

## CHAPTER IV

### THE RESEARCH FINDING AND DISCUSSION

#### A. Description of The Data

From the explanation of the previous chapter, the purpose of this study is to analyze students' problems in writing narrative texts. The researcher uses the case study method because the researcher has studied several problems faced by class IX A students of MTSN 6 Tulungagung in writing narrative texts in depth and thoroughly and maximally. Before writing this study, the researcher conducted a preliminary online study for one month due to the Covid-19 pandemic. During the preliminary study, the researcher observed and monitored the teaching and learning process in class IX A MTSN 6 Tulungagung. From these observations, the researcher generates or finds an initial view of students' narrative texts and classifies some students into written narrative texts. Furthermore, after conducting preliminary research, the researchers analyzed and interviewed class IX A students of MTSN 6 Tulungagung online through the google lassroom application and whatsapp application because it is very difficult to meet face to face with students due to the very dangerous covid-19 pandemic, so we can only do research using the Google Classroom and WhatsApp applications with students to find out the basics of student problems in writing data descriptions in narrative texts.

#### B. Analysis of Writing

Below, the writer described each student's writing classified them and gave the analyses of each student's composition.

##### a. Student 1 **Snow White's Sad Story**

-Once upon a time, there lived **beautiful girl**, named snow white, she had **step mother**, and she was a wicked woman. Her stepmother **had a mirror**, and always told that she was the most beautiful woman in the world, but in a dreadful day the mirror told that snow white was the most beautiful woman it his world than hers. Then, she killed snow white and dead.-

The content of the student's writing above is average. It is relevant to the topic but lack detail. Organization of writing does not explain clearly, for

example in complication part, in the story does not tell the chronology of the murder of snow white clearly. Vocabulary of the students' writing is good, but in the second sentence "...had a mirror" should add word "magic" before "mirror". There is not error in tenses, but there is error in article use such as *beautiful girl = a beautiful girl, step mother = a step mother*. Language use is good. Mechanics is average. There is frequent error of capitalization such as *snow white = Snow White*.

b. Student 2 **Bad Day**

-Once day, **I am called** by a teacher at Ulul Albab **bulding on that time I was eating** in my room. **I am** so surprised to listen is **exactly**, I took my book , sock and pen from my cupboard **I'm** so **hurry I run**, When at Ulul Albab building, I,m so surprised when I looked my sock, **I'm and only** brought one sock **I 'm so forget**. –

The content of the student's writing above is poor. It is limited knowledge of subject. Organization of writing is poor because little knowledge of English vocabulary. It does not explain clearly and completely. There are errors of word form, choice, usage, and meaning confused, such as „*bulding = building*“, „*on that time = at the time*“, „*exactly = exactly*“, and „*I'm and only = I just*“. There are errors of tense such as "*I was eating = I ate*", „*I'm so surprised = I was so surprised*“, „*I'm so hurry = I was so hurried*“, and „*I'm so forget = I forgot to bring it*“.

c. Student 3 **I go to Anyer Beach**

-On holiday, I went to **anyer** with my family **on date** Saturday 8 **september** 2018, we went to **anyer to use** by car, my brother **for drived**. **I to sit in** behind with my mother, and my father **to sit side** my brother.**In way**, we **look** car clamity and made way stuck. **We waiting I** fourty five minute to trough in way. Weathered in way hottest and make we thirsty.to have in stuck can fast easy. When police fast come to location, And then **we next way** to Anyer, **not long old** afterward we came in Anyer beach, and we dirested player and **we very happy cause looking** Anyer beach **for beauty**. –

The content of the student's writing is average. It is because there are frequent errors of mechanic, tense and usage such as „*on date*“ it should does not use in this sentence, „*anyer to use = Anyer by*“, „*for drived = drove*“,

„to“ and „in“ must not use in the sentence, „look = looked“, „we waiting I= we waited for“, „we very happy cause looking = we was happy cause looked“, „for beauty = was beautiful“. There some errors of capitalization, such as: „anyer =Anyer“, „september = September“. There are errors of word, choice, usage and meaning confused, such as: „we next way = we continued“, „not long old = It did not need long time“.

d. Student 4 **Cinderella**

-One **upon time**, there was a little girl named Cinderella, she lived with her step mother and step sister, because her **real** mother was died and her step mother and step sister were hated hers, they always ordered her to clean **up her** home **up** every day. One day, there was an announcement about **dance** party in the kingdom, because the prince **want** to look for his wife to be a princess, her step mother and sister was very happy, they dressed **up** to be beautiful but they forbid Cinderella to join the party, Cinderella was sad but there was a fairy who **makes cinderella** beautiful and **helps her** to **go** and **join** the party, The prince was catched by Cinderella’s beauty and asked to marry her exactly, Cinderella was very happy and accepted it, then they lived happily ever after

