

**PROBLEMS FACED BY THE ELEVENTH YEAR STUDENTS
OF SMA NEGERI 1 MALANGKE BARAT IN WRITING
NARRATIVE PARAGRAPH**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies Palopo in Partial Fulfillment
of Requirement for S.Pd. Degree in
English Study Program**

IAIN PALOPO

By

KARINA

NIM 09.16 3.0137

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

**PROBLEMS FACED BY THE ELEVENTH YEAR STUDENTS
OF SMA NEGERI 1 MALANGKE BARAT IN WRITING
NARRATIVE PARAGRAPH**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies Palopo in Partial Fulfillment
of Requirement for S.Pd. Degree in
English Study Program**

By

IAIN KARINA

Reg. Num. 09. 16. 3. 0137

Supervised by:

- 1. Wisran, S. S., M. Pd**
- 2. Wahibah, S. Ag., M. Hum**

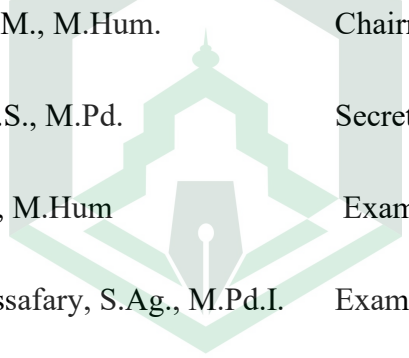
**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled *Problems Faced by the Eleventh Year Students of SMAN 1 Malangke Barat in writing Narrative Paragraph* which is written by Karina, Reg. Num. 09.16.3.0137. English study Program of Tarbiyah Department of State Collage for Islamic Studies (STAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, December 18th 2013 M, coincide with Muharram 18th 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Study Program.

Palopo, Desember 18th, 2013 M
Shafar 14th, 1435 H

COMMITTEE OF EXAMINATION

- 
- | | | |
|---|---------------|-----|
| 1. Prof. Dr. H. Nihaya M., M.Hum. | Chairman | () |
| 2. Sukirman Nurjan, S.S., M.Pd. | Secretary | () |
| 3. Dr. Masruddin, S.S., M.Hum | Examiner I | () |
| 4. Amir Faqihuddin Assafary, S.Ag., M.Pd.I. | Examiner II | () |
| 5. Wisran, S.S., M. Pd. | Consultant I | () |
| 6. Wahibah, S.Ag., M.Hum. | Consultant II | () |

Approved by:

The Head of STAIN Palopo

The Head of Tarbiyah Department

Prof. Dr. H. Nihaya M., M.Hum
NIP. 19511231 198003 1 017

Drs. Hasri, M.A
NIP. 19521231 198003 1 036

CONSULTANT APPROVAL

Thesis Entitled : Problems Faced by Students at the Eleventh Year of SMA
Negeri 1 Malangke Barat in Writing Narrative Paragraph

Written By Name : Karina
Reg. Num : 09.16.3.0137
Department : Tarbiyah
Study Program : Tadris Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, November 25th 2013

Consultant I

IAIN PALOPO

Consultant II

Wisran,S.S., M. Pd
NIP 19720611 200003 1 001

Wahibah,S.Ag.,M.Hum
NIP 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Perihal : Skripsi Palopo, 25 November 2013

Lamp. : 6 Eksampler

Kepada

Yth. Ketua Jurusan Tarbiyah STAIN Palopo

Di-

Palopo

Assalamu Alaikum Wr. Wb.

Setelah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama : Karina

Nim : 09. 16. 3. 0137

Program Studi : Bahasa Inggris

Jurusan : Tarbiyah

Judul Skripsi : **Problems Faced by the Eleventh Year**

Students of SMAN 1 Malangke Barat in

Writing Narrative Paragraph.

Menyatakan bahwa skripsi tersebut layak diujikan demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr. Wb

Pembimbing I

Wisran, S. S., M. Pd

NIP 19720611 200003 1 001

PRONOUNCEMENT

Signed by:

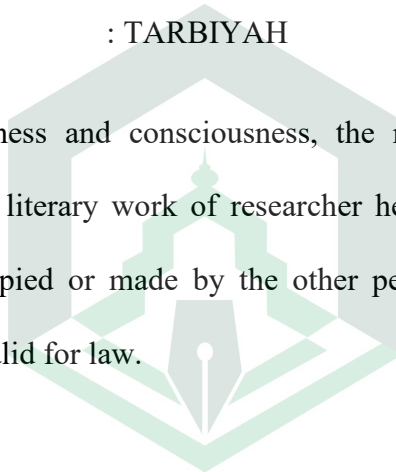
Name : KARINA

Reg. Num : 09.16.3.0137

Study Program : BAHASA INGGRIS

Department : TARBIYAH

With all awareness and consciousness, the researcher who signs below, pronounces that this is literary work of researcher herself. If it is proven that this thesis is duplicated, copied or made by the other people as whole or partially, it causes this thesis is invalid for law.



IAIN PALOPO

Palopo, November 25th 2013

Researcher,

**KARINA
NIM 09.16.3.0137**

ACKNOWLEDGEMENT



Alhamdulillah Rabbil'alamin, the researcher expresses her gratitude to the almighty God that has been giving her guidance, inspiration, and good health, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd.) at The State College for Islamic Studies (STAIN) Palopo on the title *Problems Faced By Students At The Eleventh Year of SMA Negeri 1 Malangke Barat In Writing Narrative Paragraph* could be finished. Shalawat and salam attended to the great prophet Muhammad peace be upon him,

The researcher realizes that the existence of this thesis was receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankful to:

IAIN PALOPO

1. Prof. Dr. H. Nihaya M, M.Hum. as the head of STAIN Palopo, who always supported the researcher during her study at STAIN Palopo.
2. Sukirman, SS., M.Pd. as the first deputy head of STAIN Palopo, who always advises the researcher during her study at STAIN Palopo.
3. Drs. Hisban Thaha, M.Ag. as the second deputy head of STAIN Palopo, who always gives motivation to the researcher during her study at STAIN Palopo.

4. Dr. Abdul Pirol, M.Ag. as the third deputy head of STAIN Palopo, who always gives some helps and supports to the researcher during her study at STAIN Palopo.

5. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo, who always gives the best way in writing this thesis.

6. Jufriadi, S.S., M.Pd. as the head of English Study Program STAIN Palopo, who always support, give the best idea, motivation, and always give solution in every problem who faced by the reseacher.

7. Wisran, S.S., M.Pd. and Wahibah, S.Ag., M.Hum as the researcher's supervisors who have given guidance, explanation, correction, suggestions, and some ideas until the researcher finish this thesis.

8. The chief of library of STAIN Palopo and all staffs who always provide good service during writing this thesis.

9. The entire researcher's family, special thanks to her beloved parents (Rihin and Rosmiati) who have given the researcher support, motivation and strength to finish the thesis. Thanks for their loving, strength in pray, supports, and sacrifices when the researcher was studying at STAIN Palopo.

10. All the lecturers of English Department STAIN Palopo who have given the researcher motivation and attention in learning English language.

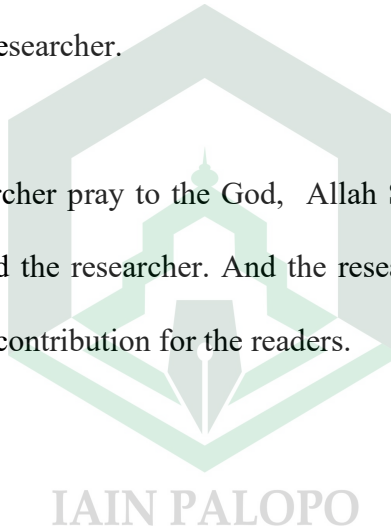
11. My beloved brother and sisters, especially for Hendri Bayu, Muh. Muhajirin, Mahesi Ulandari, thanks for the supports and motivations.

12. All of my best friends in STAIN Palopo (Jusni, Harmi, Resky wulandari achmad, Rini Arsyad, Muliana, Mirdayanti, Ika diyani oktarina, Sinta, Yogi) and all of my friends` name could not all be written here thanks for the nice friendship, support and helping during our togetherness.

13. All of my best friends in AL-Mar`ah house (Sartika , Hardiyanti, Andi Misba, Reskiana, Nur Azizah, Hisna, Yanti, Miswa, Ayu, Sartina, Neni, Saidamma,

14. Special thanks for Yusuf, Hardiyanti, and Agus Susanto, for their supports and motivations to the researcher.

Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers.



