



**“AN ANALYSIS OF GENERIC STRUCTURES OF NARRATIVE TEXT
COMPOSED BY STUDENTS’ ”**
**(A Study of the Ninth Grade Students of Junior High School in SMPN 3
Rambatan Registered in 2018/ 2019 Academic Year)**

THESIS

*Submitted to the English Teaching Department
Tarbiyah and Teachers Training Faculty of IAIN Batusangkar
As a Requirement to Obtain Bachelor Degree in English Teaching*

ANNA SUSANTI. B
Reg. No. 12 104 035

**ENGLISH TEACHING DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
BATUSANGKAR
2019**

SURAT PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini:

Nama : Anna Susanti. B
NIM : 12 104 035
Tempat/Tanggal Lahir : Padang Panjang, 24 Juli 1991
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul "**AN ANALYSIS OF GENERIC STRUCTURES OF NARRATIVE TEXT COMPOSED BY STUDENTS' (A Study of the Ninth Grade Students of Junior High School in SMPN 3 Rambatan Registered in 2018/ 2019 Academic Year)**" adalah benar karya saya sendiri dan bukan plagiat kecuali yang dicantumkan sumbernya.

Apabila dikemudian hari terbukti bahwa skripsi ini plagiat, maka saya bersedia menerima sanksi sesuai dengan ketentuan perundang-undangan yang berlaku. Demikian pernyataan ini saya buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Batusangkar, 9 Februari 2019
Yang menyatakan,



ANNA SUSANTI. B
Reg. No. 12 104 035

THESIS ADVISORS' APPROVAL

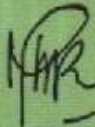
Thesis advisors of ANNA SUSANTI. B, Reg. 12 104 035, entitled "AN ANALYSIS OF GENERIC STRUCTURES OF NARRATIVE TEXT COMPOSED BY STUDENTS' (A Study of the Ninth Grade Students of Junior High School in SMPN 3 Rambatan Registered in 2018/ 2019 Academic Year)", approve that the above mentioned thesis fulfilled the requirements to proceed to thesis examination.

This approval is granted and used appropriately.

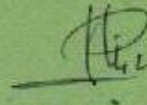
Batusangkar, 1 February 2019

Advisor,

Co-Advisor,




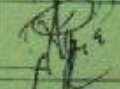


Dr. Sirajul Munir, M.Pd
NIP. 19740725 199903 1 003



Rini Anita, M.Pd
NIP. 19840723 201101 2 012

THESIS EXAMINERS' APPROVAL

Thesis written by ANNA SUSANTI B, Reg. 12 104 035, entitled "AN ANALYSIS OF GENERIC STRUCTURES OF NARRATIVE TEXT COMPOSED BY STUDENTS' (A Study of the Ninth Grade Students of Junior High School in SMPN 3 Rambatan Registered in 2018/ 2019 Academic Year)", has been examined by board of examiners of English Teaching Department Tarbiyah and Teachers Training Faculty of IAIN Batusangkar on Saturday, February, 9th, 2019 and approved to be accepted as the requirement for obtaining Bachelor Degree in Teaching English.

No.	Names	Position	Signature	Date
1.	<u>Dr. Sirajul Munir, M.Pd</u> NIP. 19740725 199903 1 003	Advisor		
2.	<u>Rini Anita, M.Pd</u> NIP. 19840723 201101 2 012	Co-Advisor		
3.	<u>Irwan, M.Pd</u> NIP. 19740424 200501 1 015	Examiner		23/2/19
4.	<u>Yulnetri, SS, M.Pd</u> NIP. 19731022 200312 2 003	Co-Examiner		

Batusangkar, 9 February 2019
Approved by,
Dean of Tarbiyah and
Teacher Training Faculty
State Institute of Islamic Studies (IAIN)
Batusangkar



ABSTRAK

ANNA SUSANTI. B, NIM 12 104 035 judul skripsi “*AN ANALYSIS OF GENERIC STRUKTURES OF NARRATIVE TEXT COMPOSED BY STUDENTS’ (A Study of the Ninth Grade Students of SMPN 3 Rambatan Registered in 2018/2019 Academic Year)*”, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum ditemukannya masalah dalam menulis struktur teks naratif yang ditulis oleh siswa kelas IX SMPN 3 Rambatan tahun akademik 2018/2019. Penelitian ini bertujuan untuk mendeskripsikan struktur teks naratif yang ditulis siswa.

Jenis penelitian ini adalah penelitian deskriptif kualitatif yang berbentuk *content analysis*. Data penelitiannya adalah struktur teks naratif yang terdiri dari orientasi, konflik, resolusi, dan nilai moral. Sumber penelitiannya adalah 39 dokumen karangan naratif siswa pada latihan belajar bahasa Inggris materi naratif teks. Instrumen dalam penelitian ini adalah peneliti sendiri dan tabel teori struktur karangan naratif. Peneliti memfokuskan pada struktur teks naratif, yakni menganalisis orientasi, konflik, resolusi, dan nilai moral yang ada. Teori analisis isi dari Chelimsky (1989) digunakan sebagai teknik analisis data penelitian ini yang terdiri dari 6 langkah, yakni: (1) memutuskan untuk menggunakan analisis isi, (2) menentukan bahan apa yang harus dimasukkan dalam analisis isi, (3) memilih bagian yang akan dianalisis, (4) mengembangkan kategori pengkodean, (5) mengkode seluruh bahan, (6) menganalisis dan menginterpretasikan hasil penelitian.

Hasil penelitian menggambarkan bahwa pertama: penulisan orientasi terdapat tiga puluh sembilan karangan yang terdiri dari tentang apa cerita tersebut, siapa pemeran dalam cerita tersebut, dimana cerita tersebut terjadi, dan kapan cerita itu terjadi. Kedua: penulisan konflik terdapat tiga puluh empat karangan yang menulis konflik yang terjadi antara pemeran dengan alam, tiga puluh Sembilan karangan yang menulis konflik yang terjadi antara pemeran dan pemeran lainnya, dan tiga puluh enam karangan yang menulis konflik yang terjadi antara pemeran dengan dirinya sendiri. Ketiga: terdapat enam karangan yang menulis resolusi atau pemecahan masalah. Dapat disimpulkan bahwa terdapat kekurangan dalam menulis struktur teks naratif pada teks naratif yang dibuat oleh siswa kelas IX SMPN 3 Rambatan, yaitu kekurangan dalam menulis, konflik dan resolusi (pemecahan masalah).

TABLE OF CONTENTS

COVER PAGE.....	i
SURAT PERNYATAAN KEASLIAN.....	ii
THESIS ADVISORS' APPROVAL.....	iii
THESIS EXAMINERS' APPROVAL.....	iv
ABSTRAK.....	v
TABLE OF CONTENTS	vi
CHAPTER I : INTRODUCTION	1
A. Background of the Problem.....	1
B. Research Focus and Question.....	4
C. Definition of the Key Terms	5
D. Purpose of the Research	5
E. Significance of the Research	5
CHAPTER II : REVIEW OF RELATED LITERATURE.....	6
A. Review of Related Theories	6
1. Teaching English for Junior High School	6
a. Definition of Teaching English.....	6
b. Principle in Teaching English.....	7
c. The Purpose of Teaching English for Junior High School ..	8
d. Steps of Teaching Activities	10
e. Texts for Junior High School.....	15
2. Narrative Text.....	20
a. Nature of Narrative Text.....	20
b. Generic Structure of Narrative Text	22
c. Language Feature of Narrative Text	29
d. Types of Narrative Text.....	30
3. Writing.....	32

a. Nature of Writing.....	32
b. Importance of Writing.....	33
c. Characteristic of Writing.....	34
d. Steps of Writing	36
e. Kinds of Writing	36
f. The Purposes of Writing	38
g. Factor Influence of Writing	40
h. Problems Faced in Writing Narrative Text.....	42
B. Review of Relevant Studies	42
CHAPTER III : RESEARCH METHODOLOGY.....	45
A. Research Design	45
B. Data and Source of Data.....	45
1. Data	45
2. Source of Data.....	46
C. Technique of Data Collection.....	46
1. Research Instrument.....	46
2. Research Procedure.....	46
D. Technique of Data Analysis	47
1. Deciding to use the content analysis	48
2. Determining what material should be included in content analysis.....	48
3. Selecting unit analysis.....	48
4. Developing the coding categories	48
5. Coding the material	49
6. Analyzing and interpreting the result.....	49
CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....	51
A. Research Finding	51
B. Discussion	58

CHAPTER V : CONCLUSION AND SUGGESTION.....	60
A. Conclusion.....	60
B. Suggestion	60
 BIBLIOGRAPHY	 62

CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an international language is needed for everyone to make a fluent communication with any people from many places in the world. In this modern era, every people need to communicate with another people, and if they communicate with foreign people, they need to use English. In another condition, every level student has to learn English at school. It has related with modern era now. Every student should be able to communicate in English well. Actually, English is not only used to communicate student idea, but also to share and pour students knowledge, changing information, and so on. In short, English is important part to be taught and learned in the school.

Indonesian government through *Permendikbud* No. 69 year 2013 states English as a compulsory subject that is taught in secondary and senior high school. Then, *Permendikbud* No. 58 years 2014 also adds that one of the purposes of learning English in senior high school is to develop students' ability to have communicative competence in interpersonal, transactional, and functional discourse using any kinds of verbal and nonverbal texts. In learning English at school it has learning objective, especially in junior high school. In learning objective of junior high school, the students should mastere several kind of texts, such as: Descriptive text, narrative text, recount text, short functional text and so on.