The content of the students’ writing above is good, but complication part in text organization of narrative text does not told clearly. There is some knowledge of subject and mostly relevant topic. There are frequent errors of word, choice, usage, and meaning confused, such as: „real mother = her mother“, clean up =clean, „home up = home“, „dance party =dancing party“, „dressed up = dress up“, „helps her = helped hers“. There are errors in tense, such as: „want= wanted“, „makes = made“, go=went“, join=joined“. Besides, there is error of capitalization, such as: cinderella = Cinderella.

e. Student 5 **Taken**

-**One upon time**, there was **girl**. She wanted to follow tour with her friend. She took a **permission** to her parents. She went to **paris** and when she goes there was thief he wanted to stole her so the **theif** said to her father. So her father knew and he tried to save her by the time 3 days. **after** that the girl have been saved and she come back safely.

The content of the students' writing above is enough. Organization of this writing is poor, because the ideas are confused and lack sequencing. Besides, vocabularies are poor because of little knowledge of English vocabulary and there are errors of word form, such as: *one upon time = once upon a time*, *permission = permission*, *theif = thief*. Then, there is error of article using, such as: *girl = a girl*. Capitalization, such as: *paris = Paris*, *after that = After that*. The complication part is lack complete. After the writer analysis of students' writing one by one, the writer classified some mistakes of students' writing above based on the aspects of writing in the table like this follows:

**Table 4.1**  
**The Analysis Result of Grammar Knowledge**

Name	Vocabulary	spelling	diction	Tense	preposition	capitalization	punctuation	sum
Student 1	2	-	-	-	2	1		5
Student 2	-	2	2	4	-	-	-	8
Student 3	4	-	3	5	-	2	-	14
Student 4	-	-	6	3	-	1	-	10
Student 5	1	2	-	-	1	2	-	6
SUM	7	4	11	12	3	6	-	43

Based on the table the writer know that most of student still confused to write narrative text well. It is means, the students have difficulties in writing narrative text especially in grammatical knowledge. The most of difficulties faced the students in writing Narrative text are tense and diction.

### **C. Researchers interview**

Teacher and some representative students from first grade MTSN 6 Tulungagung. First, the researcher interviewed students to obtain information about

student difficulties in writing narrative text. Five students were selected from first class. The transcript of the interview with the students is as following:

a. **Question 1: Do you like English lesson? Why?**

Student #1: To be honest, I do not like English because it is hard to understood. Student #2: yes, I like it because I want to speak English fluently. Student #3: I fairly like English but sometimes there are materials which are very hard to understand such as writing and speaking. Student #4: I do not like it because it makes me dizzy. Student #5: I like English subject, but I prefer science subject.

From the first question, the researcher got information that among students have different interest and perspective about English, but just little the students who like English subject.

b. **Question 2: What do you know about Narrative text?**

Student #1: I do not know. Student #2: Narrative text is a legend, telling story, and story was happened in the past. Student #3: Narrative text is a story like Timun Emas, Sangkuriang, etc. Student #4: I do not know. Student #5: Narrative text is events in the past, fable and short story.

From the second question, the researcher knows that several students know about narrative text, but they cannot explain more detail. They just can explain the example of the text. Besides, there are many students who do not understand about Narrative text. It is because they have not high motivation to understand it.

c. **Question 3: What do you know about the text organization of Narrative text?**

Student #1: I forget it Student #2: Yes, they are orientation, complication, and resolution. Orientation usually in the first paragraph, complication there is in the middle and resolution in the last paragraph. Student #3: In the first paragraph named orientation, in the last paragraph named closing, in the middle of paragraph is content of text. Student #4: I do not know about it, the meaning of text organization does not understand. Student #5: I just know a text has opening, content and closing.

From the third question, the researcher knows there are students do know about narrative text, but they cannot explain more detail. They just can

explain the example of the text. Besides, there are many students who do not understand about organization of writing in Narrative text. It is because they do not understand about it and they never review theory about Narrative text.

d. **Question 4: Do you have problems when you write Narrative text? What is it?**

Student #1: yes, I have. The first, I am confused to write my idea in English. It is because my vocabulary is poor. The second, sometime I am afraid what I have written is wrong or not good. Student #2: Yes, I face some difficulties when I arrange the words be a good sentence and a good paragraph such as the using of tense, diction and topic. Besides, I am difficult to make conflict in Narrative text. Student #3: that is right. I have problems in writing Narrative text, the first Grammatical structure. Secondly, when translate from Indonesia to English language it is very hard process. Thirdly, I cannot develop my story well. Student #4: Of course. I do not understand about all of the English, especially in writing subject. I cannot translate my writing to English without Google translate. I also dislike write especially in English. Student #5: Yes, I have some problems when I try to write Narrative text such as: language feature in Narrative text, using of tense, moral value from the text and continuity between the first paragraph an others. Sometimes, I am still confused to different between of Narrative text with recount text.