IAIN PALOPO

Palopo, November 25th 2013

The researcher

LIST OF TABLE

Table 3.1 Population of SMAN 1 Malangke Barat.....	30
Table 3.2 Indicator Instrument of the research	32
Table 4.3 The percentage of the students about content component	36
Table 4.4 The percentage of the students on organization component.....	37
Table 4.5 The percentage of the students on vocabulary component	37
Table 4.6 The percentage of the students on grammar component.....	38
Table 4.7 The percentage of the students on mechanic component.....	38
Table 4.8 Component of writing	39
Table 4.9 Recapitulation of Questionnaire	41
Table 4.10 Questionnaire 1	41
Table 4.11 Questionnaire number 2	42
Table 4.12 Questionnaire number 3.....	42
Table 4.13 Questionnaire number 4.....	43
Table 4.14 Questionnaire number 5.....	43
Table 4.15 Questionnaire number 6.....	44
Table 4.16 Questionnaire number 7.....	44
Table 4.17 Questionnaire number 8.....	45
Table 4.18 Questionnaire number 9.....	45
Table 4.19 Questionnaire number 10.....	46

TABLE OF CONTENTS

TITLE PAGE	i
CONSULTANT APPROVAL.....	ii
NOTA DINAS PEMBIMBING	iii
PRONOUNCEMENT.....	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENT	vii
LIST OF TABLES	ix
ABSTRACT.....	xi
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of Research	4
D. Significance of Research.....	4
E. Scope of the Research	5
CHAPTER II : REVIEW OF RELATED LITERATURE.....	6
A. Previous study	6
B. The Concept of Writing	7
C. The Concept of Narrative.....	18
D. The Concept of Paragraph.....	25
CHAPTER III : METHOD OF THE RESEARCH.....	30
A. Method and Design of Research	30
B. Population and sample	30
C. Procedure of Collection Data	32
D. Technique of Data Analysis	32
CHAPTER IV : FINDINGS AND DISCUSSION.....	36
A. Findings.....	36
B. Discussion	46
CHAPTER V : CONCLUSION AND SUGGESTIONS	55
A. Conclusion.....	55
B. Suggestions.....	56
BIBLIOGRAPHY	57
APPENDICES	

ABSTRACT

Name : Karina
Reg. Num : 09. 16. 3. 0137
Title : Problems Faced by the Eleventh Year Students of SMAN 1
Malangke Barat in Writing Narrative Paragraph

This thesis focused on the problems faced by students at the eleventh year of SMAN 1 Malangke Barat. The problems statement of the research: first, how is the students' competence in writing narrative paragraph at the eleventh class of SMAN 1 Malangke Barat? Second what are the students' problems in writing narrative paragraph at the eleventh class of SMAN 1 Malangke Barat?

Objective of the research: a) To find out the students' competence in writing narrative paragraph at eleventh class of SMAN 1 Malangke Barat, b) To find out the students' problems in writing narrative paragraph at eleventh class of SMAN 1 Malangke Barat.

The researcher applied descriptive method. The number of population were 62 students and the researcher took 15 students from class IPA 1 as the sample. It used purposive sampling technique and the data collected through test and questionnaire.

The result of data analysis showed that the students' competence was poor. The students' writing narrative paragraph obtained 47.73 score for all writing components. Based on the questionnaire, the problems in writing narrative paragraph were: 1) Lack of understanding about structure and grammar, 2) Writing exercises to practice and improve their writing skill, 3) Lack of vocabulary and idea to write, 4) Lack of understanding about component of writing, 5) The students are careless and not focus when they are writing, 6) and the final problems were the students don't have skill to analyze sentence or paragraph.

CHAPTER I

INTRODUCTION

A. Background

English is international language, so it plays an important role for communication in the world. It relates all of countries in the world. No wonder the countries have English as a second language for formal or informal education.

Learning English in Indonesia is not only for academic purposes but also for the science and technology development as a part of national programs of Indonesian government. English aims to facilitate science, technology and culture in order they can grow up the qualified Indonesia citizen that love country.

In English development there are four skills that have to be mastered, they are speaking, listening, writing, and reading, but the most important skill that the researcher discuss in this research is writing.

Writing is very important to learn because we can express our ideas, and process some information through writing. Writing skill is difficult to be mastered because there are many devices that we need, such as grammatical, rhetorical, conceptual, and judgment elements.¹

¹Muh. Munawir, *Upgrading Students' Writing Skill Through Silent Way to the Eleventh Year of MAN Palopo*, (Palopo: S1 Thesis STAIN Palopo, 2010), p. 1

Writing is the mental work in inventing ideas, thinking about how to express and organize it into statement and paragraph that will be clear to the reader.² Writing is the activity of making a text. A biased text consists of a single sentence or a phrase that has been representing the phrase, and the form of a series of beautifully composed sentence, interlocked or work together in order to make preparing a communicative purpose. To ensure that the transfer of information, ideas, or messages can run smoothly, required mastery of structure and texture of the text by the author of the text. Ruler structure is basically the procurement rules of language and grammar or more popularly referred to as linguistic competence. While the ruler is a ruler texture manners or etiquette writers, as widely discussed in the pages of books about writing theory. Theory about how a paragraph prepared with game, idea, topic sentence, supporting sentence, and how to create a text that a cohesive and coherent.

According to the Jufry Malyno paragraph is a set of sentences that discuss a topic or just refer to one central idea. Topics poured into a sentence called the topic sentence or main sentence, whereas sentence that describes the topic sentence is called a descriptive sentence.³

² David Nunan, *Practical English Language teaching*. Ed, Internasional, p. 88

³ Martoyo, *Paragraph Development of the Third Year Students of SMP 2 Baebunta*, (Palopo: Thesis: S1 STAIN Palopo, 2005), p. 5

Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension⁴. Writing is a form of communication activities involving the use of a single language. In any form of effective communication involves two parties will be information sources and recipients of information, which can then be forwarded to the information sharing activities.

Writing is the skill improving in English learning, if someone know how to writing automatically can understand the other three skill although is really understand. As we all know people are able to pull out the idea or ideas through writing. Many People who write but not able to arrange the words suitable to develop his writing.

The researcher explained how is the student's competence in writing narrative paragraph, and what are the students' problems in writing narrative paragraph, and then explained about definition of narrative, kind of narrative types of narrative, definition of paragraph, kinds of paragraph, component of paragraph and what the connection paragraph and writing.

The researcher explained about descriptive method is one method that is very important or both are used in this study because it can accelerate the research, this method only describes the situation or what you want to achieve in collecting accurate data.

⁴ *Montana Standard for Writing*. Download on January 23rd 2013

Based on the explanation in the background, the researcher interest to conduct a research under the title *Problems Faced by The Eleventh Year Students of SMAN 1 Malangke Barat in Writing Narrative Paragraph*. The researcher want to know the factors that caused students can not write narrative paragraph.

B. Problem Statement

Based on the explanation in the background, the problem statement can be formulated in the form of questions:

1. How is the students' competence in writing narrative paragraph at the eleventh class of SMAN 1 Malangke Barat?
2. What are the students' problems in writing narrative paragraph the eleventh class of SMA N 1 Malangke Barat?

C. Objective of the Research

1. To find out the students' competence in writing narrative paragraph at eleventh class of SMAN 1 Malangke Barat.
2. To find out the students' problems in writing narrative paragraph at eleventh class of SMAN 1 Malangke Barat.

D. The Significance of the Research

1. Theoretically, the results of this research to be useful to develop effective writing through narrative paragraph.
2. Practically, as input for teachers to develop in learning writing. The results of this study can be taken into consideration in further similar studies.

E. Scope of the Research

This study restricts on the students' problems in writing narrative paragraph at the eleventh year of SMAN 1 Malangke Barat. The researcher focuses on descriptive method to know the students' competence and also to analyze the problems faced by the eleventh year students' of SMAN 1 Malangke Barat.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this thesis, the researcher found some research which are closely related to this research, they are:

1. Anugrah under the title *The Difficulties in Writing Narrative Paragraph Faced by The Second Year Students of SMA Negeri 2 Palopo*. The researcher concludes that students found that with a narrative paragraph can make them interesting to study English in fact, there were many students feel difficult in writing but after doing the test and write a narrative paragraph, they can do that very well¹.

2. Muchlis under the title *The difficulties Faced by The second Year Students of SMA Negeri 1 Sukamaju in Writing Paragraph*. She found some difficulties faced by students. Some of them don't mastery grammar and vocabulary, cannot develop paragraph and translate Indonesia into English².

3. Impun under the entitle *The Difficulties Faced by The Sixth Semester Students of English Education Study Program of Cokroaminoto Palopo University in Writing Essay*. She found some difficulties faced by students. Some of them have difficulties

¹ Adi Anugrah, *The Difficulties in Writing Narrative Paragraph Faced by the Second Year Students of SMA Negeri 2 Palopo*, (Palopo: Thesis S1 Cokroaminoto University, 2008), p. 55

² Nurafni Muchlis, *The Difficulties Faced by The Second Year Students of SMA Negeri 1 Sukamaju in Writing Paragraph* (Palopo: Thesis S1 Cokroaminoto University, 2005), p. 51

in mechanic, grammar, vocabulary, organization, and content because they lack in practicing writing³.

All researchers are using different technique in their research. In this research the researcher used narrative paragraph to know the students' writing, it can stimulate students to practice writing directly by using narrative paragraph.

