

**LINGUISTIC DIFFICULTIES FACED BY JUNIOR HIGH  
SCHOOL STUDENTS IN WRITING ENGLISH NARRATIVE  
TEXT**

**UNDERGRADUATE THESIS**

**BY  
MAIN NIHAYATUL HUSNA  
NIM 165110501111050**



**STUDY PROGRAM OF ENGLISH EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2020**



**LINGUISTIC DIFFICULTIES FACED BY JUNIOR HIGH SCHOOL  
STUDENTS IN WRITING ENGLISH NARRATIVE TEXT**

**UNDERGRADUATE THESIS**

**Presented to  
Universitas Brawijaya  
in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan***

**BY  
MAIN NIHAYATUL HUSNA  
NIM 165110501111050**

**ENGLISH LANGUAGE EDUCATION PROGRAM  
DEPARTMENT OF LANGUAGE EDUCATION  
FACULTY OF CULTURAL STUDIES**

**UNIVERSITAS BRAWIJAYA**

**2020**

**DECLARATION OF AUTHORSHIP**

Here with I,

Name : Main Nihayatul Husna

NIM : 165110501111050

Address : Dsn. Kuwut 03/07 Ds. Kemloko, Nglegok, Blitar

Declare that,

- 1) This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
- 2) If at a later time is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me

Malang, December 2020

Main Nihayatul Husna

NIM. 165110501111050

Dengan ini menyatakan bahwa skripsi Sarjana atas nama MAIN NIHAYATUL HUSNA telah disetujui untuk mendapatkan gelar *Sarjana Pendidikan*.

Mengetahui,

Wakil Dekan Bidang Akademik,

Dosen Pembimbing,

  
Hamamah, M.Pd., Ph.D.  
NIP. 19730103 200501 2 001





Dra. Ismarita Ida Rahmiati, M.Pd.  
NIP. 19560426 198203 2 001

This is to certify that the undergraduate thesis of MAIN NIHAYATUL HUSNA has been approved for the degree of *Sarjana Pendidikan*.

Acknowledged by,

Deputy Dean for Academic Affairs,

Supervisor,

Hamamah, M.Pd., Ph.D.  
NIP. 197301032005012001



Dra. Ismarita Ida Rahmiati, M.Pd.  
NIP. 19560426 198203 2 001

## ACKNOWLEDGEMENTS

First of all, the writer would like to praise and thank to Allah SWT for his mercy and blessings so that the writer can complete this undergraduate thesis entitled, "LINGUISTIC DIFFICULTIES FACED BY JUNIOR HIGH SCHOOL STUDENTS IN WRITING ENGLISH NARRATIVE TEXT". Secondly, the writer would like to express her gratitude to Mrs. Dra. Ismarita Ida Rahmiati, M.Pd as the supervisor for her precious time, guidance, correction, and suggestion in finishing this undergraduate thesis. The writer also sends her gratitude to Mrs. Dian Inayati S. Pd. M. Ed. as the examiner for giving his suggestions and corrections to make this undergraduate thesis better. Then, the writer would like to thank all lectures of English Language Education Program for the knowledge and guidance during this study. Also the writer gratefully thanks the English teachers in MTsN 1 and 8 Blitar and MTsN 1 Kota Blitar for allowing the writer to conduct research in their classes.

Thirdly, the writer would like to thank to my mother Sri Ismiati, my sisters and brother, and all of the family members for their endless prayers, support, and motivation. Last but not least, the writer would like to thank to the big family of Lembaga Tinggi Pesantren Luhur Malang, the writer's friends Afis Sunani, Heriani Dhia, Rida Cahyani, Laela Nida, Lita Qumillaila, Raudya Ivadah, Pratiwi Tristin, Rina SF, Uci R, Deri Faisal and all people who have contributed in my undergraduate thesis whose names haven't been mentioned.

Malang, December 2020

Writer

**ABSTRACT**

Husna, M. N. 2020. **Linguistic Difficulties Faced by Junior High School Students in Writing English Narrative Text.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dra. Ismarita Ida Rahmiati M. Pd.

**Keywords:** writing, narrative text, linguistic difficulties

Writing is an important skill that students require in order to enhance their personal development in learning English. Students often get difficulties writing their ideas in English because English is not our first language. Students have different difficulties factor in composing English written text. Byrne (1988) divided the problems that make writing difficult into three categories, there are linguistic difficulty, psychological difficulty, and cognitive difficulty. This study focused on difficulties in linguistic aspect. One kind of text that should be learned by students at junior high school level is narrative text. This research is aimed to find the difficulties faced by students in writing English narrative text especially in linguistic aspects in some schools in Blitar.

This study involved 179 students of three junior high schools in Blitar in the academic year 2019/2020 as the subject of study. This research used survey design and quantitative as the method. The data was gathered through a questionnaire in Indonesian version consists of 18 statements that developed based on a theory by Byrne (1988).

The findings of the study showed the difficulties faced by students in writing English narrative text. From the three factors difficulties in linguistic aspect, the highest factor was organizing idea factor, followed by tenses factor and the last was vocabulary factor.

## ABSTRAK

Husna, M. N. 2020. **Kesulitan Linguistik yang Ditampilkan Siswa Sekolah Menengah Pertama dalam Menulis Teks Naratif Berbahasa Inggris**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Supervisor: Drs. Ismarita Ida Rahmiati, M.Pd.

