

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. Description of The Data

As explained previously, the main objective of this study is to analysis students' difficulty in writing narrative text. This research employed case study method because the researcher have investigated some problems which encounter by first grade students of SMAN 6 Pandeglang in writing narrative text deeply and comprehensively. Before writing this study the researcher conducted preliminary research for two weeks. During preliminary research, the researcher observed and monitored the teaching learning processes. From the observation, the the researcher found initial view about students' writing Narrative text and classified some students' writing narrative text.

Furthermore, after conducting preliminary research, the researcher analyzed and interviewed the students of the first grade of SMAN 6 Pandeglang in order to know the main problems of students in writing narrative text.

B. Analysis of Writing

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

1. Agna Tiara Septiani

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 in 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*.

2. Agus Husaeni

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*', '*exacly = 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*'.

3. Ahmad Saepul

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*'.

4. Al-Furqon Yuslim

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 caught 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*.

5. Ambiyah Islah

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 is confused and lack sequencing. Besides, vocabularies is poor because little knowledge of English vocabulary and there are errors of word form, such as: *one upon time = once upon a time*, *permiton = 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.

6. Anisah

Bear And Rabbit

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot and the bear, being very clumsy, cloud not use an arrow to a good advantage.

The bear was **verry** unkind to the rabbit. Every morning the bear would call over to the rabbit and ask the rabbit to take his bow and arrows and come with the bear to the other side of the **hill** The rabbit, **fearling** to arouse the **bea** anger by **refusing**. **Consented** and went white the bear. The rabbit shot enough

buffalo to **satifi** the bear's **pamily**. Indeed, he shot and **pamily** had loaded those selves and packed all they could **cari** home.

However, the **bea** was so **greedly** and evil that he **didn't** allow the rabbit to get any of the meat. The poor rabbit could not even taste the blood from the butchering, as the bear would **thorw** earth on the blood and dry it up. **the** poor rabbit would have to go home **hangry** after his hard day's work.

The bear was the father of five children. The youngest boy was very kind to the **rabbit, knowing** that the youngest boy was a very hearty eater, that the youngest boy was a very hearty eater, the mother bear always gave him an extra meat, the youngest bear would take the meat outside and pretend to play ball with it, kicking in toward the rabbit house, and when he got close to the door he would give the meat such a great kick that it would fly into the rabbit house. In this way the poor rabbit would get his meat unknown to the papa bear.

The content of the writing is good. It is relevant to assigned topic. Organization of writing is relevant. Besides, between one paragraph and another is sequencing. There are errors in spelling, such as: *verry = very, fearling = fearing, bea = bear, didn't = did not, hangry=hungry, thorw=throw, greedly=greedy, pamily=family*. Error in punctuation, such as in sentence '*...very kind to the rabbit, knowing that... = very kind to the rabbit. Knowing that... ,...anger by refusing.*

Consented...=...anger by refusing, consented....Error in capitalization, such as: *the=The*. Based on the word “cari” in the last sentence the second paragraph the writer concluded that this text take from internet or this text translated by Google translate.

7. Arul Mutaqin

First Dating

One day, **I went with my girlfriend. We went to place that is very beautiful we spent together a day.** nobody feels fleeting time, after that we went to a movie **teather** and there’s a new movie there that we like.

We go to cinema to watch Cilegon after quite a long trip we finally arrived and we quickly up to buy a ticket and after purchasing our tickets waiting **teather I mendapat** over and **we turn to the two.**

After the first turn is finished we go and look for seats that have been adjusted by our ticket purchase. After seating we are looking for **an finally** found and we were quickly seated and it is no longer the film will be screen the film apparently **seram.** Once **finised** and we finally did return home. In travel suddenly rained heavily while we continued our trip was the rain shower and finally we reacked.