One of them is narrative text. This type of text is taught at SMPN 3 Rambatan. The researcher choose SMPN 3 Rambatan as the school to conducting the research, because at this school still use School Based Curriculum. And then, at this school which apply school based curriculum actually their students' learn about narrative text in eighth grade and ninth grade. Because of it, the researcher wanted to conducting the researche about students' narrative text at SMPN 3 Rambatan at ninth grade exactly in XI.1 class and XI.2 class. The English teacher at SMPN 3 Rambatan in teaching

narrative text. As we know narrative text consist of using simple past tense in writing a sentence. In teaching narrative text the teacher must introduce about the narrative text. Narrative text is one of writing that made the readers become enjoy when read this text. Soeprapto and Darwis (2007: 53) define that narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. It means that narrative is retelling stories that occur in the past to amuse or entertain the reader.

By teaching narrative text to the students, the teacher can explain the material with some narrative story, such as Timun Mas, Tangkuban Perahu, Lake Toba, and Malin Kundang. In telling the story especially for narrative story, the teacher can tell into simple past form. In this occasion the teacher will introduce that narrative text consist of simple past in applying to the story or the sentences. Narrative text is one of writing that made the readers become enjoy when reading this text. Soeprapto and Darwis (2007: 53) define that narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. It means that narrative is retelling stories that occur in the past to amuse or entertain the reader. In addition, Sudarwati and Grace (2007: 62) argue narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deal with some problems which lead to the climax and then turn into a solution to the problem. It means that narrative is to amuse or entertain the reader in differnt ways.

Writing is an activity to share and express the idea into chronological paragraph. In writing students need to be aware what they want to tell in paragraph, by awareness in making a sentences into paragraph the students can imagine what the result that they tell in paragraph. Sokolik in Nunan (2005:98) defines that writing is a combination of process and product. It means that if a writer wants to make a good writing, she or he should have a good product so that the writing can be accepted as well by reader.

Based on the preliminary research in 8 February 2018, when the researcher did interview to the teacher and the students of SMPN 3 Rambatan.

By the interview, the researcher found in student still have some problems by the students in writing narrative text that are lack of vocabulary, false using verb or tense, still false using punctuation, and etc. even though they got learned about narrative text. And then, the researcher did interview with the teacher, the teacher said, students still have problem to express and written what they idea into a good narrative text.

And then, to make sure about students problem in writing narrative text the researcher did interview on 5 Juny 2018 with two of the students who have learned narrative text. After doing interview to the students, the researcher found some problems in writing narrative text, such as; students did not take a note material lesson narrative text, students have difficulties to express their idea into narrative sentence., students did not have self confidence to express their idea, students feel the teacher to fast in teaching learning, students did not complete exercise narrative text in she or he exercise book, students do not understand or remember what is the tense used in narrative text. And then, students do not have more vocabulary to pour they idea based on narrative story that students seeing into a story narrative writing, students do not understand what the meaning in English the story narrative that have make, although the students have make a complete story in Indonesia Language.

After finds several problems told by the students, the researcher wanted to know the students product of narrative writing. The first, the she collected the students' narrative writing, she found several document make by students focusing on narrative text. After looking at the students' narrative writing, the researcher found that they did not make a good generic structures based on a good narrative text. Because there are many students did not make a narrative essay completely with generic structures such as: student did not made a complete complication, and resolution.

In addition, the searcher also analyzed students narrative text. It was found they had problem in writing generic structures of narrative text. It can be seen of the following example of document 7:

Malin Kundang

One upon a time, the lived malin kundang he live in Padang, west Sumatra, his mother gave permission to malin go away eventhough her felt worried. Not long after word malin go away, and he worked in the ship. Malin work with diligent. So, the owner a ship feel happy and introduced is daughter not long after that they merried. Malin be came a richman.

One day Malin and his wife want to a trip in island, the is wife

Based on the example above the student did not write a good narrative text. The students only write orientation that fullfill which what is the story about, who is the participant, where is the place setting and when the story happend. A good narrative text consists of orientation, complication, resolution, and re- orientation (this optional). In conducting the narrative text and by looking the students' product in narrative text, the researcher want to know what the student product in writing narrative text, exactly to the students' of ninth grade Junior High School SMPN 3 Rambatan. Based on the students' narrative text, the researcher think what are the students narrative text with a good generic structure.

Dealing with phenomena above, the researcher wanted to find out the research about "An Analysis of Generic Structures of Narrative Text Composed by Students' in the Ninth Grade Students of Junior High School in SMPN 3 Rambatan registered in 2018/ 2019 Academic Year.

B. Focus of the Research and Research Question

Based on the background of the problem above, the researcher focuses on analyzing of generic structures of narrative text composed by students' of SMPN 3 Rambatan registered in 2018/ 2019 academic year.

Based on the research focus of the researcher above, the researcher states the research question is, "what are the generic structures of narrative text composed by students' of SMPN 3 Rambatan registered in 2018/ 2019 academic year?".

C. Definition of the Key Terms

To avoid misunderstanding toward several key terms in this research are defined:

1. Problem is an obstacle that presents difficulty especially faced by students of SMPN 3 Rambatan in writing generic structures narrative text.
2. Narrative text is an imaginative story that result of English Subject students of SMPN 3 Rambatan.
3. Generic structures of narrative text consist of: Orientation, complication, resolution and re-orientation (optional).

D. Purpose of the Research

The purpose of this research is to find out the generic structures of narrative text composed by students' of SMPN 3 Rambatan registered 2018/2019 academic year.

E. Significance of the Research

The result of the study is expected to be useful especially for:

1. The Students at SMPN 3 Rambatan

This research hopefully can give the information to the students about their problems in writing generic structures of narrative text. Moreover, the students hope to find out solutions to solve the problem in writing generic structures of narrative text.

2. The English Teacher

This research hopefully can give some information to the teacher about the problems faced by students in writing generic structures of narrative text. Therefore, it is hoped to the teacher to find the solution to help students in junior high school in writing generic structures of narrative text.

3. The researcher

This research hopefully can improve her knowledge and to know all about the researcher's ability about teaching narrative text. Then it is also done as a requirement to get academic degree (S1) at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching English for Junior High School

a. Definition of Teaching English

Brown in (2004: 8) states teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. He also states that it is instruction, guiding in the study of something, providing with knowledge, knowing or understanding.

English teaching should be creative. It should be able to create the atmosphere of language learning which eases the students in aiming communicative competence in teaching English. In this case, teaching English as language teaching requires qualified teacher with enable students to mastery English by using appropriate method to appropriate students. Then, it should be able to guide and facilitate learning, enable the learner to learn, set the condition for learning for the students.

According to Crawford (2005:10), teaching professionally means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time feimme, in a particular and community setting. It means finding a balance of between direct instruction and orchestrating the activities of individual and groups of students, developing students' skill and strategies for learning, at the same time they learn the content of the curriculum.

In conclusion, teaching English is the process of helping students to use English actively by sing several ways. Then, teaching professionally means using appropriate resources, ways and objective to appropriate students in certain level.

b. Principle in Teaching English

Many experts define the principle of teaching English. Savignon (2002:52) mentions several principles of language teaching, they are: first, language teaching is based on a view of language as communication. Language is seen as a social tool that students use to make meaning; students communicate about something to someone for some purpose, either orally or written. Second, diversity is recognized and accepted as part of language development and use it as English as foreign language, as it is with first language users. Third, students competency is considered in relative term, not in absolute. Fourth, more than one variety of a language is recognize as a continuum model for learning.

Furthermore, Walter (2004: 72) also provides some principles in teaching language, they are: first, language is functional. Language has use and functional in real world interaction, language has purpose and function and it is acquired through meaningful use and interaction.

Second, language and cultures are related. Language pattern and use are different in different cultures. There are variations reflect the norms, values, belief or cultures. To learn language is to learn culture. Third, language varies and changes. Language varies according to person, situation and purpose. Language also varies by region; social class and ethnic group and change over time to adapt to the ever changing needs of the language user.

Then, language skills develop independently. Authentic language use often requires the simultaneous use of several language domains. It should be practiced by the teacher continually. Last, native language proficiency contributes to second language acquisition. Proficiency in the native language

affects students' ability to efficiency acquired both social and academic aspects of a second language directly.

Jackson (2011: 1) also give several principle of good teaching, they are: start from the student are know where the students are going, expect the students get their goal, support the students along the way, use feedback to help the students to get better, focus on quality rather that quantity and never work than the students in the classroom.

Those principles will be very important to teach language, include in teaching English. English should consider all of them in selecting material, topic and also technique in teaching. In addition, teacher should also focus on students' need and goal in order to ease them to be able using English communicatively.

c. The Purpose of Teaching English for Junior High School

KTSP (School Based Curriculum) is the operational curriculum developed and implemented by each educational unit. Preparation of KTSP conducted by educational units with respect to and in accordance with standards of competence and basic competencies developed by the National Education Standards Agency (BSNP). KTSP conceived and developed based on the law number 20 of 2003 on National Education System, as follows:

1. Curriculum development follows the national standard of education to achieve national education goals.
2. The curriculum at all levels and types of education developed by the principle of diversification in accordance with educational unit, the potential of the region, and learners.

According to Mulyasa (2008) said that KTSP is a curriculum development strategy to achieve effective school, productive, and achieve. KTSP is a new paradigm of curriculum

development, a wide autonomy in each unit of education, community education and involvement in order to streamline the process of teaching and learning in schools.