Kata kunci: menulis, teks naratif, kesulitan linguistik

Menulis adalah sebuah keterampilan penting yang harus dikuasai oleh siswa untuk meningkatkan perkembangan pribadi mereka dalam mempelajari bahasa Inggris. Siswa seringkali mendapatkan kesulitan untuk menulis ide mereka dalam bahasa Inggris karena bahasa Inggris bukan bahasa pertama kita. Siswa memiliki factor kesulitan yang berbeda dalam menyusun teks berbahasa Inggris. Byrne (1988) membagi permasalahan yang membuat sulit dalam menulis ke dalam tiga kategori, yaitu kesulitan linguistik, kesulitan psikologi, dan kesulitan kognitif. Salah satu teks yang harus dipelajari oleh siswa sekolah menengah pertama adalah teks naratif. Penelitian ini bertujuan untuk menemukan kesulitan yang ditampilkan siswa dalam menulis teks naratif berbahasa Inggris khususnya dalam aspek linguistic di beberapa sekolah di Blitar.

Penelitian ini melibatkan 179 siswa dari tiga sekolah menengah pertama di Blitar pada tahun ajaran 2019/2020 sebagai subjek penelitian. Penelitian ini menggunakan desain survei dan kuantitatif sebagai metode. Data dikumpulkan melalui kuisisioner dalam versi bahasa Indonesia yang terdiri dari 18 statemen yang dikembangkan berdasarkan teori dari Byrne (1988).

Hasil penelitian menunjukkan kesulitan-kesulitan yang ditampilkan oleh siswa dalam menulis teks naratif berbahasa Inggris. Dari tiga faktor kesulitan dalam aspek linguistik, faktor paling tinggi adalah kesulitan dalam penyusunan ide, diikuti oleh struktur bahasa (tenses), dan terakhir adalah factor kosakata.