B. The Concept of Writing

1. Definition of Writing

According to Leo at al, writing as a process of expressing ideas or thoughts in words should be done at our leisure⁴. Writing must be enjoyable as long as the researcher have ideas and the means can be understood. Writing activities that help the beginning writer and offer support, repetition and guidance.

Writing is one of form manifestation in linguistic competence which expression in form using written, in oral form⁵.

According to Brown in Ary Setya Budhi Ningrums book say that definition of writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization. Writing is a process of thinking during which a writer puts many elements into account, such

³ Ekawati Impun, *The Difficulties Faced by the Sixth Semester Students of English Education Study Program of Cokroaminoto Palopo*, (Palopo: Thesis S1 Cokroaminoto University, 2008), p. 63

⁴ Sutanto Leo, at al, *English for Academic Purpose Essay Writing*, (Yogyakarta: Penerbit Andi, 2007), p.1

⁵ Pardiyono, M.Pd. *Writing Clues for Better Competence*, (Yogyakarta: Andi, 2006), p. 1

as accuracy in the spelling of words, words arrangement, and sentence grammaticality, and selection of the right words. Writing needs a skill to connect sentences to form them into a coherent text⁶.

Some theories above, the researcher can conclude that writing is process to expression main idea in a paragraph, many people want to write but they do not know how to write a good, otherwise there are a lot of rules that need by writer, in order to make a perfect writing.

2. Types of Writing

Students are involved in a variety of writing experiences through out their education. The following list explaining most of these forms of writing:

- a. Narrative writing, tell a personal experience or story and always includes characters, setting and plot (example: short stories, journals, autobiographical, writing about a people).
- b. Descriptive writing, creates a vivid image in the reader's mind and uses precise details to Pint "word picture "for the reader (example: menu, travel, brochure, poster).
- c. Expository Writing informs, explains, clarifies, or defines (examples: research paper, essay, report)
- d. Persuasive writing , informs and attempt to convince the reader to take the same stand (example : movie review restaurant critique, letter to editor ,editorial)

⁶ Ary Setya Budhi Ningrum, *Scaffolding Starategy in The Process of Writing to Improve the Students Writing Ability*, (Jakarta: Kementrian Agama Repoblik Indonesia, Cet, I, 2012), p. 2

e. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be flat and dull (example : a VCR manual, driver's manual a legal document)⁷.

3. Component of Writing

Jacob states that the components of writing are divided into five, they are: content, organization, language use, vocabulary and mechanics⁸.

a. Contents

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least three things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant.

1. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to describe them.

⁷ Arisah. *Improving Students' Writing Skill Through Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke*, (Palopo: Thesis S1 STAIN Palopo, 2011), p.18

⁸ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 146

2. Specific

Furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

a. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpose of the organizing in writing involve coherence, other of importance, general to specific, specific to general, chronological order of which happened from the beginning to the end.

b. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

c. Language use

Language use in writing description and other from of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate function. And also grammar can help students improve the use of formal language.

d. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer than conclude that in composing or writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.

4. Writing Systems

We shall now consider some properties of writing systems. These based on essentially two-dimensional space, but the ways in which they exploit these resources are not all the some. There are example of minor differences of the detail, as between the Cyrillic and Roman forms of the alphabet, but there are also some fundamental differences in terms both of the short of units that are represented on the page, and the relation these bear to the speech signal, and to the properties of linguistic systems⁹.

⁹ Michael Garman, *Psycholinguistics*, (New York: 1990), p. 23

5. The Stages of Writing

Before writing we have to know the stages in writing suchs: planning, drafting, and revising.

a. Planning is state of strategies designed to find and produce information in writing.

When the people begin writing project, people had discover what is possible. People need to located and explore

b. Drafting is as series of strategies designed to organize develop sustained of writing. Once planning has enabled people to identify several subject and encouraged people to gather information on these subjects perspective, additional drafts can be written that further shape, organize and clarify the work.

The strategies to facilitate translating of ideas in to first and successive drafts:

1. Mapping: Creating a map of additional ideas and reconcetualizing way to order them as they write sometimes helps students capture their ideas before there are lost.

2. Fast or free writing: writing an entire first draft as quickly as possible without reading or pausing to attend mechanics help students created their first draft.

3. Personal letter: writing a first draft as if it were a personal letter to one specific person such as a friend sometimes frees student to created their first draft.

4. Conferencing: talking about ideas whit a teacher sometimes helps students see how they can start and develop their draft.

5. Reflecting and questioning: pausing to ask themselves what they are saying and if they need to say more it differently sometimes helps students move their drafts forward.

c. Revising

Revising is a series of strategies designed to examine and evaluate the choices that have created a piece of writing. After people complete their draft they need to stand back from their text and decide what action would seem to be most productive¹⁰.

6. The Problems in Writing

There are five problems in writing, they are:

- a. Cannot observe and appraise that idea as objective.
- b. There is not planning how we start to write we do not think and speak orderly.
- c. We do not know the ability and potential ourselves.
- d. Never look for and dominate information relationship with the topic which is written.
- e. The idea not organized as systematic and gives expressing as writer¹¹.

Besides, there are some grammatical problems sometimes found in writing, they cover:

¹⁰ Wiwik Muliani Nur, *Developing Writing Skill Through Descriptive Composition at the First Year Students of SMU Negeri 2 Palopo*, (Palopo: Thesis S1 STAIN Palopo, 2007), p. 15

¹¹ Khadiyah, *Pembinaan Kemampuan Menulis Bahasa Indonesia*, (Jakarta: PT. Gelora Pertama, 1998), p. 2

1. Word Choice

Although good word choice is partly, a matter of preference, and therefore style, students should understand that certain choice will help them communicate their ideas to the readers. The tolls for this search for word include a good dictionary and thesaurus. Students should be encouraged context as well as.

2. Language Usage

Language use is another important aspect of grammar. It refers to a person's in from a expression choice of words and structures in both speaking and writing. In different social situation, a person adjust usage so that language. According to purpose, context, and intended audiences. Usage is what is acceptable in particular situation.

3. Punctuation and Capitalization

The Purpose of punctuation is to help the reader understand the writer's meaning. For example "I left him convinced he has a fool" is not same as "I left him convinced he was a full". Variation it is also a signal to the reader. A capital letter for example announces to the reader the beginning of a few sentence, a little, a name, a day, a month, a place, a holiday, season, a direction, a school subject, or a language¹².

¹² Sitti Marwah: *Using Question to Guide the Eight Year Students of SMPN 12 Palopo in Writing Descriptive Paragraph*, (Palopo: Thesis S1 STAIN Palopo, 2011), p. 20

7. Technique of Writing

There are four Technique writing skill for a good writer

a. Pre-writing

Pre-writing means jotting down and rough sentence or phrases every think that comes to mind about possible topic. See if you can write nonstop for ten minutes or more. Do not worry about spelling or punctuating correctly, about erasing miss takes, about organizing material, or about finding exact word. Intend, explore idea by putting down whatever pops into your head. If you get stuck for word, repeat yourself until more word come. There is not need to feel inhibited, since mistakes do and you do not have to hand in your prewriting.

Pre-writing will limber up your writing insoles and make you familiar with the act of writing. It is a way to break through mental blocks about writing. Since you do not have to worry about mistakes, you can focus on discovering what you want to say about a subject.

b. Questioning

In questioning, you generate ideas and details by asking question about your subject. Such questions include why, when, where, who and how. Ask as many question as you can think of.

Asking question can be an effective way of getting yourself to think about a topic from a number of different angles. The question can really help you generate details about topic.

To get a sense of the questioning process, use a sheet of paper to ask yourself a series of question about a good or hand experience that you have had recently, see how many details you can accumulate in ten minutes. And remember again not to be concerned about mistakes, because you are just thinking on paper.

c. Making a list

In making a list, also known as brainstorming, you collect ideas and details that related to your subject pile these items up one after another, without trying to sort out major details from minor ones or trying to put the details any special order your goal is just to make of everything about your subject that occurs to you.

d. Clustering

Clustering also known as diagramming or mapping, is another strategy that can be used to generate material for an essay. This method is helpful for people who like to do their thinking in a visual way. In Claus tearing, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

Once described the technique of writing a correct, we can conclude that the writing is very important, and if we want to be a good writer then we should also have types for writing to become more perfect.

8. The Characteristics of a Good Writing

According to Sitti Marwah in Thesis said that there are characteristics of good writing would be presented as follows:¹³.

a. Significance

Writing is significance if the readers enjoy it, reading comprehension learn something from it in order to produce significance writing, the author has to underestimate his own resources. He has to have valuable information about some activity or interest that someone would like to read about it.

b. Clarify

One thing that is very important in writing is clarify. A piece of writing that lack clarify annoys the reader.

c. Unity and Organization

A piece of writing is called united if each sentence in a paragraph develops or supports the main idea of the paragraph, and connects in some ways with any sentence.

d. Adequate Development

In writing, the author establishes contract with the reader, that contract can take various from such as a title that predicts, an opening question that must be answered, a thesis statement to be developed or an anecdote.