The content of the students' writing above is average. It is logical but incomplete sequencing. Vocabulary is poor. There are some errors of word choice such as: *first turn= first activity, return home=back to home*. Language use is poor. There are frequent errors of tenses and word order, such as: *I went with my boyfriend we went to place that is very beautiful we spent together a day= I went to a beautiful place with my boyfriend a day, we finally arrived= finally we arrived, our tickets= it, waiting theater= we waited theater, we turn to the two= we were back to the second, after the first turn is finished we go and look for seats= after that, we went to looking for seats, we were quickly seated= we were seated quickly, once finished and we finally did return home= finally, we went to home*. Mechanic is average because there are errors of capitalization such as: *no body= No body, cinema= Cinema*. The writer also analyzes that the student is not careful when he translates from Indonesian language to English language. There are some words using Indonesian language such as '*mendapat* and *seram*'. Besides, the writer concludes that the method of students to translate the text is word to word by dictionary. So that, the result of translating is disorder, such as: *after seating we were looking for an finally found= finally we found our seating*.

8. Asep Sapul Hidayat

My Village

Every year led fitri always come in the edge of ramadhan month, at that time people of Indonesia will the some ritual who never been gone since a years ago we call it “mudik” or going after home town and here I am at tasikmalaya my lovely home town after praying ied fitri I am going to my big family I stay in my grandmother’s house about three days, every day I do some activity that I never do in my own home, such as fishing, hiking etc.

The students’ writing is average. It is relevant to topic but lack detail. Organization of this writing is poor. It is because there are no complication and resolution part. It is logical but incomplete sequencing. Vocabulary is average. There are some errors of tense such as: *stay= stayed, do= did*. Language use is average. Mechanics is poor. There are some errors of punctuation on the first paragraph such as: *home town (.), after praying Ied Fitri (.), big family (.), and three days (.)*. There are frequent errors of capitalization such as: *ied fitri= Ied Fitri, ramadhan= Ramadhan, tasikmalaya= Tasikmalaya, and mudik= Mudik*. Besides, the writer analyzes this writing is not Narrative text because there are no complication, resolution and moral value in this text. This writing also uses simple present tense. In fact, Narrative text must use simple past tense.

9. Asep Septiana

The origin of the village name Pagetekan

In ancient times there was a large and clear river. The river was named Ciaden, because it was very clear and fresh. The river is very helpful for the community to fulfill their daily needs. Because the river is very deep, people think of making a very large boat. The boat was called getek boat because each boat always swayed right and left. Because the village is close to the river water, it is a community leader, Give the name of the settlement that Ciherang had previously become pagatekan village

Intially the river will be expanded into the ocean, but the local residents did not approve it and think how to make the river recede. However, with the permission of god, it could dry up and eventually the dry river former was invented by rice fields as a livelihood for the local community.

Now that's the beginning of the name of the village pagetekan.

The content of the students' writing is good. It is relevant to assigned topic. Organization of writing is good because well organize and logical sequencing, but in the title should be "The Origin of Pagetekan Village". Vocabulary of student writing is good. There are some errors of word choice and usage such as: *think= thought, the river water= the water of river*

and in ancient times= once upon a time, give the name= named.
 Language use is average. There are some errors of tense such as:
*the river is very= the river was very, the river will be= the river
 would be, the village is close= the village was close, it is
 community= it was community.* Mechanic is average. There some
 errors of capitalization such as: *pagetekan= Pagetekan, and
 getek= Getek.* There is occasional error of punctuation such as:
become Pagetekan Village (.).

10. Dewi Fatmawati

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time **in the** they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man. The bear come near the one who was lying on the ground.

It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree come down and asked his friend that was on the

ground,”Friend, what did the bear whisper into your ears?” The friend replied,” just now the bear advised me not to believe false friend.”

The content of the writing above is very good. The topic and title is interesting and suitable. Vocabulary is good. Language use is average. There is occasional error of preposition and article, such as *in the they = in the* (must be omit). There is occasional error of punctuation such as: *happen any time* (.). Besides, there is error to using of word such as: *pretented = pretend*.