**TABLE OF CONTENTS**

**TITLE PAGE ..... i**

**DECLARATION OF AUTHORSHIP ..... ii**

**APPROVAL ..... iii**

**ACKNOWLEDGEMENTS ..... v**

**ABSTRACT ..... vi**

**ABSTRAK ..... vii**

**TABLE OF CONTENTS ..... viii**

**LIST OF APPENDICES ..... x**

**LIST OF FIGURES ..... xi**

**LIST OF TABLES ..... xiii**

**CHAPTER I INTRODUCTION ..... 1**

    1.1 Background of the Study ..... 1

    1.2 Problem of the Study ..... 4

    1.3 Purpose of the Study ..... 5

    1.4 Significance of the Study ..... 5

    1.5 Scope and Limitation of the Study ..... 5

    1.6 Definition of Key Terms ..... 6

**CHAPTER II REVIEW OF RELATED LITERATURE ..... 7**

    2.1 Definition of Writing ..... 7

    2.2 Concept of Narrative Text ..... 8

        2.2.1 Definition of Narrative Text ..... 8

        2.2.2 Generic Structure of Narrative Text ..... 9

        2.2.3 Language Features of Narrative Text ..... 10

    2.3 Difficulties in Writing ..... 10

    2.4 The Previous Studies ..... 12

**CHAPTER III RESEARCH METHOD ..... 16**

    3.1 Research Design ..... 16

    3.2 Source of Data ..... 16

    3.3 Research Procedure ..... 17

    3.4 Research Instrument ..... 18

    3.5 Data Collection ..... 20

    3.6 Data Analysis ..... 20

    3.7 Validity of the Study ..... 21



**CHAPTER IV FINDING AND DISCUSSION ..... 23**

4.1 Finding ..... 23

4.1.1 Difficulties Faced by Students in Writing English Narrative Text ..... 23

4.1.2 Students' Difficulties in Tenses Use ..... 24

4.1.3 Students' Difficulties in Vocabulary Mastery ..... 26

4.1.4 Students' Difficulties in Organizing Idea ..... 28

4.1.5 Other Strategies Used by Students ..... 30

4.2 Discussion ..... 31

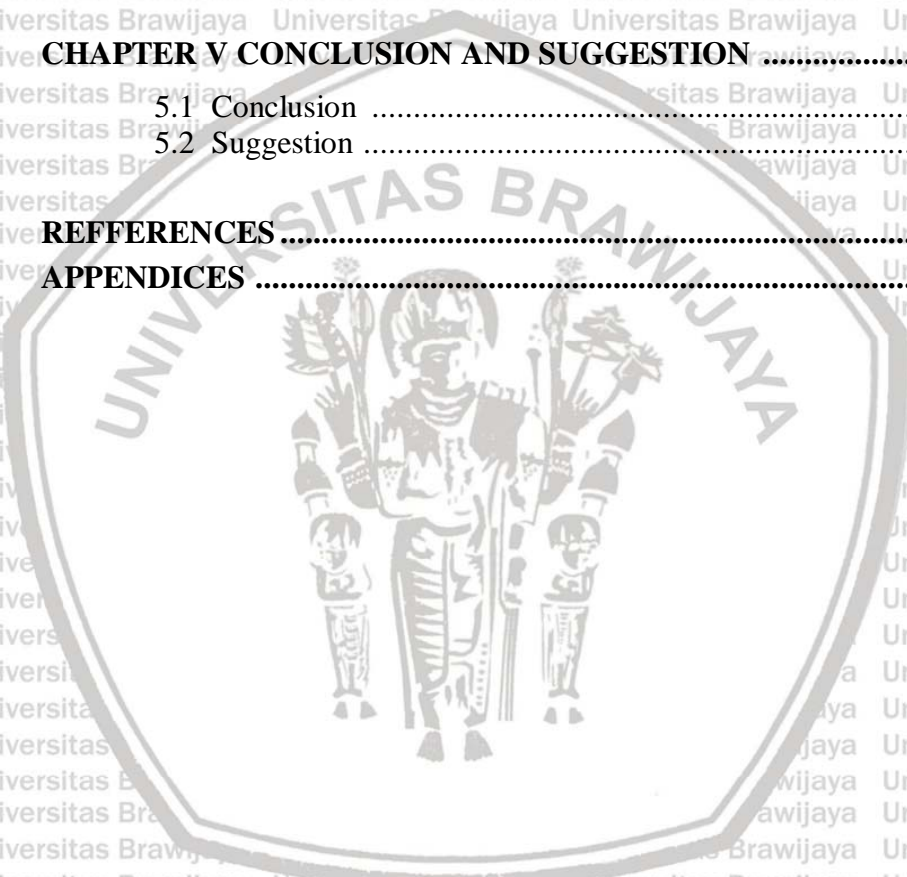
**CHAPTER V CONCLUSION AND SUGGESTION ..... 34**

5.1 Conclusion ..... 34

5.2 Suggestion ..... 35

**REFERENCES ..... 36**

**APPENDICES ..... 39**



## LIST OF APPENDICES

	Pages
Appendix 1. Questionnaire's Blueprint .....	40
Appendix 2. Students' Questionnaire .....	42
Appendix 3. Scoring Rubric of Questionnaire .....	45
Appendix 4. The Result of Students' Questionnaire .....	46
Appendix 5. Surat Keterangan Validasi Instrumen .....	48
Appendix 6. Surat Ijin Penelitian .....	49
Appendix 7. Surat Keterangan Selesai Penelitian .....	53



## LIST OF FIGURES

	Pages
Figure 3.1 Creswell's (2002) Steps of Survey Design.....	17
Figure 4.1 The Average Percentages of Students' Difficulties .....	24



**LIST OF TABLES**

	Pages
Table 3.1 Score of Likert Scale .....	19
Table 4.1 Tenses Items on the Questionnaire .....	26
Table 4.2 Vocabulary Items on the Questionnaire .....	27
Table 4.3 Organizing Idea Items on the Questionnaire .....	29
Table 4.4 Strategies Used Items on the Questionnaire .....	30



## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, problems of the study, purposes of the study, significance of the study, scope, and limitation of the study, and definition of key terms.

#### 1.1 Background of the Study

Writing is one of four basic language skills (reading, listening, writing, and speaking) and it is very important in teaching and learning English. Writing is considered as the most important skill that students require in order to enhance their personal development and academic success (Mukulu et al, 2006). Writing is very helpful for students as an alternative way of expressing their ideas. Brown (2001) states that writing is a process of thinking. This idea is also supported by Nunan (2003), writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statements and paragraphs clearly.

Students often get difficulties when they are asked to write their ideas in English because English in the context is not our first language. Richards (2008) notes that learning to write in either first or second language is one of the most difficult tasks students encounter and one that few people can be said to fully master. Rianto (2017) argued that people can communicate directly in spoken, but in writing, they have to think first about the idea and more attention to the things they write to make understanding. In other words, it needs a lot of learning and practice in writing in order to develop students' writing skills. According to Hughes

(1989), writing involves many aspects such as grammar, vocabulary, spelling, punctuation, organization, and ideas are clearly stated.

The difficulties in writing text should be solved by students and teachers because writing is an important skill and is one of the achievement indicators that should be achieved by students. Hyland (2002) asserts that writing is an activity that must be mastered by the students in order to express their ideas effectively in writing. Moreover, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in composing English written text. By knowing the students' difficulties, it will help the teacher to find the appropriate teaching method to help students to improve their ability in writing.

The researcher conducted the study based on the researcher's experience in teaching practice program (P4). The students faced some difficulties in writing. The researcher asked the students to write a short paragraph. Then, the students spent a lot of time developing their ideas. The students also found difficulty in choosing the words that they were going to use because they lack vocabulary. In fact, some students did not use their own words. They used the same words in the example of a paragraph. Based on that condition, the researcher decided to choose Junior High School students as the subject of the study.

However, learning writing for students of junior high school is one of the important things that have to be done well because English is one of the compulsory subjects that have to be thought for students of the junior high school level. At this level, students have to know about some kinds of text, such as narrative,

explanation, exposition, procedure, and recount text. Among those types of texts, narrative can be the most interesting for the student to study. We can say that since the social function of narrative text itself is to entertain the readers. Based on that fact, the use of narrative text in helping students improve their writing ability can be useful. However, many things must be considered in writing narrative text such as ideas of the story, development of characters and setting, choice of words, grammar, punctuation, spelling, and so on. Some students might have experienced difficulties in writing narrative text. So that the researcher conducting the research about difficulties in writing narrative text.

The researcher conducted this study in junior high school in Blitar. The reason was the students have already learned about narrative text. The other reason was the students in Blitar also faced some difficulties in writing narrative text. It was supported by previous studies. Wahyuni and Badriyah (2014) found that the students had difficulties in narrative text, in understanding the characteristics of the text including the social function, generic structure, and language feature. Besides, there was a previous study from Sulaiman (2017), some students of the researcher got fewer marks than the passing grade. At a glance, it seemed that those who didn't pass found writing difficult in terms of grammar and some others got difficulties in glossaries. From this, it was illustrated that writing is supported by mastery of vocabulary and structure.

In this research, the researcher used a theory by Byrne (1988) who divided the problems that make writing difficult into three categories; they are linguistic difficulty, psychological difficulty, and cognitive difficulty. The researcher would



only focus on linguistic aspect to know the students' difficulties in writing.

Linguistic aspect focuses on grammar, vocabulary, language use, and choice of the sentence (organizing idea) in writing that must have fully monitored. This theory would be used to develop the research instrument.

Considering the difference between the previous studies with the present study, the researcher found the gap that will support the present study. The researcher would use survey design and quantitative as the method of the research, meanwhile, the previous study used a case study with qualitative method in conducting the research about writing difficulties in linguistic aspect. The use of survey and quantitative had a purpose to gain more sample so that could reach a lot of students to be measured their difficulties in writing. Therefore, it became the background of the researcher conducting this research that was about students' difficulties in writing English narrative text.