¹³ Op. Cit. p. 9

C. The Concept of Narrative Writing

1. Definition of Narrative

According to Hernawati said that the narrative text type tells a story, in doing so, entertains the audience, makes the audience think about an issue, teaches them a lesson, or excite their emotions.¹⁴ In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story -- which is why it is so often used in phrases such as "written narrative, oral narrative, etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. In a series of events, a car crash takes a split second. A narrative account, however, might be almost entirely about the crash itself and the few seconds leading up to it. Narratives thus shape history (the series of events, the story of what happened)¹⁵.

Chronicle tale. Narrative, account, recital, history are terms for a story of an event or events. Narrative is the general term (for a story long or short; of past,

¹⁴Hernawati, *Teaching Vocabulary Through Reading Narrative Test at The Eight Year Students of SMP PMDS Putra Palopo*, (Palopo: Thesis S1 STAIN Palopo, 2013), p. 24

¹⁵Muohio Website, online:<http://www.units.muohio.edu/technologyandhumanities/nardef.htm>
Accessed June 23rd 2013

present, or future; factual or imagined; told for any purpose; and with or without much detail). The other three terms apply primarily to factual stories of time already past. An account is usually told informally, often for entertainment, with emphasis on details of action, whether about an incident or a series of happenings. A recital is an extended narrative usually with an informative purpose, emphasizing accuracy and exhaustive details of facts and figures. A history usually written and at some length, is characterized by a tracing of causes and effects, and by an attempt to estimate, evaluate, and interpret facts¹⁶.

Legend-a story coming down the past which many people have believe myth-traditional stories of god or goddesses explaining some phenomenon fable-a short stories, usually about animals, who talk like ah humans anecdote-a short entertaining account about amusing or interesting event or person tale-a narrative that relates the details of some imaginary events story-it is a brief story but has many lessons to learn and entertain children shot¹⁷.

A narrative is a story told in words. Any story you can think of, any telling of what happened--and then what happened--and what happened next--is a narrative, whether it's written down or spoken aloud. A book that tells a story is one example of a narrative.

¹⁶ Browse, <http://dictionary.reference.com/browse/Synonyms>. Accessed on June 23rd 2013

¹⁷Anonim, http://wiki.answers.com/Q/What_are_the_different_types_of_narrative. Accessed on June 23rd 2013

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story. Narrative is basically story and within this, story telling, there are many kinds of narrative - comedy, mystery, romance, horror are some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something.

According to L. Spencer, in a Step-by-Step Guide to Narrative Writing. Rosen, 2005, In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting¹⁸.

Narrative is the most common way we all tell and learn about life in general - as well as what happens to us in our lives. It's important to realise that stories (i.e. narratives) are not a form that is just used to narrate fictional events, i.e. novels or short stories. We use the self-same techniques to tell about many aspects of life. We grow up with hearing about the world mainly through stories - not the fictional story of the image above, but what we come to think of as 'non-fictional' - that is, *real*

¹⁸ L. Spencer, <http://www.englishdirection.com/2011/03/kinds-of-narrative.html>. Accessed on June 23rd 2013

events. In fact, we become so very used to the story-telling technique that it becomes 'hard-wired' into our brains as young children to the point that we fail to recognize we *are* using it¹⁹.

2. Forms of Narrative Writing

There are some forms of narratives namely:

a. Legend

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale.

The examples of legend in narrative text are:

- 1) Sangkurian.
- 2) Maling kundang.
- 3) The legend of Teng kuban perahu.
- 4) The story of Toba lake

b. Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings.

¹⁹ Anonim, <http://www.englishbiz.co.uk/semiotics/basicsemiotics/syntagms.html>. Accessed on July 20th 2013

The examples of fable in narrative text are:

- 1) The ants and the Grasshopper.
- 2) Mousedeer and crocodile.
- 3) The smartest parrot.
- 4) The story of monkey and crocodile.

c. Fairy tale

According to Wikipedia, fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments.

The examples of fairy tale in narrative text are:

- 1) Cinderella
- 2) Snow white
- 3) Pinocchio
- 4) Beauty and the beast
- 5) The story of Rapunzel

d. Science fiction

According to Basil Davenport. 1955, Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society.

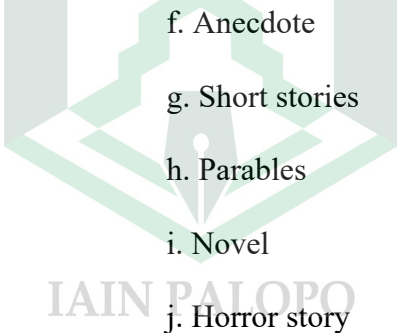
Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know.

Some examples of science fiction are:

- 1) To the Moon from the Earth by Jules Verne
- 2) Starship Trooper by Robert Heinlein
- 3) A Space Odyssey by Arthur C. Clarke.

3. Types of Narrative Text:

There are types of narrative text namely:

- 
- a. Fable,
 - b. Myths
 - c. Legend
 - d. Fairytales
 - e. Science fiction story
 - f. Anecdote
 - g. Short stories
 - h. Parables
 - i. Novel
 - j. Horror story
 - k. honestly

4. Characteristics of a Good Narrative Text

- a. It's always great to read a good narrative so do the writing. It's a recreation of the experience through time. It could be in novel form or essay but it has the ability to transport reader into time and space as per the desire of writer.

- b. Writing narratives enable writer to develop new, subtle and rewarding perceptions. The narrative essays state a point which is whether to define in the opening paragraph or at the end of anecdote as the last sentence of the opening paragraph.
- c. A narrative based on personal experience which is often in the form of story. You must assure the conventions of storytelling techniques. It can be based on one's own experiences or someone else's occurrence. In addition it also communicates a main idea or a learnt lesson.
- d. Use clear and concise language throughout the essay. Rather to use the flowery words it's better to emphasize on the relevancy of events. Unlike the other essay types, if you are writing a personal experience then it's good to use first person 'I'. Though it's welcomed but it's not always necessary to use 'I'.
- e. Be stick with the structure of conventional essay format and try to craft a well written introduction followed by the body paragraphs and a conclusion at the end to be organized in your essay writing.
- f. State the reason why it is worth sharing the experience with the reader and how it is significant for the one whom it's related to. Spend a good time in recollecting the details and create an outline to make sure not to miss any significant one.
- g. Rather than telling about the occurrence try to show it to your reader by telling the actual situation and environmental details. Use the verbs that are vivid and precise.
- h. Revise your writing thoroughly to identify where more description is needed and also where there is something irrelevant must be chop out. Give the writing quality and relevancy via great editing and proof reading.

D. The Concept of Paragraph

1. Definition of Paragraph

A good paragraph does not just state the idea, each sentence in it supports or extends the central idea, so that the whole paragraph is a short but complete composition. Paragraph is division of a piece of writing, started on new line²⁰. According to the Jufry Malyno paragraph is a set of sentences that discuss a topic or just refer to one central idea. Topics poured into a sentence called the topic sentence or main sentence, whereas sentence that describes the topic sentence is called a descriptive sentence.

Paragraph has a very clear cut structure and also has three majors' parts.

- a. Paragraph is called a topic sentence a topic sentence which introduces to the reader main idea of paragraph.
- b. Paragraph is called a body which is build up several sentence which support, prove, or explain the statement made in topic sentence.
- c. Paragraph is called a concluding sentence²¹.

According to Patawari, paragraph is not a conventional division of chapter which consist of sentences, but it has a deeper meaning them sentences. It is a group of

²⁰ New Editon, *Oxford Learner's Pocket Dictionary*, (New York, 2005), p. 309

²¹ Martoyo, *Paragraph Development of The Third Year Students of SMP 2 Baebunta*, (Palopo: Thesis S1 STAIN Palopo, 2005), p. 5

related sentences in a combination to establish an idea. Paragraph is usually a series of sentences that develops one topic²².

Based on the paragraph definition above the researcher conclude that paragraph is the collection sentence who had one main idea when in the explanation sentence.

2. Kinds of Paragraph

There are five kinds of paragraph in above will be explain can make the researcher finished of the research:

- a. Narrative paragraph is a paragraph that tells an event or events in which there are plot, setting, character and conflict, but did not have the lead.
- b. Descriptive paragraph is a paragraph that describes an object so that the reader could almost see, hear, or feel objects depicted it. Objects that can describe a person, object, or place.
- c. Persuasion paragraph is a paragraph that invite, persuade, or influence the reader to do something.
- d. Argumentation Paragraph is a paragraph that describes a variety of information and opinions with reasons. It is intended to convince the reader
- e. Exposition paragraph is a paragraph that contains the ideas, opinions, ideas, information, or knowledge that was written with the aim to broaden the reader²³.