11. Fahruroji

A Fox and A Cat

Once day a cat and a fox were having a conversation. The fox who was a conceited creature, boasted how clever she was. ‘**why**, I know at least a hundred tricks to get away from our mutual enemies, the dogs,’ she said.

‘I know only one trick to get away from dogs,’said the cat. You should teach me some of yours!’ ‘**well**, maybe **some day**, when I have the time, I may teach you a few of the simpler ones,’ replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. ‘**this** is the trick

This writing is good from the content, organization, and vocabulary. Language use is average. It is because there is several error of spelling such as: *some day= someday*. Besides, mechanic is average. There some errors of capitalization such as: *well, maybe = Well maybe, this is the trick= This is the trick, A Fox and A Cat = A Fox and a Cat*, and *why, I know at least = Why I know at least*.

12. Fahiyah

The Ant and the Dove

One hot day, an Ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, that dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

The content of the student' writing is very good, but the writer analyzes that this writing the result of searching by internet or book. It is because the language feature in this writing is same with writing in story book. The title of writing, text organization, and punctuation in this writing is same from the first until the end.

13. Faturrohman

The Fox and the Grape

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

The content of writing above is good. But the writer knows this writing from a book. It can saw from the language use, vocabulary, story, and point of view. It is familiar. There is error of spelling such as *they're = they are*.

14. Fitriyah

The Lion and the Mouse

Then he was awakened by a tiny mouse running across his body, a mighty Lion was sleeping in his lair. The Lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King", begged the Mouse, "Spare me this time and of course I will never forget your kindness. Somebody I may be able to repay you. The lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry load roars.

The little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free " There!" said the Mouse proudly, "You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty lion.

The content of this writing is very good, but there is no orientation part in the first story. The student does not make Narrative text based on her thinking, but she takes it from another source such as: *a book, internet*, etc. In fact, this writing does not write completely.

15. Fina Nurmalasari

Danau Toba

Once upon a time lived a poor farmer that single, he is so diligent to the farm. Someday when he was boring, he **go** to the river and he was fishing. He was so surprised when he **see** a big gold fish and he was thinking that he will fuel if he is fried the fish and eat that fish. When the fish ready to cut, the fish **can** speak to the farmer, “please do not cook me, I will help you if you cancel to cut me,” fish said to the farmer. The farmer surprisingly listen the fish can speak. **And finally** he canceled his plan to cut the fish. The fish change into beautiful lady and **make** him falling in love. The lady introduce herself with name Putri. Putri is cursed by God to be fish and the farmer cracked the curse. **And finally** the farmer purpose to marry **putri, and putri** agreed they will be happy couple. **Then they a handsome san with name putra, putra is a naughty son and he is always hungry.**

And the food that for three **person is for putra** that one person. **Putra always makes his** father angry but **his mother always give him** recall about his promise before they was married that he not break the secret about her that come from fish. **And the farmer always remember** about it. But someday, when **putra** asking by his mother to bring food to his father in farm, **putra** is hungry and eat the food until he is fuel. The farmer waiting for the son, but he **is not** come. **And he is so hungry** and

the anger is so in top when **he see** his son not bring the food but **he is** enjoyed to playing football with his friends. **And he forgotten** his promise, “the naughty boy, the fish child” said the farmer to his son. **And his** wife **know** that her husband **breaked** the promise, **he is so angry**. **And** she and her child go and disappear. **And** the earth **is** earthquake with dark sky. Finally in the place had a lake with name **danau toba** and in the center of the lake **has a island** with name Samosir **island**. So, that is about **toba lake**.