Based on some consideration above, the researcher intended to do research entitled "Linguistic Difficulties Faced by Junior High School Students in Writing English Narrative Text".

## 1.2 Problem of the Study

Based on the background of the study above, the problem that will be discussed in this research is "What are the linguistic difficulties faced by Junior High School students in writing English narrative text?"

### 1.3 Purpose of the Study

Based on the research questions above, the purpose of this study is “To find out the linguistic difficulties faced by junior high school students in writing English narrative text”.

### 1.4 Significance of the Study

The result of this study is expected to give a contribution to the teaching and learning process of writing text in English.

#### a. For the English Teacher

The researcher hopes that this research can be used to help the teachers to find out the difficulties faced by the students in writing English text. Besides that, the English teacher can make or determine the appropriate strategies and teaching media for future teaching-learning process to improve students' writing ability.

#### b. For future Researchers

The researcher hopes that this research can be used as a reference for future researchers who want to conduct a similar topic in research. This research also can give some information and general guidance for the researcher.

### 1.5 Scope and Limitation of the Study

There are scope and limitation in this research which limited by the researcher:

- a. The subject of this study is to investigate students at three junior high schools in Blitar that involve more or less 180 students in the second grade in academic year 2019/2020.

- b. This research will only focus to find out the difficulties faced by students in writing English narrative text. It was limited to difficulties in linguistic difficulty such as grammar, vocabulary, and organizing ideas.

### 1.6 Definition of Key Terms

There are some key terms used by the researcher in explaining the important terms in this research:

- a. **Writing** is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003).
- b. **Narrative text** is a text that has a purpose to amuse or entertain the reader what happened in the past or with actual or imaginary experience in different ways (Oshimma and Hougue, 2007).
- c. **Linguistic difficulty** is one of the difficulties in writing contains grammar, vocabulary and organizing idea factor. (Byrne,1988)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will focus on the review of related literature about the theories underlying the research. The theories of writing, the general concept of narrative text, difficulties in writing, and the previous studies will be highlighted in this chapter.

#### 2.1 Definition of Writing

The definition of writing is variously stated by some experts. Writing is one way to express ideas, experiences, and feelings in written form. This statement is supported by Finocchiaro (1974), students' should be encouraged to express their ideas, experiences, thoughts, and feeling. Brown (2001) also claimed that writing is a thinking process. Thus, according to Nunan (2003, p.88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Besides, writing can be defined as a process and product skill. According to Harmer (2001, p.25), teaching writing is focusing on the product of the writing process and focusing on the writing itself. Based on Nunan (2003, p.88) the writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Wright (2006) stated that speaking and writing is a productive ability, by the mean people express ideas by producing language in oral form or written form.

However, writing is a complex activity that reflects the writer's communicative skills which are difficult to develop and learn, especially in an EFL context. According to Rao (2007) that EFL writing is useful in two respects, it motivates the students' thinking, organizing ideas, and developing their ability to summarize, analyze, criticize and it strengthens to get learning, thinking, and reflecting on the English language.

In conclusion, writing is a kind of productive skill to express ideas into written forms that involve several processes (imagining, organizing, drafting, editing, reading) done by the writer. Moreover, as EFL learners, the writer should have the capability to make a good text that is appropriate with English writing.

## **2.2 Concept of Narrative Text**

The concept of narrative text includes definition of narrative text, generic structure of narrative text, and language features of narrative text.

### **2.2.1 Definition of Narrative Text**

Narrative text tells a story by representing a sequence of events. According to Anderson (1997) in his book *Text Types in English*, "the narrative text type tells a story to present a view of the world that entertains or informs the reader or listener". It is related to the recount text type. When we write a narrative text, it means we write about events that happen in the past. Based on Oshimma and Hougue (2007) narrative text is a text that has a purpose to amuse or entertain the reader what happened in the past or with actual or imaginary experience in different ways. From the definition above, we can conclude that narrative text is retelling

stories that happen in the past by sequence of events to amuse or entertain the reader.

### 2.2.2 Generic Structure of Narrative Text

Generic structure of a narrative text has been proposed by Anderson and Anderson (1997) consists of:

- a. Orientation: the beginning that talks in general of the story. The readers are introduced to the characters, where and when it happened.
- b. Complication: this part is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise.
- c. Sequence of events/climax: where the narrator tells how the character reacts to the complication. This part includes their feeling and what they do. It makes the story more interesting.
- d. Resolution: it tells about problem-solving. The implication may be resolved for better or worse, but it is rarely left completely unresolved.
- e. Re-orientation: it is an optional closure of event. It usually contains the message or moral value of the story.

Those are the structure of constructing a narrative text. It gives more explanation in order to make the story clear and understandable. A narration has an opening paragraph to introduce a subject, following by telling the problem and having a conclusion at the end of the story.

### 2.2.3 Language Features of Narrative Text

According to Anderson and Anderson (1997), the language features of narrative text are:

- a. Noun, show the specific characters and place in the story
- b. Adjective, that provides accurate descriptions of the characters and settings
- c. Verb, show the action that occurs
- d. Time words, to tell when they occur
- e. Use past tense

The writer has to identify the specific characters, places, and time, in order to make the reader easy to understand the way of the story. Furthermore, there are several kinds of narrative text, such as fables, myths, fairy tales, folktales, etc.

### 2.3 Difficulties in Writing

Writing is an important but difficult skill to acquire. According to Heaton (1991:135), the writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery of grammar but also sharing the information and writing elements. Besides, Richard and Renandya (2010:303) explain that “writing is the most difficult skill for learners to master”. The difficulty is not only in generating and organizing ideas but also in translating the ideas into readable text. In short, writing seems hard to be implemented because of some considerations.