²² George E. Wishon. *Lets Wrte English*, (New York: Litton Educational Publishing, 1980), p. 369

3. The Characteristic of Good Paragraph

There are some characteristic of good paragraph

- a. A paragraph consists of one main idea.

Main idea commonly lies at first sentence. Main idea is supported by others sentence that can be example, adverb, proof, witness, reason and so on. So the content paragraph understood as solid ideas.

A topic sentence introduces to main ideas of paragraph and must define two things. The first thing is atopic sentence that must do is to tell the general topic which will be discussed in the paragraph. The second thing is the topic sentences the must tell the readers what kinds of things will be said about the topic. For instance, we want to write a paragraph about my unforgettable experience.

- b. Using correct conjunction for each paragraph.

Using specific conjunction to imply that one sentence relates to other sentence

- c. The first line is indented it means that the first line is moving a few spaces. All paragraph should be done same way²⁴.

4. The Impotence of Writing Paragraph

We have a lot of reason to state that writing paragraph is importance. The reasons are covered such as below:

- a. The readers can catch the point of each paragraph through information are given.

²³ Acep, Setia Permana, S. Pd, <http://leonheart94.blogspot.com/2012/01/macam-macam-paragraf.html>. Accesed on March 25th 2013

²⁴ *Ibid.* p. 13

- b. The writer can extend reading systematically and easily.
- c. The writer can express and improve the way of delivering ideas and opinions in more appropriate²⁵.

5. How to Write Narrative Paragraph

To write an effective composing narrative paragraph the author must be creative yet concise. A well written composing narrative paragraph will appeal to reader because of the author's through knowledge of the subject and ability to communicate effectively. Follow these steps to learn more.

- a. Choose a topic it will appeal to the designated audience for your narrative paragraph
- b. List several details that you know of have learned about your chosen topic.
- c. Write a topic sentence that introduces what key information will be in the paragraph.
- d. Create an outline of your paragraph that begins with your topic sentence and contains at least three important details from your list.
- e. Clincher or concluding sentence should not use phrases such as “and what happen” or think you for reading my paragraph.” These phrases do not add to the narrative.
- f. Add your final clincher or concluding sentence that sums up your paragraph without simply repeating the details from your paragraph

²⁵ *Ibid.* p. 14

- g. Check your paragraph for errors in spelling, grammar and punctuation, or have an adult or peer read your paragraph to identify mistakes.
- h. Do not write a topic sentence that says starts with, “in this paragraph I am going to tell about.” This does not draw in your reader.
- i. Write your three details sentence. Use transitions between each sentence to lead your reader logically through the narrative²⁶.

6. The Problems in Writing Narrative Paragraph

As for the problems faced by students when writing narrative paragraph namely:

- a. The difficulties faced by students in expressing ideas in narrative form.
- b. Student difficulties in assembling and linking each idea that has been found in the form of a complete and continuous paragraph.
- c. Lack of vocabulary skill and diction as well as the placement of the paragraphs flow.
- d. Lack the ability to understand and describe the experienced events
- e. The students have less ability to utilize their time²⁷.

From some of problems in writing narrative paragraph the researcher concluded that, less of ability in choosing of grammar and the ability of arrange plot that make of writer are difficult with showing her idea in narrative paragraph.

²⁶ Firman Patawari, *Improving Students' Skill in Writing Narrative Paragraph by Using Picture at the Eleventh Year Students of SMK Muhammadiyah Palopo*, (Palopo: Thesis S1 STAIN Palopo, 2010), p.38

²⁷ Arvan, Pradiansyah. <http://gurupintar.ut.ac.id/lab/107/html?start=2.html> Accessed on August 23th 2013

CHAPTER III

RESEARCH METHOD

A. Method and Design of Research

This researcher applied descriptive method this research does not provide treatment but only revealed the fact in nature and has lasted or describe phenomena.

B. Population and Sample

1. Population.

The population of this research was the eleventh years students of SMAN 1 Malangke Barat in 2013/2014 academic year. The total number of population were 62 students from three classes. The population described as follows:

Table 3.1,
Population of SMA Negeri 1 Malangke Barat

NAMA SEKOLAH	KELAS	JUMLAH POPULASI
SMA NEGERI 1 MALANGKE BARAT	XI IPA ¹	15
	XI IPA ²	25
	XI IPA ³	22
JUMLAH		62 Orang

2. Sample

This research used purposive sampling technique it is the way collecting data by some consideration. Where the researcher focused to class XI IPA 1. The researcher chose this class because the students are more attractive and diligent in class. There were 15 students took as sample of this research.

3. Instruments

The instrument that used in this research was test and also the researcher used an instrument to collect all the information and data as long as the research was held. The instruments are:

- a. *Test*, in this case the research gave writing test to find out the students' ability in writing. Besides, the test also was to identify the students' problems
- b. *Questionnaire*, to find out the student's problems in writing narrative paragraph. Where the researcher gave fives list of statements to be answered by cheeking *strongly agree, agree, neutral, disagree and strongly disagree*.

The questionnaire which is used in this research liker's scale with five alternative choices namely: *strongly agree, agree, neutral, disagree and strongly disagree*. The statement about the problems faced by the students in writing narrative paragraph for each point given to the students based on their choice. Scoring is SS =5, S=4, N=3. TS=2, STS=1.

The questionnaire which is used is made by researcher based on some indicators namely:

**Table 3.2,
Indicator Instrument of the research**

No	Indicator	Number of items	KET
1	The difficulties faced by students in expressing ideas in narrative form.	2 item	Item 1, and 2
2	Students difficulties in assembling and linking each idea that has been found in the form of a complete and continuous paragraph.	2 item	Item 3, and 4
3	Lack of vocabulary skill and diction as well as the placement of the paragraphs flow.	2 item	Item 5, and 6
4	Lack the ability to understand and describe the experienced events.	4 item	Item 7, and 8
5	The students have less ability to utilize their time.	2 item	Item 9 and 10

Based on the table above shows that there were five indicators in this research and every indicator have 2 items.

C. Procedure of Collecting Data

To collect the data, the researcher used some procedure as follows:

1. The researcher gave test to the students by asking them to write a narrative paragraph based on the title give.

2. The researcher gave questionnaire to the students to know about problem faced by students. After that, the researcher analyzed and percentage the students' result.

D. Technique of Data Analysis

The data of this research were analyzed as follows:

1. Collecting data from test and questionnaire.
2. Analyzing the data, namely test and questionnaire.

Thus determining the score classification, and looking for the mean score which conducted in data analysis.

a. Scoring Classification

1) Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp to 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 1 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 meaningful.

2) Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	14-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
3	10-13	Fair	Is quiet creal, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
4	7-9	Poor	Many error words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the brodest, many repetitions, often word simply do not feat the test, verb are weak and view in number: is, are, were,

			and dominated.
5	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3) Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, 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 spelling

IAIN PALOPO

4) Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word order/function, pronouns proposition
2	20-22	Good	Effective but simple construction minor problem in complex construction 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 of grammar, can not be understand and evaluated
5	5-8	Very Poor	Virtually no mastery of sentences construction rules.

5) Mechanic

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. ¹

b. Mean Score

Calculating mean score by using the following formula²:

$$Md = \frac{\sum D}{N}$$

Where: Md = Mean score

$\sum D$ = total of raw score

N = total sample

¹ J.B. Heaton, 1998, *Writing English Language Test*, New York Language, p. 146

² Suharsimi, Arikunto, *Prosedur Penelitian* (Jakarta : PT. Rineka Cipta, 1998), p. 307

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussions about the result of the research which has been found and explained based on the research questions.

A. Finding

In this part, the researcher presents about the result of the students' writing and their problems which had been gotten when the researcher did the research about the problems faced in writing narrative paragraph at the eleventh year students of SMAN 1 Malangke Barat.

Table below shows the result of the students' skill on narrative paragraph.

1. Finding through the test

The researcher present the data as follows:

Table 4.3

The criteria and percentage of the students about *content* component

No	Classification	Score	frequency	Percentage
1	Very good	27-30	-	-
2	Good	23-26	4	27%
3	Fair	12-14	3	20%
4	Poor	9-11	8	53%
5	Very poor	5-8	-	-
Total			15	100%

Based on the table 4.3, above, it shows that 8 students (53%) obtained "poor" score on content component, 3 students (20%) got "fair" score on content component,

and 4 students (27%) got “good” score on content component. There were none students got very good score and very poor score on content component.

Table 4.4

The criteria and percentage of the students on *organization* component

No	Classification	Score	frequency	percentage
1	Very good	18-20	-	-
2	Good	15-17	3	20%
3	Fair	12-14	4	27%
4	Poor	9-10	7	47%
5	Very poor	5-8	1	7%
Total			15	100%

Based on the table 4.4, above, it shows that there were none students that got “very good” score on organization component, 3 students (20%) got “good” score on organization component, 4 students (27%) got “fair” score on organization component, 7 students (47%) got “poor” score on organization component, and 1 student (7%) got very poor score on organization component.

