEN/KOTA : PALOPO

HARI/TANGGAL : 02/08/2022

SEKOLAH : SMAN 4 PALOPO

PUKUL : 14.20 - 15.40

KELAS : X IPS 1

MATA PELAJARAN : BAHASA INGGRIS

NO.	NAMA PESERTA	NISN	TANDA TANGAN	KET
1.	Afdal		1.	absen
2.	Ahmad Razzaq Kurniawan		2.	
3.	Andalia Dhea Saputri ✕		3.	
4.	Ariel Faad Junod		4.	
5.	Aryansyah		5.	
6.	Ayla Azuhrah ✕		6.	
7.	Citra Thamrin ✕		7.	
8.	Dimas Ilham Hariansyah		8.	
9.	Iram		9.	
10.	Irfan ✕		10.	
11.	Juniati		11.	absen
12.	M. Taufik		12.	absen
13.	Muh. Danny Alfarizy		13.	
14.	Muh. Afdal Pratama		14.	
15.	Muh. Ismail		15.	
16.	Muh. Nabil Mustaghfir		16.	
17.	Muh. Rizki		17.	
18.	Muhammad Nurfaqih		18.	
19.	Muhammad Syawal Amin ✕		19.	
20.	Nadin Kamaruddin		20.	
21.	Nur Husnul Hatima Basir		21.	absen
22.	Qolun Arsyad		22.	

alluP aIya

alluP

23.	Rifaldi		23.	
24.	Sulkifli		24.	<i>[Signature]</i>
25.	Syakila Adelia Putri		25.	
26.	Vidhelvica Anggun Pato Duma		26.	<i>[Signature]</i>
27.	Wahyu Nur Alya		27.	
28.	Zulkifli Abdhy Kb		28.	<i>[Signature]</i>
29.	Anggawirawan		29.	
30.	Nadia nurul C.		30.	<i>[Signature]</i>

Palopo, 02 Agustus 2022

[Signature]

Drs. Thomas Padandi, M.M.

NIP.

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Instrument of the Test

IDENTITAS RESPONDEN

Nama : M.H. AFDAL PRATAMA

Nis :

Kelas : X IPS 1

The purpose of the test is to determine the students' writing ability through narrative text.

Instruction

Read the story about "The Legend of Lake Toba", then retell it and write it according to the narrative structure of the text. Good luck!

one day got a fish and the fish turned out to be the incarnation of a beautiful girl. ~~incarnation of a~~ after a long time together, the young man and the girl married and had a son named Samosir. the young man and the girl live in prosperity. samosir was a fish very high and climb at the then. was. samosir himself went to the lake and turned into a very big fish causing the river to overflow and become a big puddle. over time the puddle.



**APPENDIX 7
DOCUMENTATION**

Figure 1:

The researcher gives students' a written test in IPA class



Figure 2:

The researcher conducted interviews with students' in IPA class



Figure 1:

The researcher gives students' a written test in IPS class



Figure 2:

The researcher conducted interviews with students' in IPS class





SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.1827/In.19/FTIK/PBI/PP.00.9/09/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Utari
NIM : 18 0202 0067
Semester : X (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 3 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 12 September 2022

Mengetahui,
Ketua Prodi,


Arsalah Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,



Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE



UTARI she was born on 13th March 2000 in Palopo. Her father's name is Bambang and her mother's name is Wahida. She has four sisters. She is the third child in her family. She started her study on Elementary School (SDN 30 Mattirowalie Palopo) in 2006 and she graduated in 2012. After that, she continued her study at SMPN 3 Palopo. She graduated in 2015 and continued her study at SMAN 5 Palopo, She graduated in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, Wrote a thesis entitled is “ Analysis of Students' Ability and Difficulty in Writing at the Tenth Grade of SMAN 4 Palopo”.