The content of this writing is very good. The story tells more detail and clear. The organization of writing is good. Vocabulary is average. There are some error of word, tense, and diction such as: *that single = he was single, he is so diligent = he was so diligent, go = went, see = saw, will = would, can = could, make him = it made him, san = son, he is naughty = he was naughty, his mother always give him = his mother always gave him, he is always hungry = he was always hungry, know = knew* and *the lake has a island = the lake had a Island*. The mechanic is average. There some error of capitalization such as: *island = Island, toba = Toba, putri = Putri, and putra = Putra*. From the text there are many using connection word “and” in the first sentence. In fact, “and” may not put in the first sentence. Word “and” must omit in the first sentence. It changes with another word such as: *then, furthermore, besides, etc.*

16. Haerul Anwar

Roro jonggrang

Once upon a time established a palace with name Prambanan palace. This palace had a king with name **ratu baka**. Ratu **baka is** a famous with a kind hearted and wisdom every people and also citizen love him very much. **And** in the different place had a big palace with name Pengging palace that so arrogant. Pengging palace had a strong knight with name Bondowoso and Bondowoso had a weapon with name **bandung so bondowoso** also called with Bandung Bondowoso. In every fight Bandung **bondowoso** always helping by a genie that always help him. **And** in one day king of **pengging** called Bandung Bondowoso and asked him toconquer **prambanan** palace. **And** Bandung Bondowoso **go** to the Prambanan palace and he **ask** his genie to fight with the soldier, and the prambanan soldier is loose and **bandung bondowoso is** win. And when he had a power in a prambanan palace he saw a beautiful woman and he fall in love with her, and the woman is roro jonggrang and **roro jonggrang is** a daughter of **ratu baka** that killed by Bandung Bondowoso.

Bandung **bondowoso** purpose hero be his wife. Roro **jonggrang very** hate **bandung bondowoso** because **he is** killer her father but she cannot deny his purpose, so she had **a** idea to fail the purpose. "I will marry you, if you can built for me 1000 temple." Ask **roro jonggrann** and **bandung bondowowso is**

agree. He **is mobilize** his genie to help him. When **roro jonggrang go** to see **bandung bondowoso work she is** so scary that his job is success. So she had idea and she asked the woman to pounding the rice. Because of the pounding, **rooster think** that morning is come and they are crowded. The genie scary and they disappear. "Bandung Bondowoso you **are loose**," said roro jonggrang to bandung bondowoso. Bandung **bondowoso** so angry and cursed **roro jonggrang** to be the last image in the temple.

The content of this writing is very good. It is relevant to assigned topic. Organization of writing is very good because well organize and logical sequencing. Vocabulary of student writing is average there are some errors of word choice and usage such as: *Bandung Bondowoso work = his job, and = then, furthermore.* Language use is average. There some errors of tense such as: *ask = asked, Ratu Baka is a famous = Ratu Baka was a famous, Bondowoso so angry = Bondowoso was so angry, you are loose = you were loose, Roro Jonggrang go = Roro Jonggrang went, he is mobilize = he mobilized, he is killer = he was killer, Roro Jonggrang very hate = roro Jonggrang was very hate.* The mechanic is average. There are frequent errors of capitalization such as: *roro jonggrangn = Roro Jonggrangn, ratu baka : Ratu Baka, bandung bondowoso = Bandung Bondowoso.* Besides, connection word "and" in the first sentence must be deleted.

17. Halimah

Losing way ?

It's story about experience a little girl when she was losing way on she's trip. She was name Titan. She want to spent holiday in she's grandma house.

One day when she losing way on her trip it was she first time going to Jakarta alone. She went to Jakarta for spent she's holiday in she's grandma house. She's grandma house located in Cempaka putih. But she was bought the ticket to Pulogadung destination. Suddenly, realized it got wrong ticket "golly what I must to do? At the time she so **panick** a lot of confused, she **didn't** know what she must to do. "I must tell to conductor that I got wrong ticket but she think before she told the conductor, she must call she's grandma first and said "Is wrong ticket **don't** be **panick hony, don't** worry **I'll** pick you in bus station Pulogadung". That was make she feel relieved. Finally she's grandma come pick hers. **It's** great trip.

Honestly be **panick didn't** would make the situation is better." And she spent she's holiday with **much happiest**.