Moreover, Harmer (2001) stated that students can become very frustrated when they do not have the words or the grammar they need to express in writing.

The students also have difficulties when they are asked to write about the topics

that they are not interested in, perhaps in unfamiliar genres and without the necessary information. Writing stimulates students to focus on appropriate language use through what they know in their mind or even consult the dictionary and another reference. It means that writing is not just about an idea but more complex in choosing vocabulary for appropriate structure. It is how the writer presents and expresses their ideas in effective writing.

Byrne (1988) divided the problems that make writing difficult into three categories, those are linguistic difficulty, psychological difficulty, and cognitive difficulty. This study only focuses on the linguistic difficulty, which is following:

a. Grammar

Grammar becomes a very important aspect of writing. A draft will be said a good draft if used correct grammar. It is basic knowledge and an important tool for students to master English. By grammar, students will be able to compose words into meaningful sentences.

b. Vocabulary

Vocabularies become a complex problem, especially in writing. Lack of vocabulary makes students often write an uncommunicative sentences.

Besides, they often choose incorrect words in their composition. By choosing appropriate words, the writer will be able to communicate his/her ideas smoothly.

c. Organizing idea

The students usually face problems in writing process such as how to organize the idea into good sentences. An effective or good paragraph of



text describes all the things in the paragraph logically, clearly, and easy to understand.

#### **2.4 The Previous Studies**

There are some previous studies related to this research in finding students' difficulties in writing English text to support this research. The researcher has three previous studies that have some similarities and differences with this study. The first previous study is Nurhidayah's Thesis (2017) entitled "An Analysis on the Students' Ability in Writing Narrative Text at Grade IX MTs Ali Imron Medan".

The second previous study is written by Ibtisam Ali Hassan Al Badi (2015) entitled "Academic Writing Difficulties of ESL Learners" from 2015 WEI International Academic Conference Proceedings. The third previous study is Aldini Fitri Rianto's Thesis (2017) entitled "A Case Study: Students' Difficulties in Writing Descriptive Text in the First-year Students at SMP Brawijaya Smart School (BSS) Malang".

The first previous study was conducted in grade IX of MTs Ali Imron in the Academic Year 2016/2017. It consists of 15 males and 11 females. Students were the reason why the researcher chose this school because she found the students lack ability to writing narrative text. This research used descriptive quantitative design.

In collecting data, the researcher distributed writing tests of narrative text and used the analytic scoring rubric to know the students' scores. The result of this study showed that students in high level only 19.23% (5 students), while the students in the middle level were 15.39% (4 students), and the students in low level were 65.38% (17 students). In conclusion, the students' ability in writing, especially in writing narrative text still low.

In the second previous study, the subject was 20 postgraduate students of four nationalities studying at a university in Australia. This study aimed to know what are academic writing difficulties encountered by ESL learners and the factors that might cause these difficulties. This study was a small-scale survey and use quantitative method. The researcher used two questionnaires to gather the data for this study. The first questionnaire contains closed questions and the second questionnaire contains open-ended questions just for two subjects. The result of this study suggested that the subjects tend to have similar difficulties in academic writing regardless of their previous additional contexts.

In the last form of third previous study, the subject was 22 students of 7A SMP BSS Malang. This study aimed to find the major difficulty faced by 7A students in writing descriptive text and to find the way that 7A students used to solve the difficulty in writing descriptive text at SMP BSS Malang. This study used a case study as the research design and descriptive qualitative method. The researcher used two instruments to gather the data, which were teacher's interviews, students' questionnaire. The result of this study showed that the major difficulty faced by students was from vocabulary mastery.

Moreover, from those previous studies above there are some gaps that make differentiation with the present study. There are some differences between the first previous study with the present study. First, it was a study to analyze the students' ability in writing narrative text while the present study will describe the difficulties faced by students in writing narrative text. Second, the research instrument used in

the first study is the writing test of narrative test, meanwhile, the present study will use questionnaire to gather the data.

The second previous study also has some differences from the present study.

First, the study focused on the major problem faced in academic writing while the present study focuses on difficulties faced by students in writing narrative text, especially in linguistic aspect. Second, the study was a small-scale survey and used quantitative method while the present study uses a survey design and quantitative method. Then, the difference is on the participant of the study.

Besides, the third previous study also has some differences from the present study. First, the study focused on the difficulties in writing descriptive text while the present study using narrative text. Second, the study used a case study and qualitative while the present study uses a survey study as the research design and quantitative method. Next, the study used interview and questionnaire as instruments, meanwhile the present study only used the questionnaire. The last difference is in the participant of the study.

Considering the difference between the previous studies with the present study, the researcher finds the gap that will support the present study. The researcher will use survey design and quantitative as the method of the research, meanwhile, the previous study used a case study with qualitative method in conducting the research about writing difficulties in linguistic aspect. The use of survey and quantitative has a purpose to gain more sample so that can reach a lot of students to be measured their difficulties in writing. Therefore, it becomes the

background of the researcher conducting this research that is about students' difficulties in writing English narrative text.



## CHAPTER III

### RESEARCH METHOD

This chapter describes the research method which is implemented in the present research. This chapter consists of the research design, source of data, data collection, research instrument, data analysis, and validity of the study.

#### 3.1 Research Design

This study used quantitative research as the method and survey study as the research design. According to Cresswell (2002), survey design in quantitative research display attitudes, opinions, behavior, or characteristics of the population.

The advantage of this method was providing information in a short amount of time both in administering the survey and collecting data. According to Babbie (2007, cited in Cresswell, 2014), the opinion or characteristic are described quantitatively by using questionnaire to generalize the population based on the sample that has been determined. The goal set by the researcher in using descriptive quantitative research was to make a description of the difficulties faced by students in writing English narrative text based on the data. Survey study was considered as an effective research design because the researcher did not have to take much time and deal with the entire population to cope with the data needed. Thus, survey study was used as the design of this research.