From the fourth question, the researcher concludes that the problems of writing Narrative text are: 1) They do not like to write in English. 2) They are confused to write their idea in a writing.3) They cannot different between Narrative text and another text. 4) Their vocabulary is poor. 5) They do not understand about grammar and structure of sentence.

In addition, after getting information from the students, the researcher also interviewed English teacher. The interview transcripts with English teacher are as follows:

a. **Question 1: How long have you been teaching English Subject?**

**Teacher:** Almost 10 years

From the first question, actually the researcher believed that the English teacher have good job qualification and rich experiences. In other words, the English teacher is one of senior teacher.

**b. Question 2: How is your students' English ability especially in writing Narrative text?**

**Teacher:** Generally, students' English ability is good enough. However, I must admit it there are students who dislike English because probably they are not interested in learning English. Furthermore, for writing Narrative text, there are some students are poor in writing Narrative text. It caused by some students dislike reading English texts and lack of vocabularies. From the second question, the researcher got information about students' ability in writing Narrative text. Based on data from interviewed. It can be concluded that students' writing in Narrative text is good enough.

However, according to English teacher's statement that there are still many student who dislike English because probably they do not interest in learning English and prefer other subjects. In addition, there are some students' writing are poor. It is caused by some factor, such as they never reading English text, lack of vocabularies and they never try to write Narrative text at home.

**c. Question 3: What do you usually do while teaching Narrative text?**

**Teacher:** I usually explain the definition and general concept of Narrative text in the beginning session. Moreover, I give some models of narrative texts, ask one of student to read aloud, discuss generic structure and language features of Narrative text, translate into Indonesia language together with the students, and give exercises in the end of session.

From the question the researcher summed up that the English teacher still used old fashion teaching style. It reflect on their teaching style which too dominant, less of interaction with students never teach some strategies in writing, never use teaching aids and only rely on to students' work sheet (LKS).

**d. Question 4: What are students' difficulties in writing Narrative text?**

**Teacher:** Students' difficulties in writing Narrative text are as follows: 1) The most fundamental is in comprehending Narrative text itself. It is caused by some students seldom study at home and do some exercises. 2) There are some students do not have

adequate vocabularies mastery. 3) There are some students who do not understand generic structure and language features of Narrative text. 4) There are some students who still difficult to differentiate between Narrative text and other text.

From the fourth question, the researcher classified students' difficulties in writing Narrative text are as follows: 1) Some students never reading or do exercise at home. 2) Some students do not have plenty vocabularies. 3) Some students do not understand the general concept of narrative text, some students cannot distinguish between Narrative text and another texts.

**e. Question 5: What do you usually do to overcome difficulties in writing Narrative text?**

**Teacher:** I usually give some key vocabularies. Then, I often translate Narrative text into Indonesia language and give some exercise to students in order every student become an autonomous learner.

From the last question the researcher obtained information about teacher's effort are as follows: 1) Give key vocabularies, 2) Translate Narrative text into Indonesia language, and 3) Give exercise.

#### **D. Data Interpretation**

In this case, the author found that students had a lot of difficulties in writing narrative text well and correctly. as evidenced by the results of the writer's interviews with students and their teachers or Students have various kinds of problems in knowledge of narrative texts and also students find it difficult to determine ideas which are very difficult for them in writing narrative texts and also students have difficulties in translating text from Indonesian to English due to his lack of vocabulary and poor grammar. Another problem is that the current conditions are very difficult or the covid 19 pandemic which causes students to not attend school and have to go to school online or online which makes students bored and many other subject teachers who give very many assignments for students, which makes students confusion and difficulty in focusing on studying narrative texts the factors that cause students' very difficulties in writing narrative texts have similarities between the results of the analysis and the theory described in chapter 2 according to Richards there are 6 points caused by students' difficulties in writing narrative texts (see Chapter 2) and the following points: These points are the same as the results of the analysis written in the interview, namely interference,



generalization of performance, difficulty marking transitions, transitions, competence, communication and assimilation strategies, and difficulties caused by teachers. students other than that Another influencing factor is the method of the English teacher which is less understood by students and other factors due to the COVID-19 pandemic which makes students less focused in learning because of the many assignments from the teacher.