Table 4.5

The criteria and percentage of the students on *vocabulary* component

No	Classification	Score	frequency	percentage
1	Very good	18-20	-	-
2	Good	15-17	2	13%
3	Fair	12-14	3	20%
4	Poor	9-11	5	34%
5	Very poor	5-8	5	33.%
Total			15	100%

Based on the table 4.5, above, it shows that there were none students that got “very good” score on vocabulary component, 2 students (13%) got “good” score on

vocabulary component, 3 students (20%) got “fair” score on vocabulary component, 5 students (34%) got “poor” score on vocabulary component, and 5 students (33%) got very poor score on vocabulary component.

Table 4.6

The criteria and percentage of the students on *grammar* component

No	Classification	Score	frequency	percentage
1	Very good	23-25	-	-
2	Good	20-22	-	-
3	Fair	16-19	2	13%
4	Poor	9-15	11	73%
5	Very poor	5-8	2	14%
Total			15	100%

Based on the table 4.6, above, it shows that there were none students that got “very good” score on grammar component, none students got “good” score on grammar component, 2 students (13%) got “fair” score on grammar component, 11 students (73%) got “poor” score on grammar component, and 2 students (14%) got very poor score on grammar component.

Table 4.7

The criteria and percentage of the students on *mechanic* component

No	Classification	Score	frequency	percentage
1	Very good	5	-	-
2	Good	4	4	27%
3	Fair	3	4	27%
4	Poor	2	7	46%
5	Very poor	1	-	-
Total			15	100%

Based on the table 4.7, above, it shows that there were none students that got “very good” score on mechanic component, 4 students (27%) got “good” score on mechanic component, 4 students (27%) got “fair” score on mechanic test, 7 students (76%) got “poor” score on mechanic component, and none students got very poor score on mechanic component.

Related to the classification of mastery students facing problems in writing paragraph narrative writing assessment, especially in aspects such as the *content, organization, vocabulary, grammar, and mechanic*.

Table 4.8

The complete students score of *content, organization, vocabulary, grammar, mechanic*, are presented as follows:

No	Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Students score
1	R1	10	9	9	10	2	40
2	R2	14	15	11	10	3	53
3	R3	9	9	5	9	2	34
4	R4	9	9	8	10	4	40
5	R5	9	9	8	7	2	35
s6	R6	13	11	8	5	2	39
7	R7	11	9	5	16	4	45
8	R8	15	8	15	15	3	56
9	R9	23	15	12	10	2	62
10	R10	14	13	10	12	3	52
11	R11	10	11	13	9	3	46
12	R12	10	13	12	17	2	54
13	R13	15	12	16	15	3	61
14	R14	23	15	10	9	2	59
15	R15	10	9	10	9	2	40
	Total	195	167	152	163	39	716
	Total	13	11, 13	10,13	10,9	2,6	47,73

From the table 4.8, the mean score of all components are 47.73

- a. Mean score of Content

$$X = \frac{\sum x}{N} = \frac{195}{15} = 13$$

- b. Mean score of organization

$$X = \frac{\sum x}{N} = \frac{167}{15} = 11,13$$

- c. Mean score of vocabulary

$$X = \frac{\sum x}{N} = \frac{152}{15} = 10,13$$

- d. Mean score of grammar

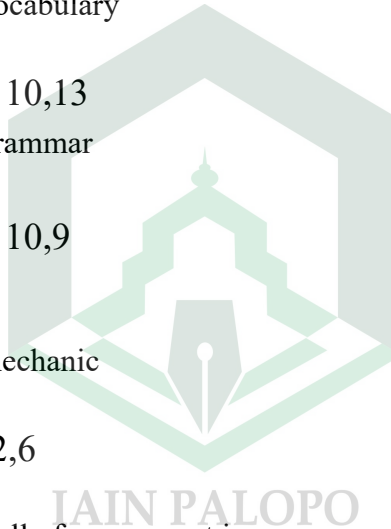
$$X = \frac{\sum x}{N} = \frac{163}{15} = 10,9$$

- e. Mean score of mechanic

$$X = \frac{\sum x}{N} = \frac{39}{15} = 2,6$$

The mean score all of component is

$$X = \frac{\sum x}{N} = \frac{163}{15} = 47.73$$



IAIN PALOPO

2. Finding through the questionnaire

Table 4.9
Recapitulation of Questionnaire Items

NO	Respondent	1	2	3	4	5	6	7	8	9	10	total
1.	R1	5	4	5	5	4	4	3	1	5	3	39
2.	R2	3	4	5	4	4	3	3	3	3	2	34
3.	R3	3	4	4	5	3	4	3	3	5	4	38
4.	R4	3	4	3	2	3	5	5	4	5	4	38
5.	R5	3	4	2	4	3	2	4	1	5	4	32
6.	R6	4	4	3	5	4	4	5	2	5	5	41
7.	R7	3	2	3	4	2	3	5	2	5	3	32
8.	R8	5	4	4	2	1	2	3	1	3	3	28
9.	R9	3	3	3	3	3	3	4	3	4	4	33
10.	R10	3	2	5	3	3	3	5	3	5	4	36
11.	R11	3	2	3	4	3	3	3	2	5	4	32
12.	R12	3	4	3	4	3	3	5	2	4	3	34
13.	R13	3	2	3	2	3	2	5	3	2	3	28
14.	R14	3	2	3	2	3	3	5	2	5	3	31
15.	R15	3	3	3	4	3	3	5	2	5	3	34

Table 4.10, Questionnaire no 1

It is difficult to chose main idea in writing narrative paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	2	13%
2	agree,	1	7%
3	neutral,	12	80%
4	disagree	-	-
5	strongly disagree	-	-
		15	100%

Based on the table 4.10, above, from the 15 students. There were 2 students (13%) chose strongly agree, 1 students (7%) chose agree, 12 students (80%) chose neutral, and none students chose disagree and strongly disagree difficult to chose main idea in writing narrative paragraph.

Table 4.11, Questionnaire no 2

I am not able to write word by word in writing narrative paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	-	-
2	agree,	8	54%
3	neutral,	2	13%
4	disagree	5	33%
5	strongly disagree	-	-
	total	15	100%

Based on the table 4.11, above, from the 15 students, none of students chose strongly agree, 8 students (54%), chose agree, 2 students (13%) chose neutral, 5 students (33%) chose disagree and none students chose strongly disagree in I am not able to write word by word in writing narrative paragraph.

Table 4.12, Questionnaire no 3

I am not able to compose the flow of the story in narrative paragraph

No	Classification	Frequency	Percentage
1	strongly agree	2	13%
2	agree,	2	13%
3	neutral,	10	67%
4	disagree	1	7%
5	strongly disagree	-	-
	total	15	100%

Base on the table 4.12, above, from the 15 students, 2 of students (13%) chose strongly agree, 2 of students (13%) chose agree, 10 students (67%) chose neutral, 1 students (7%) chose disagree, and none students chose strongly disagree in not able to compose the flow of the story in narrative paragraph.

Table 4.13 Questionnaire no 4

It is difficult to connect each sentence in writing narrative paragraph

No	Classification	Frequency	Percentage
1	strongly agree	4	27%
2	agree,	6	40%
3	neutral,	1	7%
4	disagree	4	27%
5	strongly disagree	-	-
	total	15	100%

Based on the table 4.13, above, from the 15 students, 4 students, (27%) chose strongly agree, 6 students (40%) chose agree, 1 students (7%) chose neutral, 4 students (27%) chose and none students chose strongly disagree in difficult to connect every sentence in writing narrative paragraph.

Table 4.14 Questionnaire no 5

I don't know well how to put an appropriate word in writing narrative paragraph

No	Classification	Frequency	Percentage
1	strongly agree	-	-
2	agree,	3	20%
3	neutral,	10	66%
4	disagree	1	7%
5	strongly disagree	1	7%
	total	15	100%

Based on the table 4.14, above, from the 15 students, none students chose strongly agree, 3 students (20%) chose agree, 10 students (66%) chose neutral, 1 students (7%) chose disagree, 1 students (7%) chose strongly disagree don't know well how to put an appropriate word in writing narrative paragraph.

Table 4.15 Questionnaire no 6

The lack of vocabularies make me difficult to write narrative paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	1	7%
2	agree,	3	20%
3	neutral,	8	53%
4	disagree	3	20%
5	strongly disagree	-	-
	Total	15	100%

Based on the table 4.15, above, from the 15 students, 1 student (7%) chose strongly agree, 3 students (20%) chose agree, 8 students (53%) chose neutral, 3 students (20%) chose disagree, and none students chose strong disagree in lack of vocabularies make me difficult to write narrative paragraph.