#### 3.2 Data and Source of Data

The data used in this research is the result of questionnaire contains self-assessment in writing English narrative text. The purpose of self-assessment of

English writing skills were to find out the most dominant difficulty from linguistic aspect in writing narrative text.

The participants were chosen by using a random sampling technique in which the sample was chosen randomly without considering the categorization of gender. This research would be conducted in three of eleven public junior high schools in Blitar as the sample. Those samples were two classes of MTsN 1 Blitar (IX-9 and IX-10), two classes of MTsN 8 Blitar (IX-C and IX-D), and three classes of MTsN 1 Kota Blitar (IX-A, IX-E and IX-G) consists of 224 students.

Consideration for choosing the schools was randomly and the classes was determined by the teacher.

### 3.3 Research Procedure

In conducting the research, the researcher would be done some procedures.

According to Creswell (2002), there are eight steps in conducting survey research:

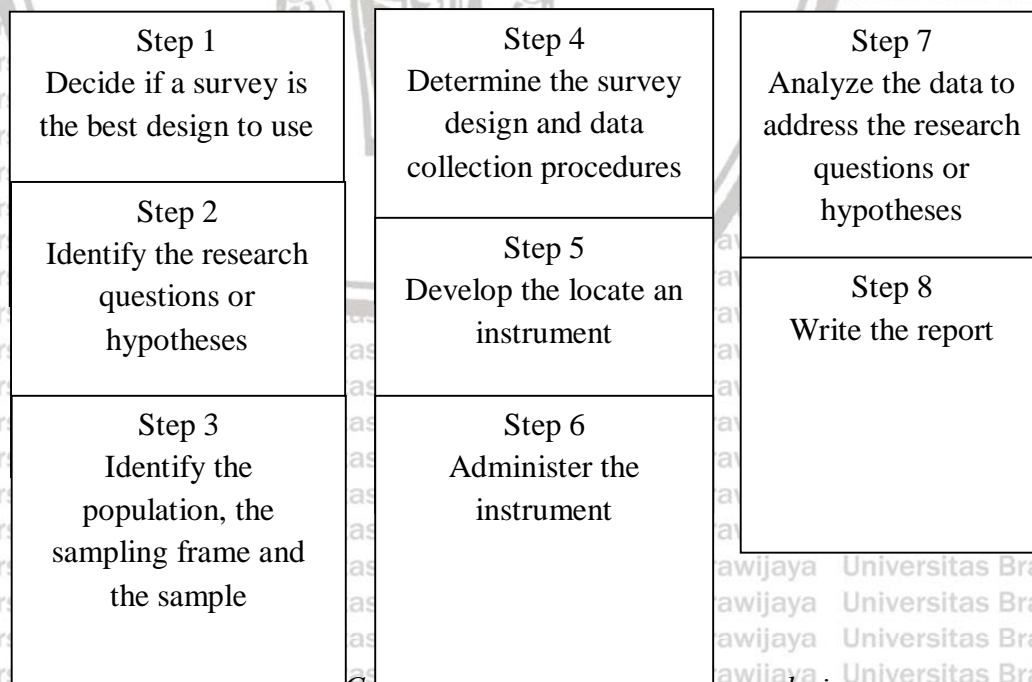


Figure 3.1 Creswell's (2002) steps of survey design

In conducting this research, the researcher developed the instrument and collecting data based on the steps above. The first step was deciding if survey was the best design to use. According to some considerations, survey was the best research design to use in conducting this research. The second step was identifying the research question. As mentioned in chapter one, the research question was: What are the linguistic difficulties faced by Junior High School students in writing English narrative text?

The third step was identifying the population which involves public junior high school in Blitar. The sample was chosen randomly by the researcher. The next step was collecting data through questionnaire which was adapted from some source and validated it to an expert validator. The researcher did not conduct the try-out since this research was conducted in a pandemic situation so that it was difficult to do. After that, the researcher distributing the questionnaire to the students of three junior high schools in Blitar. The next step was analyzing the data.

The researcher analyzed the data using Microsoft excel 2013 program. In the last step, the researcher calculated and concluded all the results in the form of table.

### **3.4 Research Instrument**

The data in this research was collected from questionnaire. This instrument was appropriate for collecting data from the respondent in a short period as stated by Creswell (2000). The questionnaire was developed based on the theory from Byrne (1988) and adopted also adapted from some previous studies. The researcher distributed the questionnaire about self-assessment of writing difficulties in linguistic aspect: grammar (tenses), vocabulary, and organizing idea. The

questionnaire has 18 statements consist of five statements about grammar, five statements about vocabulary, five statements about organizing ideas and three statements about strategies used by the students in learning narrative text (Appendix 2). The questionnaire was translated into Bahasa Indonesia in order to ease the respondents' understanding since the participants were students of junior high school (Appendix 2).

The researcher distributed the questionnaire in form of Google Forms in order to make it easier in collecting the data because the data automatically transformed into Microsoft Excel. The questionnaire used Likert Scale which ranging from Never (N), Rarely (R), Sometimes (S), Often (O), and Always (A).

There was a difference in the calculation of statistical analysis for two kind of statements in questionnaire, which were difficulty statements and strategy statements. For item number 1 up to 12 included in difficulty statements, meanwhile for item number 13 up to 18 included in strategy statements.

**Table 3.1 Score of Likert Scale**

Range	Score for Item 1-12	Score for Item 13-18
Never	5	1
Rarely	4	2
Sometimes	3	3
Often	2	4
Always	1	5



### 3.5 Data Collection

The data of this research was collected by distributing the online questionnaire within October 2020. The link of the questionnaire was sent through the WhatsApp application into the group chat of the sample class of each school.