The content of writing above is good. The organization of writing is good. The reader can get moral value from this writing. Besides, this writing can entertain the reader. Vocabulary is average. There some wrong of spelling such as: *it's = it is, didn't*

= *did not*, *I'll* = *I will*, *hony* = *honey*, and *don't* = *do not*. Besides, there some wrong of word, choice and usage such as: *panick* = *panic*, *much happinest* = *much happiness*. Then, there is error of capitalization such as *Cempaka putih* = *Cempaka Putih*.

18. Hawaliyah

The mistery of the last room

One day in the midnight, I listened some **voise** from back my room, at the first the **voise** is not big **bat** last time the vois much loud. **So, at last** I wanted to **slept** until I'm listened cat voise in the last room.

The content of the writing above is very poor. It is because story not detail, very short and lack of character. Organization of writing is average. Language use is average. There some errors of diction, tense and spelling such as: *voise* = *Voice*, *slept* = *sleep*, *I'm* = *I was* and *so at last* = *finally*, *I'm listened* = *I listen*, *voise is not* = *voise was not*, *bat* = *but*, *much loud* = *very loud*.

19. Ika Raspita

Golden Age of Islam

The Islamic golden age was inaugurated by the middle of the 8 th century by the ascension of the Abassid caliphate an the transfer of the capital from Damaicus to Baghdad. The Abassids were

influenced by the qur'anic injunctions and hadith such as the ink of scientist is more holy. Then the blood of martyrs stressing the value of knowledge.

The content of the student's writing is poor. It is because does not tell story completely. Organization of this writing is very poor, because little knowledge of English vocabulary, word form, there are no complication and resolution. Language use is average. There are several errors of preposition such as: an the transfer= an (omit it), the capital= the (omit it). Besides, there some errors of sentence 'scientist is more holy', the word of 'is' should be omit and the meaning of more holy still confuse to understood. Mechanic is average. There is occasional error of capitalization such as: *qur'anic*= *Qur'anic*, *hadith*= *Hadith*. The writer analyze that this writing does not Narrative text.

20. Imas Komalaputri

My village

Every year Ied fitri always come in the edge of Ramadhan month, at that time people of Indonesia will the some ritual who never been gone since a years ago we call it "mudik" or going after home town and here I am at Tasikmalaya my lovely home town after praying Ied fitri I am going to my big family. I stay in my grandmother's home about three days, every day I do some activities that I never do in my own home, such as fishing, hiking, etc.

The students' writing is average. It is relevant to topic but lack detail. Organization of this writing is poor. It is because there are no complication and resolution part. It is logical but incomplete sequencing. Vocabulary is average. There some errors of tense such as: stay= stayed, do= did. Language use is average. Mechanic is poor. There some errors of punctuation on the first paragraph such as: *after praying Ied Fitri* (,), and *three days* (.). There are frequent errors of capitalization such as: *ied fitri*= *Ied Fitri*, *tasikmalaya*= *Tasikmalaya*, and *mudik*= *Mudik*. Besides, the writer analyzed this writing is not Narrative text because there are no complication, resolution and moral value in this text. This writing also uses simple present tense. In fact, Narrative text must use simple past tense. The writer also concludes that this writing copy and paste from another student. It is because there is similarity from the content, title and errors of this writing.

21. Iyan Sopian

A Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved

like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First **I'll** frisk about and chase my tail, just as the dog does," thought the donkey. **And** he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now **I'll** sit on his lap!" said the donkey, and he put his hooves up on the master's chair. "Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable. "I suppose **I'm** a fine donkey," the donkey lamented, "but **I'll** never be a lapdog!"

Moral of the Story- What's right for one may be wrong for another. So, never try to copy another person in front of you.

The content of the writing is good. It is relevant to topic but the writer believe that this writing is not his own. This writing just copy and paste from another resources like a book, internet, or magazine. Organization of this writing is good. It is because there are orientation, complication and resolution part. It is logical and complete sequencing. Vocabulary is good. Language use is average There some errors of spelling, such as: *I'll= I will*, *I'm= I am*. Language use is good but there is wrong of using connection word "and" in the first paragraph. It should be deleted.