KTSP is an idea about developing a curriculum that is put in the position closest to the learning, the school and education units. Empowering schools and the unit of education by providing greater autonomy, in addition to showing the attitude of the government response to the guidance of the community are also a means of improving quality, and equity of education.

KTSP is one form of education reform that gives autonomy to schools and education units to develop curriculum in accordance with the potential, guidance, and individual needs. Autonomy in curriculum development and learning is a potential for schools to improve teacher performance and school staff, offering direct participation of relevant groups, and raise public awareness of education, especially curriculum. In the KTSP system, the school has "full authority and responsibility" in setting the curriculum and learning in accordance with the vision, mission and objectives, the school is required to develop strategies, set priorities, manage the empowerment of various potential at school and the environment, as well as responsibility to the public and government.

Hartoyo (2011) in his hand out stated that English Language Teaching in junior high school is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems.

He further explains that the purposes of English language teaching in junior high school are: 1) developing communicative competence in spoken and written language to reach functional literacy; 2) generating awareness about the nature and importance of English to improve nation's competitiveness in global society;

and 3) developing students' understanding about the relationship between language and culture.

The scopes of English language teaching in junior high school are:

- 1) discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level;
- 2) the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report. Variations in teaching materials are found in the use of certain vocabulary, grammar, and rhetoric devices;
- 3) supporting competencies included are: linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome problems in communication to ensure the process of communication), and discourse competence (ability to use discourse instruments).

d. Steps of Teaching Activities

Teaching activities consist of some steps that are done by the teacher in learning process. According to *Permendinas* number 41 year 2009 about the standard process states that instructional activities consist of opening active ties, whilst activities – exploration, elaboration, confirmation, and closing activities.

1). Opening Activities

Opening activities are the activities which are well known as students warming up. According to Mulyasa (2005: 119), in the opening activities the teacher does warming up to recall students' knowledge to increase their motivation and improve them to know something that is new.

In opening activities, there are some activities should do the teacher in the classroom namely giving motivation to the students, trying to increase students pay attention to follow the learning.

Furthermore, according to *Permendiknas* number 41 year 2009, opening activities consist of some activities should do the teacher in the classroom. They are: preparing the students physiologically and physically to follow the learning process. Reviewing the previous the lesson that has relation with the materials will be learned. After that, explaining the purpose of learning and basic competence to be achieve by the students. Then, explaining core of materials that will be learn.

Based on the explanation above, it means that opening activities are the activities which are well known as students warming up. There are some activities will do the teacher in the classroom in opening activities such as the teacher prepare students to follow the learning. Then, reviewing previous the lesson that have relation with the materials that will be learned. Then, explaining core of materials that will be learned.

2). Whilst Activities

The application of whilst activities are a learning process have function to reach basic competence that done by interactive, inspiration, enjoyable, challenge and giving motivation to the students to be active in learning. *Permendiknas* 41 year 2009 state that, whilst activities consist

of some activities namely exploration, elaboration, and confirmation.

a) Exploration Activities

Exploration activities are initial efforts to build knowledge through increased understanding of the students in learning activities. For example, the teacher connects students' knowledge and materials that will be learned. According to Marlis (2012) exploration activities are the learning activities that give chance the students to find new experience and convince in different situation. Exploration activities have purpose to develop learning experience, improve students' mastery of knowledge and apply it to answer some question in learning process.

Furthermore, Mulyasa (2005: 119) states that exploration activities are learning activities that done the teacher to introduce materials and connect it to knowledge of the students. There are some activities which have to be done by the teacher in exploration activities namely introducing standard competency and basic competence that should have the students, connecting between materials that students are going to learn and students' knowledge and choosing several methods that use in teaching materials.

In addition, *Permendiknas* number 41 year 2009 explain that exploration activities consist of some activities should do the teacher in this phase namely involving the students to find extensive information about topic that will be learned, using various approaches, media and sources in learning process, giving chance the students do interaction in learning,

giving chance the students to be active in learning, and giving chance the students to practice in field.

Based on the exploration above, it can be concluded that exploration activities are the activities known as the activities to introduce materials and connect it with students' knowledge. This activities have purpose to develop learning experience, improve stummdents mastery of knowledge and apply it to answer some question in learning process.

b) Elaboration Activities

Elaboration activities are the activities that have purpose to develop students' understanding to the materials. According to Mulyasa (2008: 149), elaboration activities are the activities that organize and present the materials that learn have relation each other. Reigeluth in Arief (20011) states that elaboration activities are the activities that present the organization materials from the simple to complex materials. It have purpose to develop students' understanding in the context and to do become integrative idea.

Furthermore, *Permendiknas* number 41 year 2007 points out that in elaboration activities there are some activities should do the teacher in the classroom namely familiarizing the students read and write the task in learning, giving chance the students do assignment and discussion in learning, giving chance the students to find solve of the problem in learning, using cooperative and collaborative technique in learning, giving chance to do healthy competition in learning, giving chance the students to report exploration activities, giving chance the students to perform their assignment, giving chance

the students to show their ability in exhibition, and giving chance the students to increase their confident in learning.

Based on explanation above, it can be concluded that elaboration activities are the activities that present the organization materials from the simple to the complex materials. In this phase the teacher explains materials and gives exercise to know the students understanding about materials.

c) Confirmation Activities

In Permendiknas number 41 year 2009 explains that confirmation activities are the teachers' activities that give chance the students to know their ability in understanding materials. There are some activities to do the teachers in the classroom namely giving positive feedback and reinforcement in learning, confirming the result of exploration and elaboration activities, giving chance the students to reflection in learning. The role of the teachers in learning such as instructor and facilitator, helping the students to get solve the problem in learning, asking the students to check result of exploration, and giving motivation to the students who have lack participation in the classroom.

Based on the explanation above, it can be concluded that confirmation activities are the teachers' activities that give chance for the students to know their ability in understanding materials. The activities in this phase namely giving positive feedback and reinforcement in learning. Giving motivation to the students who are less or not participate in teaching activities.

3). Closing Activities

Closing activities are the series of activity that do the teachers to close the lesson. Ahmad (2010: 101), closing activities are the teachers' activities in concluding and evaluating materials in learning. According to *Permendiknas* number 41 year 2009 states that closing activities there are some activities should done the teacher in the classroom namely concluding the learning materials, doing testing, assessment and reflection at the end of learning, providing feedback to the process and learning outcomes, giving chance the students follow reviewing materials and teaching remedial, and explaining the coming up materials.

Based on the explanation above, it can be concluded that closing activities are the series of activities that do the teachers to close the lesson. In closing activity, teacher and students conclude learning materials, and explain the coming up materials.

e. Texts for Junior High School

At junior high school, student will learn some kind of text. In order to consider the purpose of writing, a writer has to make sure what kind of genre to write. In *Kurikulum Bahasa Inggris KTSP (2006)*, there are five kinds of text in junior high school to be learned, such as descriptive text, procedure text, recount text, narrative text, and report text.

1. Narrative

Narrative reading type is the reviewing of events that have happened and the events are usually presented in the or in which they occurred. Narrative is the form of writing that is used to relate the story of acts or events. It usually arranges the story based on time sequence. Narrative is to amuse, entertain

and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. A narrative contains action, dialogue or humor. According to Hornby (1973), narrative means story or orderly account of events.

So in narrative the students usually try to write a composition based on his or her personal experience. According to Daria (2009), narrative paragraphs are most distinctively used in fiction. So that, they will contain all necessary components of action development, the aspect of narratives, consist of protagonist, setting, goal, obstacle, climax and resolution.

A narrative text has three parts, they are social function, generic structure, and lexico grammatical. The social function of the text as mentioned above is to amuse, entertain and to deal with actual or vicarious experiences in different ways. There are three generic structures of the text namely :

a. Orientation

An orientation in narrative text functions to set the scene and introduces the participants.

b. Complication

Complication is a crisis arising.

c. Resolution

The last generic structure is resolution, in which the the crisis is resolved, for better or for worse.

The significant lexiogrammatical features of the text focuses on the specific and usually individualized participants, use material processes, behavioral processes, and verbal processes, use a relational processes and mental processes, use

temporal conjunctions, and temporal circumstances, use past tense.

2. Descriptive

Descriptive reading presents ideas by providing details about characteristics of people, places, and things, the details intention is to make the readers feel in a certain way. Descriptive text presents ideas by providing details about characteristics of people , places, and things. The details are intended to appeal the readers' sense and to help the readers create a mental picture.

The social function of the text is to describe a particular person, place, or things. There are two generic structures of the text as following:

a. Identification

An identifies of descriptive text tells about the phenomenon to be described.

b. Description

The description in a descriptive text describes about part, qualities, characteristics.

The significant lexicogrammatical features of the text focuses on specific participants, uses attributive and identifying processes, use of simple present tense.

3. Recount

Recount text focus on a sequence of events, all of which related to a particular person. The recount generally begins with an orientation, it gives the reader background of information needed to understand the text. According to Affrida at. All, recount is a text which is written to retell information or to entertain. A fictional narrative recount may consist of scene- setting, a starting point, a problem, account and conclusion.

There are three parts of recount text, they are social function, generic structure and lexicogrammatical. Social function is to retell events for the purpose of informing or entertaining. The generic structures of the text are :

a. Orientation

Orientation in narrative text is functioned to provides the setting and introduces the participants.

b. Events

The events tell what happened and in what sequences.

c. Reorientation

Reorientation is optional closure of events.

The last one is significant lexicogrammatical features, which focus on specific participants, use material processes circumstances on time and place, use past tense, and focus on temporal sequence.