After the data submitted by the respondents, the researcher downloaded the data from Google form. Then, the researcher calculated the result using Microsoft Excel application.

### 3.6 Data Analysis

After collecting all the data from Google Form, the researcher analyzed the data by using Microsoft Excel 2013. The collected questionnaire was 179 in total. The data was analyzed by doing some steps. The steps were coding the data, statistical analysis, interpreting the result, and reporting findings (Ary et al, 2010).

1. Coding the data: in this step, the researcher converted data into number. The converted data such as coding the item number of the questionnaire and alternative answers of the questionnaire. The respondents' responses in questionnaire were conducted as follows: 1 for never; 2 for rarely; 3 for sometimes; 4 for often; and 5 for always. It was made the process of analysis easier.

2. Statistical analysis: in this step researcher counted each respondents' response.

The researcher calculated the data by using Microsoft Excel 2013. As stated before about the score of each Likert scale, the researcher calculated it by summed up based on the score. For the more clear calculation or scoring rubric of questionnaire, it showed in appendix 3. The researcher also served the total

point into a percentage. Moreover, the researcher calculated the mean score for each statement by dividing the total respondents' score and total answer score.

The highest total point was the most dominant result.

3. Interpreting the results: in this step the researcher served the data result into a diagram and table. The researcher delivered the data results into table to present the total response, total score, and the mean score of each statement based on the difficulty factor.

4. Reporting the findings: the last was the researcher reported the findings. From the diagram and table shown, the researcher descriptively interpreted data.

After that, the findings were discussed with the related theories.

### **3.7 Validity of the Study**

Validity was defined as the quality of an instrument measure what is claimed to measure. Validity means to measure what is intended to be measured (Field, 2005). Measuring validity is important in research because a valid instrument can help to draw meaningful and appropriate interpretations made.

In this study, the researcher applied the questionnaire was adapted from the previous study. The questionnaire was adapted from Rinato's thesis (2017) and Al-Badi's journal (2015). Since that, it was necessary to do the validity instrument to measure the accuracy of the instrument (Blueprint on appendix 1). The researcher did not conduct the try-out since this research was conducted in a pandemic situation so that it was difficult to do. The researcher also changes the language into Indonesian to make the students easier in answering the questionnaire considering the participants were junior high school students. The questionnaire used in the

study was validated by the lecturer who handles the paragraph writing course so that she is considered qualified to validate the questionnaire.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of the finding and discussion of this research. The finding presents the analysis of the data that refers to the research problem. Then, followed by discussion of the finding related to the theoretical framework.

#### 4.1 Finding

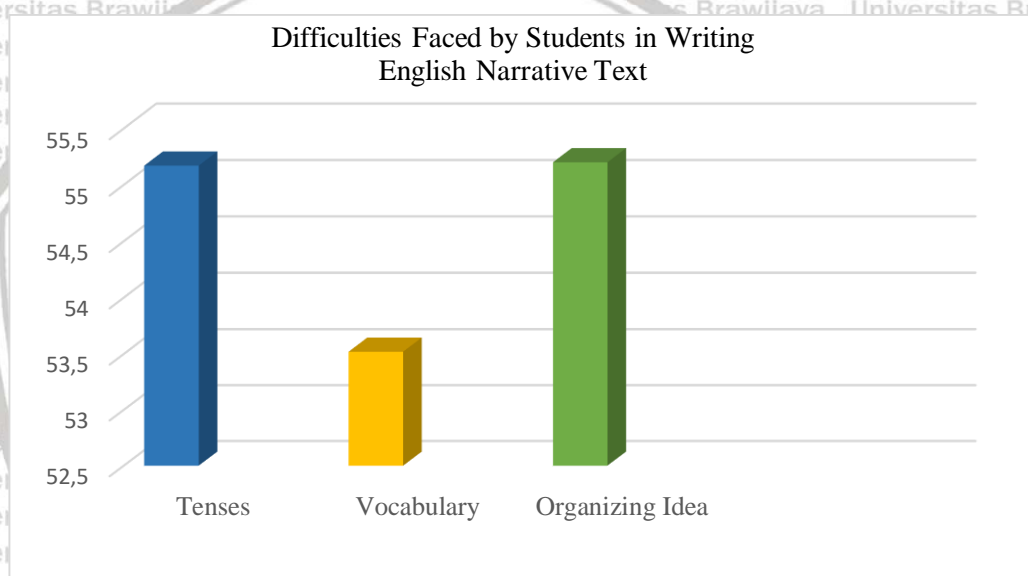
In this section, the researcher would like to describe the data got from the research. Meanwhile, the researcher would answer the research problem. The data was based on the questionnaire responses through Google Form. The research was started on Tuesday, 13<sup>rd</sup> October 2020 until 24<sup>th</sup> October 2020. The questionnaire was distributed to the three Public Junior High School in Blitar, there were MTsN 1 Kota Blitar (IX-A, IX-E, and IX-G), MTsN 1 Blitar (IX-9 and IX-10), and MTsN 8 Blitar (IX-C and IX-D). The questionnaire responses that could be regarded as data were 179 out of 224 respondents. The reason was some students did not fill the questionnaire since the research was conducted online by sharing the link via WhatsApp group. So, the researcher unable to monitor each students to fill the questionnaire even though they were frequently reminded. The analysis of data was presented in the form of table and explained descriptively. The data that had been collected was analyzed by using Microsoft Excel.