22. Juhri

Idul Adha

In dey Idul Adha I to house teacher she is beautiful in time on and I happy and very happy to arrive house teacher I sad reason parents got grandmater house and I not follow and in dey idul adha this without there person who miss same I.

The content of the student's writing above is poor because limited of knowledge and inadequate development topic. Organization of writing is poor. Vocabulary is poor. There are frequent errors of word form, usage and meaning confused or obscured, such as: *dey = day, arive = arrived, grandmater = grandmother, go = went, miss = missed, same = with*. Language use is very poor because dominated by errors and does not communication, such as: *In dey Idul Adha I to house teacher = On Idul Adha, I went to teacher's house, she is beautiful in time on and I happy = she was beautiful girl at the time, I happy and very happy to arrive house teacher = I was happy because I could visit her house, I sad reason parents go grandmater house and I not follow = but I felt sad because my parent went to grandmother's house without me*. Mechanics is very poor because dominated by errors of spelling such as: *dey, arrive, grandmater*. The writing does not used punctuation in the sentence, such as: *house teacher (.), at the time (.) without me (.)*.

23. Lailatul Qodariyah

Fitri's Birthday party

On last Monday, I went to **fitri's** birthday party. I went there with Imas and Sumi. We were fancy dress because it was fancy dress party. The party starts at eight o'clock. First, we sang "Happy Birthday". Then, Fitri blew the candles. After that, we ate some foods and drank coke.

Later on, we did some games. Everybody enjoyed them. We were playing "Hide and Seek". Before the party was over, I **gived** the prize to fitri. She looked very happy.

The content of the student's writing above is good, but it is not relevant to assigned topic. Organization of writing is average because the organization of writing is not Narrative text but recount text. There is occasional error of word, such as *gived* = *gave*. Language use is average. Several errors of preposition and tense, such as *on last Monday* = *last Monday*. Mechanic of this writing is average. There is occasional error of capitalization, such as: *fitri's birthday* = *Fitri's birthday*.

24. Masi'ah

Cinderella

Once upon a time, there was a little girl named Cinderella. She lived in a small family with her mother and her father happily. When she was **seventen** years old, her mother passed away. Then her father **get married** again with another girl. She **is**

widower with two **childs** she brought. Cinderella grew up to be a beautiful girl and also smart. **But** her step mother **didn't** like her. Her step mother always ordered her to do anything in their house. **But** Cinderella never complained.

One day, there was a big party from **the king**, he invited all girls in his village. Cinderella wanted to come there, but her mother?

The content of the student's writing above is good. It is relevant to assigned topic. Organization of writing is average because it is not complete and ending of the story is depends. There is occasional error of word, and tense such as *seventen = seventeen, childs = child, get married = got married, didn't = did not, like her = like hers*. Mechanic of this writing is average. There is occasional error of punctuation and preposition, such as: *the king = a king, Cinderella grew up to be a beautiful girl and also smart. But = Cinderella grew up to be a beautiful girl and smart, but*.

25. Zaenal Abidin

Freeday

I freeday to **pantai tanjung lesung** together I and friend to I to pantai and sit in pantai see good **fiw** and eat together I and **swiming** together in **pantai** and **go** home together I and **freeday** **hapy**.

The content of the student's writing above is poor, because limited knowledge of subject and inadequate development of topic. Organization is poor too because lacks logical sequencing and development. Vocabulary of this writing is very poor because little knowledge of English vocabulary and there are errors of word form and usage, such as: *pantai = beach, sit = sat, see = saw, good = beautiful, fiw = view, eat = ate, swimming = swam, hapy = happy, go = returned*. Language use is very poor because this writing is dominated by errors and not enough to be evaluated, such as: *I freeday to pantai tanjung lesung together I and friend to I to pantai = Last free day, my friend and I went to Tanjung Lesung beach, sit in pantai see good fiw and eat together = After we arrived there, we sat while saw beautiful view and ate together, I and swimming together in pantai = we swam together at the beach*.