4. Procedure

According to Bachtiar (2005:83) procedure text is designed to describe how something is achieved through of a sequence of actions or steps. It explains how people perform different process in a sequence of steps. Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. So, procedure texts is a texts that tell someone how to do something in a process to get the result completely in a sequence of steps.

The components of this text is generic structure, that consist of aim/ goal, materials, and steps. Language features of this text using imperative sentences, action verb, temporal conjunction, and simple present tense. Social function of this text to tell/ to explain how to do something in a sequence of the steps.

So, procedure text is to describe or to guide someone to do or to make something, to use or operate something, and procedure text also to tell/ explain someone what they do not know in a sequence of steps. Procedure is a text which tells the reader how something is accomplished through a sequences of action or steps. The social function of a procedure text is to describe how something is accomplish through sequences of action steps. The text consists of three generic structures, namely:

a. Goal

It tells about the aim or purpose of the text.

b. Materials

Material means all things that needed according to the aim of the text.

c. Steps

The steps tell about how to do or to achieve something in sequence.

The significant lexicogrammatical features of this text focus on general human agents, use of simple present tense, often imperative, use mainly of temporal conjunction (or numbering to indicate sequence) and use mainly material processes.

5. Report

Report text is to describe the way things are with references to a range of natural, and social phenomena in our environment. It focuses on generic participants. Report is a text which presents information about something. It is as a result of systematic observation and analysis.

A report text consists of three parts namely ; social function , generic structure, and lexico grammatical. The social function of report text is to describe the way things are with

reference to a range of natural , manmade, and social phenomenon in our environment.

The generic structures of the text are as follows:

a. General classification

It tells about what phenomena under the discussion.

b. Description

It tells what the phenomenon under the discussion is like in terms of parts, qualities, habits or behaviour.

The significant lexiogrammatical features of the report text focuses on generic participants, use relational processes to state what it is and which it is and uses simple present tense.

2. Narrative Text

a. Nature of Narrative Text

Narrative text is one of writing that made the readers become enjoy when read this text. Soeprapto and Darwis (2007: 53) define that narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. It means that narrative is retelling stories that occur in the past to amuse or entertain the reader.

In addition, Sudarwati and Grace (2007: 62) argue narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deal with some problems which lead to the climax and then turn into a solution to the problem. It means that narrative is to amuse or entertain the reader in differnt ways.

Based on the explanation above, it can be concluded that narrative text not only to amuse and entertain the reader about the text but the important is to find a solution of the problem. Dealing

with explanation above definition of narrative text it can be seen from table by several expert :

Table 1
Definition of Narrative Text

No.	Experts	Definition of Narrative Text
1.	Mislaini (2015/ 3)	Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.
2.	Anderson and Anderson, (1997)	A narrative text is a text which tells a story
3.	Sarinten (2010)	Narrative is a kind of texts to amuse, entertain, and to deal with actual or vicarious experience in different ways. It deals with problematic events which later lead to a crisis and end by a resolution as closing
4.	Bach and Browning (1988:60) in Wavy Rachmawati, at. Al (2013)	Narrative is a continuous account of an event or a series of events
5.	(Pardiyono, 2007)	Writing narrative is a kind of text to tell the activities or events in the past, which give priority to the problematic

		experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader
6.	(Schumm, 2006:23)	Narrative text is written in past verbs, and uses everyday vocabularies because the story has already happened in the past time and it talks about the daily activities of the characters in the story. Narratives typically use everyday vocabularies
7.	Soeprapto and Darwis (2007: 53)	Define that narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways.
8.	Sudarwati and Grace (2007: 62)	Narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways

b. Generic Structure of Narrative Text

Soeprapto and Darwis (2007: 53) categorize some generic structure of narrative text. The first one is orientation. Orientation is sets the scene and introduces the participants. The second one is evaluation. Evaluation is a stepping back to evaluate the plight. The third one is complication. Complication is a crisis arises. The fourth one is resolution. Resolution is the crisis of the story is resolved, for better or for worse. The last one is re-orientation. Re-orientation is the final conclusion of the story. So, there are some generic structure of narrative text are orientation, complication, and resolution.

Astuti (2010: 105) categorizes four structure of narrative text. The first one is orientation. Orientation is sets the scene and mood, introduces characters and includes when, where, who, or what. The second he second one is complication. Complication is

the dilemma or problem which disrupts the normal life or comfort of the characters and causes a sequence of interesting events. The third one is sequence of events. Sequence of events is triggered by the complication and may include a description of events as they happen, sequences of events particular to each other, a combination of sequences, and further complications. The last one is resolution. Resolution is the climax or ending where the problem is resolved. So, there are some generic structure of narrative text are orientation, evaluation, complication, sequence of events, and resolution.

Based on the theories above, it can be concluded that there are several generic structure of narrative text. They are orientation, evaluation, complication, sequence of events, resolution, and re-orientation. Dealing with explanation above generic structure of narrative text it can be seen from table by several expert :

Table 2.
Generic Structure of Narrative Text

No.	Expert	Generic Structure Narrative Text
1.	Mislaini (2015)	<p>a. Orientation</p> <p>Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).</p> <p>b. Complication or Problem</p> <p>In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with</p>

		<p>another event. Problems that arise can be distinguished :</p> <ul style="list-style-type: none"> - Natural Conflict <p>Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.</p> <ul style="list-style-type: none"> - Social Conflict <p>Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.</p> <ul style="list-style-type: none"> - Psychological Conflict <p>Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.</p> <p>c. Resolution</p> <p>That problem can be solved. In Narrative text, any problems that appear to be/ no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).</p> <p>d. Re-Orientation (Just for Optional).</p>
2.	Anderson and Anderson (1997)	<p>There are five steps for onstructing a narrative text, like the following:</p> <ul style="list-style-type: none"> a. Orientation: in which the narrator tells the audience about who is in the

		<p>story, when the story is taking place and where the action is happening.</p> <p>b. Complication: sets off a chain of events that influences what will happen in the story.</p> <p>c. Sequence of events: where the characters react to the complication.</p> <p>d. Resolution: in which the characters finally sort out the complication.</p> <p>e. Coda: provides a comment or moral based on what has been learned from the story (optional).</p>
3.	<p>Maharani (2007:68) in Tuti Andayani 2015</p>	<p>The structure of narrative text there are orientation, complication, resolution.</p> <ul style="list-style-type: none"> - Orientation consists of figure, time and place. - Complication consists of the events or the problem turned to conflict. - Resolution consists of solution the problem toward conflict that happened. <p>Use conjunction to put the events. Example: then, before, that, etc.</p>
4.	<p>Pardiyono, (2007) in Tuti Andayani 2015</p>	<p>There are text elements and rhetorical structure in narrative text:</p> <p>a. Orientation, topic includes activities or events that are 'incredible' that will be told.</p> <p>b. Sequence of events, which are problematic that leads to conflict</p>

		<p>climax.</p> <p>c. Resolution, contains explanation to problem solving that has been told until achieve the climax.</p> <p>d. Coda, contains explanation about lesson (moral lesson) that possible can take for the events.</p>
5.	Soeprapto, Darwis (2007)	<p>The generic structures of narrative text consist of: Orientation, evaluation, complication, resolution and re-orientation.</p> <p>1. Orientation: Orientation is the beginning of the story. It is defined as stage where characters, setting and time are established.</p> <p>2. Evaluation: Evaluation is a process where the author steps back to evaluate the crises. (Optional)</p> <p>3. Complication: Complication is a period when a crisis arises.</p> <p>4. Resolution: Resolution is where the crisis of the story is resolved.</p> <p>5. Re-Orientation: Re-orientation is the final conclusion of the story. (Optional)</p>
6.	Fantoni (2012)	<p>The generic structures in narrative included orientation, complication, and resolution.</p> <ul style="list-style-type: none"> - Orientation tells the beginning of the story and the character of the story. - Complication means how the story

		<p>happened and what the problem is.</p> <ul style="list-style-type: none"> - The resolution means the problem finished with happy or sad ending. <p>Reorientation is a moral lesson that the story gives to the reader.</p>
7.	(Pardiono, 2007:97-98) in Wavy Rachmawati at all.	<p>Narrative text has four significant schematic structures, they are orientation, complication (sequence of events, which are problematic, that leads to conflict – climax), resolution and coda, which are;</p> <ul style="list-style-type: none"> ❖ Orientation <p>In this stage, the writer gives the information about the situation of the characters, where they live, the time they live, and what they want. It presents the basic situation which allows the reader to understanding the next parts of story. It may be long or short, according to the writer. It is to be the opening or introduction.</p> ❖ Complication <p>Complication is where something unexpected happen or events go wrong for one of the main characters in the story. There can be more than one complication events in narrative text. Here, the author shows how the problems rises or begin.</p>

		<ul style="list-style-type: none"> ❖ Resolution Resolution is the solution of the problems or when the crisis is resolved, for better or worse. ❖ Coda Coda is moral value or lesson which can be taken from the text.
8.	Astuti (2010: 105)	<p>categorizes four structure of narrative text.</p> <p>The first one is orientation. Orientation is sets the scene and mood, introduces characters and includes when, where, who, or what.</p> <p>The second he second one is complication. Complication is the dilemma or problem which disrupts the normal life or comfort of the characters and cuses a sequence of interesting events.</p> <p>The third one is sequence of events. Sequence of events is triggered by the complication and may include a description of events as they happen, sequences of events particular to each other, acombination of sequences, and futher complications.</p> <p>The last one is resolution. Resolution is the climax or ending where the problem is resolved. So, there are some generic structure of narrative text are orientation, evaluation, complication, sequence of events, and resolution.</p>

c. Language Feature of Narrative Text

According to Mislaini (2015) Linguistic Feature Narrative Text are:

- a. Using sentence patterns Simple Past Tense
- b. Usually begins with the adverb of time (Adverbs of Time).
Such as : long time ago, once, one, once upon a time.