Table 4.16, Questionnaire no 7

I rarely write, so I less understand how to compose narrative paragraph

No	Classification	Frequency	Percentage
1	strongly agree	8	53%
2	agree,	2	13%
3	neutral,	5	33%
4	disagree	-	-
5	strongly disagree	-	-
	total	15	100%

Based on the table 4.16, above, from the 15 students, 8 students (53%) chose strongly agree, 2 students (13%) chose agree, 5 students (33%) chose neutral, and none students chose disagree and strongly disagree in the rarely write so, I less understand how to compose narrative paragraph.

Table 4.17, Questionnaire no 8

I am not able to express my experience in writing narrative paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	-	
2	agree,	1	7%
3	neutral,	5	33%
4	disagree	6	40%
5	strongly disagree	3	20%
	total	15	100%

Based on the table 4.17, above, from the 15 students, none students chose strongly agree, 1 students (7%) chose agree, 5 students (33%) chose neutral, 6 students (40%) chose disagree, 3 students (20%) chose strongly disagree in not able to express my experience in writing narrative paragraph.

Table 4.18, Questionnaire no 9

I don't use my spare time to train my narrative paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	10	67%
2	agree,	2	13%
3	neutral,	2	13%
4	disagree	1	7%
5	strongly disagree	-	-
	total	15	100%

Based on the table 4.18, above, from the 15 students, 10 students (67%) chose strong disagree, 2 students (13%) chose agree, 2 students (13%) chose neutral, 1 students (7%) chose disagree, and none students chose strongly disagree in don't use my spare time to train my narrative paragraph.

Table 4.19, Questionnaire no 10

I could not finish my narrative paragraph in the class.

No	Classification	Frequency	Percentage
1	strongly agree	1	7%
2	agree,	6	40%
3	neutral,	7	47%
4	disagree	1	7%
5	strongly disagree	-	-
	total	15	100%

Based on the table 4.19, above, from the 15 students, 1 students (7%) chose strongly agree, 6 students (40%) chose agree, 7 students (47%) chose neutral, 1 students (7%) chose disagree and none students chose strongly disagree in the could not finish my narrative paragraph in the class.

B. Discussion

Based on the finding above, the researcher will discuss the two basic problems of this research

1. Students narrative paragraph

In the *content* criteria, none students got very good score, only 4 students got good score, there were students got fair score and 8 students got poor score. The researcher concluded that SMA Negri 1 Malangke Barat in writing test dominantly got *poor*, it means that, the students had low in content component while the highest score of the content were 27- 30.

In *organization* criteria none students got good score in the assessment of writing, the result achieved by students in the organization component dominant got *poor*, this is due to the students' low in writing narrative paragraph especially in components organization.

Based on the result of test in writing narrative paragraph the students got poor in *vocabulary* criteria, the researcher concluded that none students got good score, this is because the students rarely memorize new words.

Based on the finding, in the *grammar* criteria the researcher concluded that the majority of students SMA Negeri 1 Malangke Barat have problems in writing, especially in grammar, most of them got *poor* score in writing test.

In *mechanic* criteria, the highest value is 5. The result of writing test in mechanic component, the students dominant got poor score, it's mean that the five component writing none students can finish very well.

In SMAN 1 Malangke Barat, the minimum standard of assessment for English subject is 70, and none of them can achieved the score. It means that the students of SMAN 1 Malangke Barat have problems in writing English especially in content, organization, vocabulary, grammar, and mechanic. The results of all the components of the students' writing of SMA Negeri 1 Malangke Barat have a lot of errors and got the final value on 47.73 score.

Related to the findings, the researcher describes the classification based on the students' problem in writing narrative paragraph, they were showed below:

- a. Content, organization and error grammar,
- b. Error grammar and inappropriate words choice
- c. Content, organization, inappropriate word choice, error grammar, and spelling.

Some students are low in content, organization and error grammar. The content of the paragraph is not focus and clear, the reader can not follow what is being said, it has poor organized and also found error grammars. It makes some students can not reach the minimal standard of writing assessment. This case is found in *R 1*, *R 4*, *R 7*, *R 11* and *R 15*. *R1* who was not active in the classroom, she had not good grammar but she used many repetition of word usage so that the reader is hard to understand what she means, *R 4* who was not active students, but she had poor organization, less of vocabulary and also some error grammars and then, it makes her writing was not communicate, *R 7* which had error grammars, less of vocabulary and used many repetition of word choice so that her writing is not communicate and it is hard to understand, maybe she did not focus on the teacher's explanation, because she was not active in the classroom, *R11* who was not active in the classroom, she had not good grammar and less of vocabulary but she used many repetition of word usage so that the reader is hard to understand what she means, and *R 15* which had error grammars her writing is not communicate and it is hard to understand and used inappropriate word choice.

Error grammar and inappropriate word choice are also found in the students' writing. They had good content and well organization but they are low in constructing the correct grammar and use inappropriate word choice. This case is found in *R8, R 9, R10, R12, R13* and *R14*. *R8* who was a very active students and her mistakes in the word choice and not content, then *R9* who was active students in the classroom and she had some error grammar and used inappropriate word choice, but they were not big mistakes because the reader can understand her writing, then *R10* who was active students in the classroom and she had some error grammar and used inappropriate word choice, less of vocabulary, but they were not big mistakes because the reader can understand her writing, and *R12* who was active students in the classroom and she had some error grammar and used inappropriate word choice, less of vocabulary, but they were not big mistakes because the reader can understand her writing, then *R13* who was active students in the classroom and she had some error grammar and used inappropriate word choice, but they were not big mistakes because the reader can understand her writing, *R14* who was active students in the classroom and she had some error grammar and used inappropriate word choice, but they were not big mistakes because the reader can understand her writing.

In this test writing narrative paragraph, there were some students had low in five components of writing. It is why the students can not reach the minimal standard of writing. The content and organization were not good, besides, the mistakes in vocabulary, grammar and spelling make their writing are not communicate and it is hard to understand. This case is found in *R 3, R 5 and R6*. *R 3* who was not active in

the classroom but he talked too much during learning process so that his writing is not clear and focus, it is poor organization, there is found error grammars, many inappropriate word choice, and wrong spelling, *R 5* which had some error grammars, inappropriate word choice and spelling, she also had poor organization, so that her writing is not communicate, *R6* who was not active in the classroom but he talked too much during learning process so that his writing is not clear and focus, it is poor organization, there is found error grammars, many inappropriate word choice, and wrong spelling.

2. Problems through Questionnaire

Next the researcher handout the questionnaire to know the problems that faced by the students in writing narrative paragraph, The result of every item of the questionnaires were shown as follows:

Item no. 1 of the questionnaire states “I am difficult in choosing main idea in writing narrative paragraph”, there were 2 students or 13% chose strongly agree, which is difficult in choosing main idea in writing narrative paragraph, 1 students or 7% chose agree, 12 students or 80% chose neutral and none students which is chose disagree or strongly disagree. Researcher assumed that the students can not choosing main idea in writing narrative paragraph.

Item no. 2 of the questionnaire state “I can not to write word by word in writing narrative paragraph”, there were 8 students or 54% chose agree, which can not to write word by word in writing narrative paragraph, 2 students or 13% chose

neutral, 5 students or 33% chose disagree, none students chose strongly agree and strongly disagree. It means that the students can not write word by word in writing narrative paragraph.

Item no. 3 of the questionnaire state “I am not able to compose the flow of the story in narrative paragraph”, there were 2 students or 13 % chose strongly agree, which not able to compose the flow of the story in writing narrative paragraph, 2 students or 13% chose agree, 10 students or 67% chose neutral, 1 students or 7% chose disagree, none students chose strongly disagree which not able to compose the flow of the story in writing narrative paragraph. The researcher curious is the they can or not in composing the flow of the story, cause in their statement most dominant chose neutral.

Item no. 4 of the questionnaire state “It is difficult to connect each sentence in writing narrative paragraph”, there were 4 students or 24% chose strongly agree, It is difficult to connect every sentence in writing narrative paragraph, 6 students or 40% chose agree, 1 students or 7% chose neutral, 4 students or 27% chose disagree, none students chose strongly disagree. it means that the students difficult to connect each sentence in writing narrative paragraph.

Item no. 5 of the questionnaire state, “I don’t know well how to put an appropriate word in writing narrative paragraph”, none students chose strongly agree, don’t know well how to put an appropriate word in writing narrative paragraph,3

students or 20% chose agree, 10 students or 66% chose neutral, 1 students or 7% chose disagree, 1 students or 7% chose strongly disagree. The researcher curious, the students can chose the right diction in writing narrative paragraph cause they dominant chose neutral.

Item no. 6 of the questionnaire state, “The lack of vocabularies make me difficult to write narrative paragraph”, there were 1 students of 7% chose strongly agree, the lack of vocabularies make me difficult to write narrative paragraph, 3 students or 20% chose agree, 8 students or 53% chose neutral, 3 students or 20% students or 20% chose disagree and none students chose strongly disagree.

Item no. 7 of the questionnaire state, “I rarely write, so I less understand how to compose narrative paragraph”, there were 8 students or 53% chose strongly agree rarely write, so I less understand how to compose narrative paragraph, 2 students or 13% chose agree, 5 students or 33% chose neutral, none students chose disagree and strongly disagree.