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
ATS	2	-	-	-	2	1	-	5
AH	-	2	2	4	-	-	-	8

AS	4	-	3	5	-	2		14
AY	-	-	6	3	-	1	-	10
AI	1	2	-	-	1	2	-	6
AN	1	8	-	-	-	1	5	15
AM	2	-	2	7	-	2		13
ASH	-	-	-	2	-	4	4	10
AS	-	-	3	5	-	2	1	11
DF	-	-	1	-	1	-	1	3
FHR	-	1	-	-	-	5	-	6
FAH	-	-	-	-	-	-	2	2
FAT	-	1	-	-	-	-	-	1
FI	-	-	-	-	-	-	-	0
FN	-	1	-	12	-	4	-	17
HA	-	-	2	8	-	-	3	13
HLM	2	4	-	-	-	-	1	7
HW	-	2	2	4	-	-	-	8
IR	-	-	1	-	2	-	2	5
IK	-	-	-	2	-	3	2	7
IS	-	2	1	-	-	-	-	3
JH	-	2	5	4	-	-	3	14
LQ	-	-	1	1	-	1	-	3
M	1	2	-	2	2	-	1	8
ZA	1	4	3	4	-	-	-	12
SUM	14	31	32	63	8	28	26	-

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. Analysis of Interview

After analysis of writing, the researcher interviewed the teacher and some representative students of the first grade of SMAN 6 Pandeglang. The first, the researcher interviewed the students in order to obtain information about students' difficulties in writing Narrative text. Five students were selected from the first grade. They are Halimah, Masi'ah, Fahiyah, Zaenal abidin dan Asep Septiana. The interview transcripts with students are as follows:

Question 1:

Dou 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.

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.

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.

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.

Question 5:

What are the factors caused your difficulties in writing Narrative text?

Students #1: In my opinion, the factors caused difficult in writing Narrative text is myself. It is caused I never try to understand about the material well. Besides, I never do exercises at home.

Student #2: The factors caused difficult in writing Narrative text there are two. They are the internal factor and the external factor. The internal factor such as there is no motivation from us. The external factor is the method of teaching and learning process less interesting.

Student #3: It is because I am dizzy, I am tired when I must thinking and then put it by writing.

Students #4: I think the factors caused difficulties in writing Narrative text are we do not understand about grammar, tenses, and the way to translate in English language well. Besides, our vocabulary is poor and it causes we are difficult to write a sentence to be a paragraph.

Students #5: I think, it is because we do not like this subject, the teacher and the method of teaching.

From the last question, the researcher concludes that the factor caused difficulties in writing Narrative text are: 1) internal factor, such as: less motivation from yourself to write in English and study about English especially Narrative text. Besides, they are still not tried to using English in writing or speaking, so their grammar and vocabulary skill are still low. 2) External factor, such as: the teacher, the method of teaching and motivation for other people.

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

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.

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' statement that there are still many students 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.

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).

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.

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 writer found that the students have difficulty in writing narrative text properly. It is proven by the many mistakes in writing narrative text and the results of interviews between students and teachers. They have problems in grammar knowledge. Grammar knowledge they have associated with tenses especially simple past tense and diction are still very minimal. Students found difficulty to express their idea in writing. This could be due to lack of student productivity in producing the paper. The reality has shown that students' writing on narrative text is still low. The organization of paragraph is loosely organized but main idea stand out. The students choosing language use, mechanic is fair to poor again. The factors caused students' difficulties of writing narrative text have similarities between the results of the analysis with the theory described in chapter 2. According to Richards, there are 6 point caused students' difficulties of writing Narrative text (see chapter 2) and these points were the same as the results of the analysis of student writing and interviews. They are: interference, overgeneralization, performance difficult, markers of transitional competence, strategy of communication and assimilation, and

teacher-induced difficult. Besides, the main factor that influence was motivation to learn strong from yourself. Besides, another factor that influence was the teaching method of English teacher.