Soeprapto and Darwis (2007: 53) divide five significant lexicogrammatical features of narrative text. First, focus on specific and usually individualized participants. Second, use of material processes. Third, use of relational and mental processes. Fourth, use of temporal conjunctions and temporal circumstances. Last, use of past tense. So, there are some significant lexicogrammatical features of narrative text are focus on specific participants, material processes, relational and mental processes, temporal conjunction and circumstance, and past tense.

In addition, Sudarwati and Grace (2007: 2) categorize some language features of narrative text. First, noun phrase (example: a beautiful princess, a huge temple). Second, connectives (example: first, before, that, then, finally). Third, adverbial phrase of time and place (example: in the garden, two days ago). Fourth, simple past tense (example: He walked away from the village). Fifth, action verb (example: walk, sleep, wake up). Sixth, saying verb (example: say, tell, ask). Last, thinking verbs, feeling verbs, verbs of senses (example: she felt hungry, she thought she was clever, she smelt something burning). So, there are some language features of narrative text are noun phrase, connectives, adverbial phrase of time and place, simple past tense, action verbs, saying verbs, thinking verbs, feeling verbs, and verbs of senses.

Based on theories above, it can be concluded that there are several language features of narrative text. They are focus on specific participants, noun phrase, material processes, adverbial

phrase of time and place, relational and mental processes, action verbs, saying verbs, thinking verbs, feeling verbs, verbs of senses, temporal conjunction and circumstance, and past tense.

d. Types of Narrative Text

Astuti (2010: 90) categorizes many different types of narrative text. They are real-life drama, classic, fantasy, fairy tale, adventure, legend, science fiction, myth, mystery, and fable. It means that there are ten categorizes types of narrative text based on Astuti.

In addition, Doddy, Sugeng, and Effendi (2008: 84) categorize many types of narrative texts. They can be imaginary, factual or combination of both. They are included fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narrative, ballads, slice of life, personal experience. It means that there are twelve type of narrative text that can make the writer have imaginary, factual or a combination of both based on Doddy, Sugeng, and Effendi.

In short, there are several types of narrative text are real-life drama, classic, fantasy, fairy tale, science fiction, mysteries, science fiction, romance, horror stories, adventure stories, fables, myths and legends, historical narrative, ballads, slice of life, personal experience.

According to Mislaini (2015) narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical

narratives, personal experience (personal experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up)

According to Dyan (2015), there are 3 types of Narrative Text, which are:

1) 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 folktales. The examples of legend in narrative text are:

- a) Malin Kundang
- b) Sangkuriang
- c) The Story of Toba Lake
- d) The legend of Tangkuban Perahu

2). Fairy Tale

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:

- a) Cinderella
- b) Pinocchio
- c) Beauty and The Beast
- d) The Story of Rapunzel
- e) Snow White

3) Fable

Fable is a short allegorical narrative making a moral point, traditional by means of animal characters that

speak and act like human beings. The examples of fable in narrative text are:

- a) The Smartest Parrot
- b) Mouse, Deer, and Crocodile
- c) The Story of Monkey and Crocodile, The Ants and The Grasshopper.

3. Writing

a. Nature of Writing

Harmer (2004: 86) states that writing is a process and that writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present and share in computerscreen.

Nunan (2003: 88) state that writing can be defined by various definition are it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product. The definition about physical and mental mean that writing is the physical action of take words or ideas that have related each and others. Then, the words or ideas can be organized into paragraphs that will be clear to a reader. Express and impress mean that the writer can be to export their desires to express an idea or feeling for readers. Process and product mean that the writer can be imagines, organizes, drafts, edits, reads, and rereads their writing.

In addition, Harmer (2004:86) states that writing is a process and write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres

especially in teaching learning activities of writing. In this case, writing activities can be present and share in computerscreen.

From the definitions above, it can be concluded that writing is away to produce language through physical and mental act, express and impress, and then proses and product. It can the writer do on a paper or a computer screen.

b. Importance of Writing

Writing is one of the important skills of a language. According to Chappell (2011:1) there are some reasons that make writing so important. They are writing is the primary basis upon which the writer works; expresses who the writer is as a person; portable and permanent; helps the writer moves easily among facts, inferences, and opinions; promotes the writer's ability to pose worthwhile question, fosters the writer's ability; helps others give the writer feedback; helps the writer refine her/ his ideas when she/ he gives others feedback; requires that the writer anticipate her/ his readers' needs; writing out the writer's ideas permits the writer to evaluate the adequacy of her/ his argument; stimulates the writer to extend a line of thought beyond her/ his first impressions or good responses; helps writer understand how truth is established in a given discipline; equips writer with the communication and thinking skills she/ he needs to participate effectively in democracy; an essential job skill.

According to Harmer (2006: 79) writing is a basic language skill, as important as speaking, listening, and reading. It means taht speaking skill can be to exchanging information between one or two or more people, listening skill can be used to give information to the listeners, reading skill can be used to get information from

books. Meanwhile, writing skill can be used to create pieces of written work such as stories, poems or articles.

On the other side, Rogers (2005: 1) affirms that writing is allows the writer to communicate at a distance, either at a distant place or at a distant time. It means that writing is the most important to communicate. It makes communicate become easy despite of have different place and time.

Based on opinion above, it can be summarized that writing is important. Writing can be used to create stories, poems or article and also to communicate with other people although have different place or time.

c. Characteristics of Writing

Writing have several characteristics. Brown (1994: 34) states that there are seven characteristics of written language. The first one is permanence. Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power to emend, to clarify, to withdraw. The second one is production time. A writer can indeed become a good writer by developing efficient processes for achieving the final product.

The third one is distance. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted. The fourth one is orthography. If students are non literate in the native language, you must begin at the very beginning with fundamentals of reading and writing. The fifth one is complexity. Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and

lexical variety, and much more. The sixth one is vocabulary. Good writers will learn to take advantage of the richness of English vocabulary.

The last one is formality. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue. So, there are some characteristics of writing in written language are permanence, production time, distance, orthography, complexity, and vocabulary.

In addition, Donovan (2012: 1) categorizes eight characteristics of good writing. The first one is clarity and focus. Writing makes sense and readers don't get lost or have to reread passages to figure out what's going on and core idea not running off on too many tangents. The second one is organization. Writing is not only clear, but it's presented in a way that is logical and esthetically pleasing.

The third one is ideas and themes. Writing has to contain clearly identifiable ideas and themes. The fourth one is voice. It's a writer's unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. The fifth one is language (word choice). Good writing includes smart word choices and well-crafted sentences. The sixth one is grammar and style. A writer uses correct grammar and style is also important in ensuring that a piece of writing is clear and consistent. The seventh one is credibility or believability. Nothing says bad writing like getting the wrong facts or misrepresenting oneself.

The last one is thought-provoking or emotionally inspiring. The most important quality of good writing is how the reader responds to it. So there are several characteristics of writing are clarity and focus, organization, ideas and themes, voice, language

or word choice, grammar and style, credibility and believability, and thought- provoking or emotional inspiring.

Based on the explanation above, it can be concluded that there are several characteristics of writing are permanence, production time, distance, orthography, complexity, and vocabulary, clarity and focus, organization, ideas and themes, voice, language or word choice, grammar and style, credibility and believability, and thought- provoking or emotional inspiring.

d. Steps of Writing

Writing as one of productive skill need a process. Harmer (2004: 8) suggests four steps of writing and also Oshima and Hague (1998: 3) categorize the writing into four steps. The first one is prewriting. In the prewriting, there are two steps are choosing and narrowing a topic and brainstorming. The second one is planning. In the planning, there are three steps are making sublist, writing the topic sentence, outlining. The third one is writing and revising drafts. In the writing and revising draft, there are three steps are writing the first rough draft, revising content and organization and proofreading the second draft. The last one is writing the final copy.

In short, there are four steps of writing are prewriting, planning, writing and revising drafts, revising content and organization, proofreading the second draft, and writing the final copy.

e. Kinds of Writing

Brown (2004: 220) explains that writing can be divided into four kinds. The first one is imitative. Imitative is to produce written language, in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. The second one is

intensive. Intensive is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

The third one is responsive. Responsive is to perform at a limited discourse level, connecting sentences in a paragraph and creating logically connected sequence of two or three paragraph. The last one is extensive. Extensive is imply successful management of all the processes and strategies of writing for all purpose, up to the length of an essay, a term paper, a major research project report, or even a thesis.

So there are several kinds of writing performance that capture the range of written production are imitative, intensive, responsive, and extensive.

Kane (2000: 6) categorizes four kinds of writing. The first one is exposition. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. The second one is description. Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. The third one is narration. Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance. The last one is persuasion. Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof.

So, there are several kinds of writing based on various effects the writer may wish to have on his or her reader. They are exposition, description, narration, and persuasion.

Based on theories above, it can be concluded that there are many kinds of writing. Kane categorizes based on the various

effects the writer may wish to have on his or her readers. There are imitative, intensive, responsive, and extensive. In other side, Brown categorizes based on written performance that capture the range of written production. They are exposition, description, narration, and persuasion.

f. The Purposes of Writing

When a person writes something, he or she has a purpose for writing. The writer may have motivations of which he or she is unaware. The writer may also have mixed, and even contradictory, motivations for writing. For instance, a student writing an essay for a class may wish to please the teacher and to amuse his or her classmates. So, before writing, the writer should know who he or she is writing for.