Item no. 8 of the questionnaire state, “I am not able to express my experience in writing narrative paragraph”, none students chose strongly agree lack of to express my experience in writing narrative paragraph, 1 students or 7% chose agree, 5 students or 33% chose neutral, 6 students or 40% chose disagree, 3 students or 20% chose strongly disagree.

Item no. 9 of the questionnaire state, “I don’t use my spare time to train my narrative paragraph”, there were 10 students or 67% chose strongly agree don’t use

my spare time to train my narrative paragraph, 2 students or 13% chose agree, 2 students or 13% chose neutral, 1 student or 7% chose disagree, none students chose strongly disagree. The researcher concludes that the students don't use my spare time to train my narrative paragraph.

Item no. 10 of the questionnaire states, "I could not finish my narrative paragraph when I study English", there were 1 student or 7% chose strongly agree, 6 students or 40% chose agree, 7 students or 47% chose neutral, 1 student or 7% chose disagree, none students chose strongly disagree.

Related to the data questionnaire, the researcher concluded that the students of SMAN 1 Malangke Barat have problems in English subject especially in writing narrative paragraph. The data questionnaire obtained of the indicator instrument of the research¹. The first indicator was the difficulties faced by students in expressing ideas in narrative form, it is contained in item no 1 and 2, the second indicator was students difficulties in assembling and linking each idea that has been found in the form of a complete and continuous paragraph, it is contained in item no 3 and 4, the third indicator was lack of vocabulary skill and diction as well as the placement of the paragraphs flow, it is contained in item no 5 and 6, the fourth indicator was lack the ability to understand and describe the experienced events, it is contained in item no 7

¹ Arvan, Pradiansyah. <http://gurupintar.ut.ac.id/lab/107/html?start=2.html> Accessed on August 23th 2013

and 8, the five indicator was the students have less ability to utilize their time, it is contained in item no 9 and 10.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based of the data analysis and discussion in the previous chapter. The researcher would like conclude that:

Students' competence in writing narrative paragraph at the eleventh class of SMAN 1 Malangke Barat was *poor*. The result of the test obtained insufficient standard values of school, the students got writing test 47.73 score, and there are no students have a standard value. So that, the researcher can say that the students of SMAN 1 Malangke Barat get problems in Writing. The are some problems caused by the teachers who never practice and give detailed explanation about the usage of narrative paragraph they are: Lack of understanding about structure and grammar, and writing exercises to practice and improve their writing skill. 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. The students don't have skill to analyze sentence or paragraph.

B. Suggestions

To solve the students problem in using narrative paragraph, the researcher would like to present some suggestion as follows:

1. To the English teachers

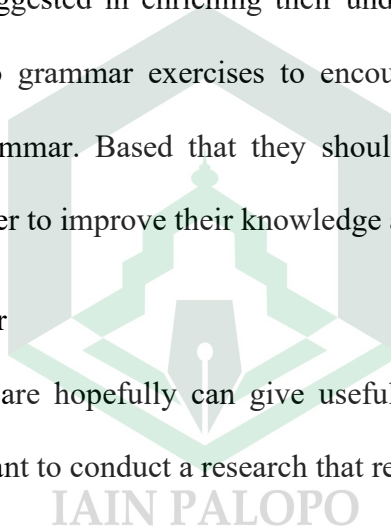
The English teacher are supposed to encourage the students to be more understood about using narrative paragraph, by applying various strategies or techniques in learning process. And also give more writing practice to the students in creative way to enlarge students' competence in the writing and improve their writing skill.

2. To the students

The students suggested in enriching their understanding about structure and grammar, and more do grammar exercises to encourage them to be familiar and master the English grammar. Based that they should enrich their vocabulary and should read a lot, in order to improve their knowledge and to get more ideas.

3. To the researcher

This researcher are hopefully can give useful contribution as reference for other researcher who want to conduct a research that relate about this research.



ASSALAMU ALAIKUM WR. WB.

AUTOBIOGRAPHY

The researcher, **KARINA**, was born on December 4th 1990 in Rawamangun. She has two brothers and three sisters. She is the second child from beloved parents, Rihin and Rosmiati.



She began her study at SDN. 456 Tangjung Harapan in 1996 and graduated 2002. Then she continued her study at MTs GUPPI TOMPE in 2002 and graduated in 2005. She had ever unemployed for a year. And than she continued her study at MAN Masamba in 2005 and graduated in 2008. After that she did not continued, in 2009 she

continued in her study at STAIN Palopo and tried to take English Study Program. She finished at STAIN Palopo in 2013. Wassalamu Alaikum Wr. Wb.

BIBLIOGRAPHY

- Arisah. *Improving Students' Writing Skill Through Diary At The Eleventh Year Students of Pondok Pesantren As'Adiyah Kecamatan Malangke*. Palopo: Thesis STAIN Palopo. 2011
- Arikunto, Suharsimi, *Manajemen Pendidikan*. Jakarta: Penerbit PT Rineka Cipta.1998
- , *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta Rineka Cipta, 2006
- Anugrah, Adi, *The Difficulties In Writing Narrative Paragraph Faced By The Second Year Students Of SMA Negeri 2 Palopo*. Palopo: Thesis Cokroaminoto University. 2008
- Anonim, http://wiki.answers.com/Q/What_are_the_different_types_of_narrative.
- Acep, Setia Permana, S. Pd, <http://leonheart94.blogspot.com/2012/01/macam-macam-paragraf.html>.
- Anonim, <http://www.englishbiz.co.uk/semiotics/basicsemiotics/syntagms.html>
- Anonim, <http://dictionary.reference.com/browse/Synonyms>.
- Gay, L.R, *Educational Research*. USA, 1981
- George E. Wishon. *Lets Wrte English*, New York: Litton educational Publishing, 1980
- Hernawati, *Teaching Vocabulary Through Reading Narrative Test at the Eight Year Students of SMP PMDS Putra Palopo*, Palopo: STAIN Palopo. 2013
- Hasmawati, *The Effectiveness of Picture in Teaching Writing at the Eleventh year Students of MAN Palopo*. Palopo: Thesis STAIN Palopo. 2009
- Heaton, J.B, *Writing English Language Test New York*: 1975
- Impun, Ekawati, *The Difficulties Faced by the Sixth Semester Students of English Education Study Program of Cokroaminoto University Palopo in Writing Essay* Thesis Cokroaminoto University. Palopo, 2008

- Khadiyah, *Pembinaan kemampuan menulis Bahasa Indonesia*. Jakarta: PT. Gelora Pertama, 1998
- Leo, Sutanto, *English for Academic Purpose Essay Writing*, Yogyakarta. Penerbit Andi, 2007
- Muchlis, Nurafni, *The Difficulties Faced by the Second Year Students of SMA Negeri 1 Sukamaju in Writing Paragraph*. Palopo Thesis: Cokroaminoto University. 2005
- MuohioWebsite,online:<http://www.units.muohio.edu/technologyandhumanities/narde.htm>
- Marwah, Sitti, *Using Question to Guide the Eight Year Students of SMP 12 Palopo in Writing Descriptive Paragraph*. Palopo: Thesis STAIN Palopo, 2011
- Michael, Garman, *Psycholinguistics*, New York. 1990
- Montana Standard for Writing*. Download on January 2013
- Margono, *Metodologi Penelitian*, Jakarta: Reneka Cipta. 2003
- Martoyo, *Paragraph Development of The Third Year Students of SMP 2 Baebunta*. Palopo: Thesis STAIN Palopo. 2005
- Munawir, Muh, *Upgrading Students' Writing Skill Through Silent Way to the Eleventh Year of MAN Palopo*. Palopo: STAIN Palopo. 2010
- Ningrum, Ary Setya Budhi, *Scaffolding Starategy in the Process of Writing to Improve the Students' Writing Ability*. Jakarta: Kementrian Agama Repoblik Indonesia, Cet, 1. 2012
- Nur, Wiwik Muliani. *Developing Writing Skill Through Descriptive Composition at the First Year Students of SMU Negeri 2 Palopo*. Palopo: Thesis STAIN Palopo. 2007
- New Editon, *Oxford Learner's Pocket Dictionary*, New York, 2005
- Nunan, David *Practical English Language teaching*. Ed, Internasional,
- Pardiyono, *Writing Clues For Better Competence*, Yogyakarta: Andi. 2006

Pradiansyah, Arvan. <http://gurupintar.ut.ac.id/lab/107/html?start=2.html>

Patawari, Firman, *Improving Student Skill in Writing Narrative Paragraph by Using Picture at the Eleventh Year Students of SMK Muhammadiyah Palopo*. Palopo: Thesis STAIN Palopo. 2010

Sugiyono, *Statistik Untuk Penelitian*, Bandung: Alfabeta, 2008

Spencer, L. <http://www.englishdirection.com/2011/03/kinds-of-narrative.html>.