According to Harmer (2004:39) writing skill is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life. In summary, writing brings the writers to real situations.

Jakobson (2018:1) provides a good framework for classifying the varied purposes of writing. There are six types of purposes, each type of purpose focusing on one part of the communication model.

1. **Writer: *Expressive* purposes.** One may write simply to express one's feelings, attitudes, ideas, and so on. This type of writing doesn't take the reader into consideration. Instead, it focuses on the writer's feelings, experience, and needs. Expressive writing may take the form of poetry, journals, letters, and, especially for free writing. Often, a person will do expressive writing and then be disappointed when readers don't respond to it.

2. Reader: *Conative* purposes. Conative writing seeks to affect the reader. Persuasive writing is conative. The writing is intended to entertain the reader. Conative writing may take any form, as long as its intention is to persuade the reader or affect the reader emotionally.
3. Context: *Informative* purposes. Informative writing refers to something external to the writing itself, with the purpose of informing the reader.
4. Message: *Poetic* purposes. Poetic (or literary or stylistic) purposes focus on the message itself on its language, on the way the elements of language are used, on structure and pattern both on the level of phrase and of the overall composition. Poetic writing can be in prose as well as in verse. Fiction has poetic purposes. Anytime one writes with an emphasis on the way the language is used, one has a poetic purpose.
5. Contact: *Phatic* purposes. Phatic language (and nonverbal communication) establishes and maintains contacts between speakers or between writer and reader. Phatic purposes are not significant in most writing. The use of greetings and closings in letters is one example of phatic purpose in writing.
6. Code: *Metalinguistic* purposes. Comments on a piece of writing are metalinguistic. If a student attaches a note to an essay to explain why the essay is late, the note is metalinguistic in relation to the essay. An author's preface to a book is another example of metalinguistic purpose in writing.
7. Based on the classification above, the researcher concludes that writing has many contributive purposes. For instance, writing can express the writer's ideas and feelings entertain her/himself or the reader, inform the reader, and can be nonverbal communication between writer and reader. Then,

writing makes the writer think systematically and logically in daily life.

g. Factors Influencing Writing

Writing is considered to be the most difficult skill because it is influenced by some factors. They are grammar, vocabulary, punctuation, spelling, and unity and also feedback. They will be explained in the following below:

1) Grammar

Grammar is one of the most important things in writing because by using the correct grammatical device, it can help the reader to understand the text. Thornbury (1999:3) defines that grammar is partly the study of what forms (or structures) are possible in a language. It means that correct sentences are depending on correct grammar.

2) Vocabulary

Other component that is very important in writing process is vocabulary. Without having vocabulary the writer cannot write. It is suitable with Lado in Wilfa (2011:15) that explains vocabulary as the lexicon of written language, which is called word. It is impossible for someone that wants to write something but she/he does not have much vocabularies.

3) Punctuation

Oshima and Hogue (1999:245) explain that using correct punctuation is important because punctuation conveys meaning just as words do. It is supported by Harmer (2004:49) states that using punctuation correctly is an important skill. Many people consider the quality of what is written not just on the content, the language, and the writer's hand writing, but also on the usage of punctuation. For example, if the writer uses the capital letters, commas, full

stops, sentence, and paragraph boundaries and others incorrectly, this can not only make a negative impression, but can also make a text difficult to be understood.

4) Spelling

According to Harmer (2004:46), learner of English needs to be aware about how to use the correct spelling because it can make English relatively easy to read.

5) Unity

Unity means discussed only one main idea in writing. The main idea stated in topic sentence, and every supporting sentence in the paragraph or essay must be directly restated to the main idea. Based on the description above, it is clear that writing is influenced by some factors. They are grammar, vocabulary, punctuation, spelling, and unity.

6) Feedback

To improve student writing skill especially in writing, feedback can be one of factor that make the student enthusiasm to do task or project. Feedback is most effective when students do not have proficiency or mastery and thus it thrives when there is error or incomplete knowing and understanding. According to Hattie, J and Timperley, H (2007) stated that feedback is the one of most powerful influences on learning and achievement. Corrective feedback helped the student to improve their writing. The student showed improvement in the content of their revisions, but those who were given feedback from the teacher or lecture made greater improvement. Feedback in teaching writing is one of factor that very important in successfulness of learning process.

As we know that, writing is one of important skill in language. to make a good writing the students have several factor

that influencing writing; they are grammar, vocabulary, punctuation, spelling, and unity and also feedback. A good writing included good grammar, vocabulary, spelling and unity to make reader understand about what the writer write.

h. Problems in Writing Narrative Text

To make a narrative text, students has many difficulties. One of them was the difficulty in start writing (Baa'syir, 2014). First, students might feel confused about the point where they have to start writing. Second, the students often get difficulty in translating their idea into English. Third, students have difficulty in finding the suitable vocabulary. Fourth, students are confused to the structure of the narrative text. Fifth, students generally make a lot of mistakes in grammar due to the lack knowledge of the grammar. The last, students might feel bored in the middle of writing, because all of the factors mentioned above.

So, in writing a narrative text, especially with generic structures, students got 6 difficulties as a problems to product a good narrative text. It is students confused to starting writing, has difficulties to get idea in English, difficulty in vocabulary, students confused about generic structure of narrative text, and students lack knowledge of the grammar, and the last students bored in writing.

B. Review of Relevant Studies

Based on literature that researcher read, the researcher found some researches about problems in writing. The first on Putri Hidayati (2017), in her research "Problem Faced By Students In Writing Narrative Text Through Storybird" students college of IAIN Batusangkar 2017/2018 academic year. She found that there are some problem that faced by students. They are had problems faced by students in writing narrative text through storybird. They were: lack of access to internet, lack of

appropriate picture, take much money, problem in creating storybird account, lack of grammar, lack of inspiration, lack of signal, have writing problem, difficult to publish story, lack of facilities, lack of picture, lack of confidence, difficult in determining the theme, have grammatical error, difficult in word choice, difficult to save the storybird and, lack of knowledge utilizing the website.

This research is similar with on going research because the researcher discuss about narrative text into her thesis in problem faced by students in writing narrative text through story bird. The difference of this research want to know problem faced by students in writing narrative text through story bird, a case of study of the fourth semester students of English teaching department of IAIN Batusangkar. But, the researcher wants to know the students' problems in writing generic structure of narrative text, a case study of the ninth grade students of junior high school of SMPN 03 Rambatan.

Next, Afrida Anwar at. All (2013) had conducted a research about "an analysis on the students' ability of in writing narrative text at grade IX of SMPN 2 gunung talang. in this research they found that the ability of grade IX students of SMPN 02 Gunung Talang in writing narrative text was moderate (18 students), in specific, there were 19 students had moderat ability in writing generic structure of narrative text, 17 students had moderate ability in applying language feature of narrative text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics. The similarity between the own going research and previous research is both of them analyze students' in writing narrative text. The differences between the own going research and previous research is both of them has different context object of the research.

The last, Wavy Rachmawati at. all had conducted a research about "The implementation of picture series in teaching narrative writing for the tenth graders of SMAN 2 Ponorogo. They found that of the

implementation shows that picture series which is implemented by teacher helps students in writing narrative text. They can see some interesting picture, so they can get ideas and write it easily. Teacher implements the media in four steps; they are stimulating the students according to the material, presenting the material, discussing the material, and producing narrative text. It is one of a good media to teach narrative writing test. The similarity between the own going research and previous research is both of them analyze students' on narrative writing. The differences between the own going research and previous research is both of them has different context object of the research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive research focused on content analysis. This research analyzed of generic structures of narrative text composed by students'. According to Gay (2012:7), qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insights into a particular phenomenon of interest.

Then, Chelimsky (1989:6) states that "Content analysis is a set of procedures for collecting and organizing information in standardized format that allows analysis to make inferences about characteristics and meaning of written and other recorded material. Krippendorff (2004:18) states that content analysis is a research technique for making replicable and valid inferences from text (or other meaningful matter) to the context of their use. It means that content analysis is used to analyze the written documents that will be analyzed such as texts, instructional materials, textbooks, etc. In this research, the researcher will analyze of generic structure of narrative text composed by students'.

Dealing with the theories above, the researcher used descriptive qualitative research, especially content analysis to describe generic structures of narrative text composed by students' (a case study of ninth grade students of Junior High School 3 Rambatan registered in 2018/ 2019 academic year).

B. Data and Source of Data

1. Data

The data of this research to describe analysis of generic structures of narrative text composed by students' focused on writing orientation, complication, and resolution that found by the documents' of the ninth

grade students of Junior High School 3 Rambatan registered in 2018/2019 academic year.

2. Source of Data

As Sugiyono (2012:82) states that document is an event that happened in the past. Document can be from written, recording, picture, film, biography, etc. In this research, the researcher did not give any test, but she used document the students' writing narrative text as source the data. There were 39 of 48 documents, because there were 9 documents not found from the students unfollow in writing narrative text. This documents from 2 classess are IX.1 and IX .2.

C. Technique of Data Collection

1. Research Instrument

The research instrument in this research was the researcher himself. The researcher collected the documents. And then, the researcher analyzed the documents and classify problems faced by students in writing generic structures of narrative text that found in students' writing narrative text. The researcher entered the setting to get the data, copied, studied the data, and interpreted the data by herself. In this research, the researcher conducted the documentary study because document was the only thing that would be analyzed.

2. Research Procedures

To conduct this research, the writer followed several procedures, namely : pre-operation of the research, operation of the research, and post operation the research, as follow:

a. Preparation

- 1) Finding the problem of the research and the theories
- 2) Focusing on the problem that the researcher interested
- 3) Collecting the sourceand references related to the researcher
- 4) Writing the research proposal

- 5) Consulting the proposal to the advisor
 - 6) Revising the proposal
 - 7) Following research proposal seminar
 - 8) Revising the proposal
- b. Operation
- 1) Asking permission to the English Teacher gotten the data
 - 2) Collecting the document, syllabus, the students' narrative text document
- c. Post Operating
- 1) Analyzing data of students' writing generic structures of narrative text
 - 2) Drawing conclusion and giving suggestion
 - 3) Doing thesis agenda

D. Technique of Data Analysis

After collecting data, the researcher analyzed the data by using descriptive qualitative analysis which applied content analysis. In analyzing the data, the researcher analyzed the students' writing generic structures narrative text which apply by the students. Before analyzing the data, the researcher gave the number for each documents from 1 to 39. In this research researcher used total sampling to choosing the data should be analyzed in 39 documents from 48 students, because there were 39 documents from students that follow writing narrative text. Then the researcher write the list of students' problems in writing generic structures narrative text found in students' writing narrative text to help the researcher in analyzing the data. The researcher just transcribe the using that contain of generic structures of narrative text.

In analyzing the document, the researcher used Chelimsky (1989:8) points out six steps in conducting content analysis. Those steps are:

1. Deciding to use the content analysis

To beginning the research that used content analysis, the researcher will formulate the question first. The question must be clear understanding of project needs and available data. Chelimsky (1989:8) states that the content analysis can be used to answer the question “what”. This research is formulated by using the question of “what” as states in the research question that is “ what is the generic structures of narrative text composed by students’ . It means that the content analysis was appropriated to be used in this research.

2. Determining what material should be included in content analysis

The next step of content analysis is about choosing the material. Material of the research must be done and it can be use appropriate sample technique. In this research researcher used total sampling to choosing- the data should be analyzed. Therefore, the researcher used all of the document to analyze of generic structures of narrative text composed by students’.

3. Selecting unit analysis

In content analysis, there are two unit analyses such as content unit and recording unit. The content unit is a unit set limits of written material that is to be examined. While recording unit is the specific part of the content unit in the written material that is placed in category. In this research the content analysis unit was students’ documents of narrative text. Then, the researcher did not used recording unit to analyzed.

4. Developing the coding categories

According to Chelimsky (1989:11), categories provide the structure for grouping document unit. It means the researcher determined the codification to all of the documents like D1,D2,D3. Then the researcher grouped generic structures of narrative text. The researcher also coded the orientation consist by coded of; O1=

what the story about, O2 = who is the participant in the story, O3 = where the place of the story, O4 = when the story happened. Complication consist by coded of; C1 = natural conflict, C2 = social conflict, C3 = psychological conflict. And then, Resolution by coded R, the last re- orientation by coded R1, but this analyzed the researcher did not found the re- orientation based on narrative writing that made by the students.

5. Coding the material

In this step, researcher coded all of the document that was made by the ninth grade students who had taken English subject. The researcher also underlined the position all of generic structures of narrative text composed by students'. It is used to make the researcher and reader understand the analysis. You can see in the table below.

Table

No.	Number of Document	Orientation/ Complication/ Resolution	Narrative Text	Analysis
1.	D1			
2.	D2			
3.	D3			

6. Analyzing and interpreting the result

In this step of the content analysis, the researcher analyzed of generic structures of narrative text composed by students'. The first thing that researcher did was analyzing the documents. And then, the researcher classified what is the generic structures of narrative text found on students narrative text into each classified of generic structure by giving code. After giving code, the researcher underlined the generic structures based on classified with follows;

orientation, complication, resolution and re-orientation. Next, the researcher wrote analysis of identification based on classified of generic structures of narrative text. The last step, the researcher make a table and put into a table the result of analysis the generic structures of narrative text composed by students'.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

In this chapter, the researcher describes the data of students' problems in writing generic structures narrative text. The data of this research were collected through analyze students' problems in writing generic structures of narrative text document. The researcher did analyze the document started from 15- 28 January 2019. The data were collected from English Teacher. The data were collected from 38 students were chosen as the sample from the ninth grade of students' SMPN 3 Rambatan.

After getting the document, he coded the document. First the researcher determined the codification of the data based on the students' texts namely; rules for assigning codes such as; D1(Document1), D2 (Document2), D3 (Document3), D4 (Document4), D5 (Document5), D6 (Document6), D7 (Document7), D8 (Document8), D9 (Document9), D10 (Document10), D11 (Document11), D12 (Document12), D13 (Document13), D14 (Document14), D15 (Document15), and D16 (Document16), etc.

The second on is she underline the students problems in writing generic structures of students' narrative text with found in students' writing narrative text ; rules for assigning code such as : O (Orientation), C (complication) , R (resolution), the researcher also coded the orientation consist by coded of; O1= what the story about, O2 = who is the participant in the story, O3 = where the place of the story, O4 = when the story happened. Complication consist by coded of; C1 = natural conflict, C2 = social conflict, C3 = psychological conflict. And then, resolution by coded R. After that the researcher classified into each kind of generic structure. After classifying them, she put it into a table. In the table she explained the kinds of students problems in writing generic structures of narrative text. Finally, she wrote the conclusion of the analysis of students problems in writing generic structures by students narrative text.

Based on the research finding, it can be concluded that there are three kind of analysis of students problems in writing generic structures of narrative text. First, problems in orientation, problems in complication, and problems in resolution. On this research the researcher use Mislaini theory which follow:

a. Orientation

Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

b. Complication or Problem

In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

- Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

- Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

- Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

c. Resolution

That problem can be solved. In Narrative text, any problems that appear to be/ no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

d. Re-Orientation (Just for Optional).

From 3 kind of the analysis the documents that has been done by the researcher toward thirty-nine documents, she found by analyze of students in writing generic structures of narrative text, that are: analyzed in writing

orientation, all of students wrote a complete of orientation. Analyzed of complication, the students did not write a complete complication, and analyzed in writing resolution, the students did not write a complete resolution, based on analyze from the document from 39 the students follow made a narrative text . The result of the data analysis gotten by the researcher after analyzing the document, which forms as follow :

Problems in writing narrative text :

a. Problems in Orientation

Orientation is the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings). From 39 documents, all of the documents fulfill a good orientation consist of (O1 = what is the story about, O2 = who is participant, O3 = where is the place setting, and O4 = when is the time setting). It can be see example below:

Table 3
Samples of Problem in Orientation

No.	No. Document	O	Narrative Text	Analysis
1.	D1	O1, O2, O3, O4	Malin kundang <u>Once upon a time</u> . In a forest son is name <u>malin kundang</u> together is mother name <u>Rubayah</u> . <u>In the beach Sumatra Actually in the beach air manis</u> . Padang West Sumatra. Moment malin already adult. She to wish go away to country person. His mother gave permission to malin go away eventhough her felt worried. Not long after word, malin very diligent, <u>owner a ship</u> introduced to <u>daughter</u> . <u>They merried</u> . Malin living with lux because owner a ship very rich.	O1 = In generally the text tell about Malin kundang. O2 = malin kundang, Rubayah, owner a ship, malin's wife O3 = In the beach Sumatra Actually in the beach air manis. Padang West Sumatra. O4 = Once upon a time
2.	D2	O1,	MALIN KUNDANG	O1 = In generally

		<p>O2, O3, O4</p> <p><u>Once upon a time</u>, the lived a person is name <u>malin kundang</u>, he live in <u>Padang, west Sumatra</u>. <u>His mother</u> gave permission to malin go away eventhough her felt worried. Not long after ward malin go away, and he worked in the ship. Malin word with diligent. So the <u>owner a ship</u> a ship feld happy and introduced his daughter. Not long after that they merried. Malin be came a richman.</p> <p>One day <u>malin and his wife</u> went to a trip in island the his wife didn't know about islang. In malin village. Because malin to admit orphan ti his wife. when they arrived in the harbor my people saw</p>	<p>the text tell about Malin kundang.</p> <p>O2 = malin kundang, malin mother's, owner a ship, malin's wife</p> <p>O3 = Padang West Sumatra.</p> <p>O4 = Once upon a time</p>
--	--	---	---

D = Documents

O = Orientation (O1= what is the story about , O2= who is the participant, O3= where is the place setting, O4 = when is the time settings,)

Based the table example above it can it be seen that students made a good of narrative text which orientation that consist of O1= what is the story about , O2= who is the participant, O3= where is the place setting, O4 = when is the time settings. According to Mislaini that an orientation namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time setting). About list of students make an orientation it could be see in appendix 4. For example document 1 , the students made a complete an orientation that wrote “O1 = In generally the text tell about Malin kundang, O2 = malin kundang, Rubayah, owner a ship, malin's wife O3 = In the beach Sumatra Actually in the beach air manis. Padang West Sumatra. O4 = Once upon a time. This analyze about orientation could be seen in appendix 7.

b. Problems in Complication

According to Mislaini, complication or problem in this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

- Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

- Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

- Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

Based on the theory above, the researcher classified complication into C1 = natural conflict, C2 = social conflict, C3 = psychological conflict. Three conflict are: 34 documents that wrote by students which natural conflict, 39 documents that wriote by students which social conflict, and then 36 documents that wrote by students which psychological conflict. From the problem in complication, it could be see on the table below:

Table 4

Samples of Problem in Complication

No.	No. Document	C	Narrative Text	Analysis
1.	D1	C2, C3	Malin kundang Once upon a time. In a forest son is name malin kundang together is mother name Rubayah. In the beach Sumatra Actually in the beach air manis. Padang West Sumatra. Moment malin already adult. <u>She to</u>	C2 = "His mother gave permission to malin go away eventhough her felt worried" C3 = "She to wish go away to country"

			<p><u>wish go away to country person. His mother gave permission to malin go away eventhough her felt worried.</u> Not long after word, malin very diligent, owner a ship introduced to daughter. They merried. Malin living with lux because owner a ship very rich.</p>	person”
2.	D2	C1, C2, C3	<p style="text-align: center;">MALIN KUNDANG</p> <p>Once upon a time, the lived a person is name malin kundang, he live in Padang, west Sumatra. <u>His mother gave permission to malin go away eventhough her felt worried.</u> Not long after ward malin go away, and he worked in the ship. Malin word with diligent. So the owner a ship a ship field happy and introduced his daughter. Not long after that they merried. Malin be came a richman.</p> <p>One day malin and his wife went to a trip in island the his wife didn't know about islang. <u>In malin village. Because malin to admit orphan ti his wife.</u> when they arrived in the harbor my people saw</p>	<p>C1 = “In malin village. Because malin to admit orphan ti his wife”.</p> <p>C2 = “His mother gave permission to malin go away eventhough her felt worried”</p> <p>C3 = “She to wish go away to country person”,</p>

D = Document

C = Complication with event (C1= Natural Conflict, C2 = Social Conflict, C3 = Psychological Conflict)

Based the table example above, it can it be see that students did not write a complite complication based on narrative text of Malin Kundang, about list of students make a complication it could be see in appendix 5, for example document 1, the students' did not write C1 as a natural conflict, the students only wrote the social conflict and psychological conflict” C2 = “His mother gave permission to malin go away eventhough her felt worried” C3 = “She to wish go away to country person” . And for Document 2, the students wrote a complete complication which C1 = natural conflict, C2 = social conflict, C3 = psycological conflict “C1 = “In

malin village. Because malin to admit orphan to his wife”. C2 = “His mother gave permission to malin go away eventhough her felt worried”. C3 = “She to wish go away to country person”. This analyze about complication could be seen in appendix 8.

c. Problems in Resolution

According to Mislaini, resolution is the crisis of the story is resolved, for better or worse. From 39 document only 6 document to fullfill the good resolution. It can see one of example on table below:

Table 5
Samples of Problem in Resolution

No.	Number of Documents	R	Narrative Text	Analysis
14.	14	R	<p style="text-align: center;">MALIN KUNDANG</p> <p>Once upon a time, lived a man, the name is Malin Kundang. His mother name Rubayah. There lived in pesisir pantai Sumatera. Actually in pantai air manis, padang Sumatra barat. When the malin adult, he go way to another town. His mother give permission to malin go away eventhough her felt warried. Not long after. Word malin go away and he worked in the ship. Malin word with diligent. So the owner a ship felt. Happy and introduce his daughter. Not long after that they married. Malin became a richman.</p> <p>One day, Malin and his wife went a trip in a island the his wife didn't know about island is malin village. Because Malin to admit orphan to his wife. when they arrived in the harbor may people saw them and gave a know to malin's mother than She</p>	R = Because his mother was feryangry .ather said oh god how could you say that I can't thake this any more. I Curse you... turn into a stone.

			<p>come back to Malin. Know his son has born in his arm. Youn not are mather's, Malin said to his mother.</p> <p><u>Because his mother was feryangry .ather said oh god how could you say that I can't thake this any more. I Curse you... turn into a stone.</u></p>	
--	--	--	---	--

D = Documents

R = Resolution

Based the table example above, about list of students make a resolution it could be see in appendix 6, it can it be see that students make a good resolution with documents' 14 "R = Because his mother was feryangry .ather said oh god how could you say that I can't thake this any more. I Curse you... turn into a stone. This analyze about resolution could be seen in appendix 9.

B. Discussion

Based on the table above, the researcher found the students problems in writing generic structures of narrative text. It might be classified as three kind of problems. Based on research finding above, it gave the information that students have many problems in writing generic structures in writing of generic structure of narrative text. The researcher assumed that students have some problems in writing generic structure of narrative text. It was looked by Sudarwati and Grace theories (2007:62) categorize some generic structure of narrative text. The first one is orientation. Orientation is who were involved in the story, when, and where. The second one is complication. Complication is a problem arises followed by other problems. The last one is resolution. Resolution is solution to the problem. So, there are some generic structures of narrative text are orientation, complication, and resolution.

The students' problems as Baa' syir (2004) state students got 6 difficulties as a problems to product a good narrative text. It is students

confused to starting writing, has difficulties to get idea in English, difficulty in vocabulary, students confused about generic structure of narrative text, and students lack knowledge of the grammar, and the last students bored in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research findings, the researcher found as followed by students problems in writing generic structure of narrative text. At least, the students problems have problems in writing generic structure of narrative text. Students problem in writing narrative text that found in 3 kinds or classified, that are: problems in orientation, problems in complication, and problems in resolution. The researcher assumed that students has problems and not enough understanding about writing the generic structure of narrative text that cause students did not have many time, or students did not mastering vocabulary, or did not have idea to write any sentences in students writing of generic structures of narrative text.

It was looked by the number of table in students problems in writing generic structure of narrative text especially problems in orientation, problems in complication, and problems in resolution. There were From 39 documents, 39 documents fullfill orientation (what is the story about, who is participant, where is the place setting, and when is the time setting). From 39 documents the researcher did analyze, based on classification in complication, 34 document which natural conflict, 39 document which social conflict, 36 document which psychological conflict. Next 6 document that found which resolution, the last, the researcher did not found re-orientation because all of the students did not made re-orientation from the narrative text. So in conclusion, Ninth Grade Students Of Junior High School In SMPN 3 Rambatan Registered 2018/ 2019 Academic Year still has problems in making a good essay about generic structures of narrative text.

B. Suggestion

Based on researcher findings, the researcher would like to propose some suggestion to:

1. Students

It suggested to the students of SMPN 3 Rambatan, especially the ninth grade student more understand and known about generic structures of narrative text which orientation , complication, resolution and re-orientation. Then, by knowing the generic structures, student understand and can make a good writing generic structures of narrative text.

2. English Teacher

It is suggested to the English Teacher especially to the English Teacher at SMPN 3 Rambatan who teach English Subject at SMPN 3 Rambatan give the students some material, with more story based on good generic structures of narrative text. It would make the students easier to understand in writing generic structures of narrative text.

3. The Next Researchers

It is suggested to conduct the continue research of this research. Because this research just focused to find out the students' problems in writing generic structures of narrative text, especially in orientation, complication, and resolution.

BIBLIOGRAPHY

- Anwar, Afrida, et al. 2013. *An Analysis On Students' Ability of In Writing Narrative Text at Grade IX of SMPN 2 Gunung Talang*. Universitas Bung Hatta
- Andayani, Tuti. 2015. *Improving Students' Ability In Writing Narrative Text By Using Picture Series at The Eight Grade Students of SMP Negeri 03 Sindang Kelinci*. Rejang Lebong.
- Anderson, K., & Anderson, M. (2003). *Text types in English 2*. Malaysia: The modern art production group.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching* (4th edition). New York: Pearson Education.
- Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Brown, H.D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd edition). New York: Pearson Longman.
- Depdiknas. (2003). Kurikulum 2004. *Standar kompetensi. Mata pelajaran bahasa Inggris. Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Depdiknas.
- Fitri Desrika. 2017. *Students' Opinion on Role Play Technique Based on News Item Text Used By English Teacher*. Batusangkar.
- Harmer, Jeremy. 1998. *How to Teach English*. Harlow: Longman.
- Hesthi Wening, Rahayu. 2016. *The Role of Picture Series in Improving Students' Writing Ability*. Banda Aceh.
- Hidayati, Putri. 2017. *Problem Faced By Students In Writing Narrative Text Through Storybird*. Batusangkar.
- Muhibbudin. 2016. *The Application of Picture Series To Improve Writing Skills*. Banda Aceh.
- Nadia P, Febby. 2011. *Students' Reading Ability in Identifying the Components of Procedure Texts*. Batusangkar.
- Ngurah R, Putu. 2016. *The Formulation of Indicator in Teacher's Syllabus On Speaking Skill*. Pasuruan
- Nunan, David. 1998. *Language Teaching Methodology*. Sydney: Prentice Hall Regents

- Nuryadi. 2014. *Using Picture Series In Teaching Procedure Text To Improve The Students Speaking Ability at Grade Eight of SMP Negeri 2 Deket*. Lamongan.
- Nuzhatun, Lana.2016. *An Analysis of Students ' Problems In Writing Narrative Text: A Case Study at Second Grade Students of SMKN 1 Praya Tengah in Academic Year 2015/2016*. Mataram
- Rachmawati Wavy. 2013. *The Implementation of Picture Series in Teaching Narrative Writing for the Tenth Graders of SMAN 2 Ponorogo*. Surabaya
- Riyandika, Subagus. 2017. *English Teacher's Strategies in Teaching Lexico- Grammatical Features at SMPN 5 Batusangkar*. Batusangkar.
- Sulistyo, Irwan. 2013. *An Analysis of Generic Structure of Narrative Text Written By the Tenth Years Students of SMA Yasiha Gubug..*
- Triyuniarsih. 2011. *The Implementation of The School- Based Curriculum (KTSP) for The Teaching of English as A Foreign Language at SMPN 102 Jakarta*. Jakarta