##### 4.1.1 Difficulties Faced by Students in Writing English Narrative Text

Based on the research problem, the researcher analyzed the difficulties faced by students in writing English narrative text which focused on the linguistic aspect (tenses use, vocabulary, and organizing idea) by using Microsoft Excel. The

researcher explained the finding divided based on the categories. The following table showed the quantity and the percentage of students' choices based on the statement. The researcher colored the row with a different colors to the statement which is the most difficult thing of each aspect.

Besides, the researcher also provided the result about the average percentages of each difficulty aspect mean score and it was presented in the following diagram:



**Figure 4.1 The Average Percentages of Students' Difficulties**

Based on the diagram above, it showed that the average of each aspect was adjacent. The average of tenses used aspect was 55.17%. The average vocabulary aspect is 53.52%. The last, the average of organizing Idea aspect was 55.20%. For the more detailed result would be explained in the following explanation:

#### **4.1.2 Students' Difficulties in Tenses Use**

The first difficulty was about grammar especially tenses. There are four statements in questionnaire that represent about tenses use in writing English

narrative text, those were statements number 1, 4, 7, and 11. The aim of these statements was to know the frequency of each students dealing with tenses difficulty so that we could find out either tense were the major difficulty in writing English narrative text.

For statement number 1 "*I prepared myself to learn about tenses used in narrative text*", 8 students chose never, 27 students chose rarely, 108 students chose sometimes, 24 students chose often, and 12 students were always preparing themselves to learn about tenses used in narrative text. For statement number 4 "*I could use appropriate tense in writing narrative text*", only 1 student chose never, 37 students chose rarely, 97 students chose sometimes, 24 students chose often, and 6 students chose always. For statement number 7 "*I paid more attention to the grammar (tense) I use in my narrative text*", only 1 student chose never, 40 students chose rarely, 58 students chose sometimes, 53 students chose often, and 27 students chose always. For statement number 10 "*I checked my narrative text to edit the grammar (tenses)*", 3 students chose never, 33 students chose rarely, 52 students chose sometimes, 51 students chose often and 40 students were always checking their narrative text to edit the tenses.

There was a strategy used to overcome the tenses difficulty was included in this questionnaire. It is statement number 13 "*I use grammar book to check things I was not sure about things I wrote*", there were 26 students who never did it, 41 students were rarely, 53 students chose sometimes, 44 students chose often, and 15 students always did it.

Table 4.1 Tenses Items on the Questionnaire

Item No.	N		R		S		O		A		Mean	Point	
	R	%	R	%	R	%	R	%	R	%		T	%
1	8	4,5	27	15,1	108	60,3	24	13,4	12	6,7	3,03	532	59,44
4	1	0,6	37	20,7	97	54,2	38	21,2	6	3,4	3,06	526	58,77
7	1	0,6	40	22,3	58	32,4	53	29,6	27	15,1	3,36	472	52,74
10	3	1,7	33	18,4	52	29,1	51	28,5	40	22,3	3,51	445	49,72
<b>Total Point</b>											<b>1975</b>	<b>55,17</b>	
13	26	14,5	41	22,9	53	29,6	44	24,6	15	8,4	2,89	518	57,88

Based on table 4.1 above, it showed the result in form of percentage to simplify in finding the comparison. The total point of all statements related to tenses difficulty as much as 1975 point or 55.17% in percentage. Among the four statements above, item number 1 had the highest total point, it was about 532 or 59.44%, followed by item number 4 with 58.77%, item number 7 with 52.74%, and item number 10 with 49.72%. It means that the major difficulty faced by students in the tenses use aspect was statement number 1: “*I prepared myself to learn about tenses used in narrative text*”. Then, the students’ preference in using the strategy (statement number 13) in tenses difficulty was 57.9%.

#### 4.1.3 Students’ Difficulties in Vocabulary Mastery

The second difficulty was about vocabulary mastery by students which were reflected in four items on the questionnaire; those were item number 2, 5, 8, and 11. For item number 2 “*I prepared a list of useful vocabulary used in narrative text*”, there were 11 students who chose never, 38 students were rarely, 81 students chose sometimes, 39 students chose often, and 10 students were always prepare. For

statement number 5 *“I could use appropriate adjectives which could describe about particular thing in my narrative text”*, only 2 students chose never, 23 students chose rarely, 94 students chose sometimes, 42 students were often, and 18 students were always. Next, for statement number 8 *“I paid more attention to the vocabularies I chose in my narrative text”*, there were also only 2 students chose never, 23 students chose rarely, 57 students chose sometimes, 68 students were often, and 29 students chose always. The last statement was from number 11 *“I checked my narrative text to revise the vocabularies which was not quite appropriate”*, there were 7 students chose never, 24 students chose rarely, 62 students chose sometimes, 51 students chose often, and 35 students were always checking their narrative text to revise the vocabularies which were not appropriate.

Besides, there was also a strategy used to overcome difficulty in vocabularies was included in this questionnaire. It reflected into statement number 14 *“I used dictionary to check vocabularies I want to use”*, there were 11 students chose never, 18 students chose rarely, 53 students chose sometimes, 60 students were often, and 37 students always did it.

**Table 4.2 Vocabulary Items on the Questionnaire**

Item No.	N		R		S		O		A		Mean	Point	
	R	%	R	%	R	%	R	%	R	%		T	%
2	11	6,1	38	21,2	81	45,3	39	21,8	10	5,6	2,99	538	60,11
5	2	1,1	23	12,8	94	52,5	42	23,5	18	10,1	3,28	486	54,30
8	2	1,1	23	12,8	57	31,8	68	38,0	29	16,2	3,55	438	48,94
11	7	3,9	24	13,4	62	34,6	51	28,5	35	19,6	3,46	454	50,73



Total Point												1916	53,52
14	11	6,1	18	10,1	53	29,6	60	33,5	37	20,7	3,53	631	70,50

Based on table 4.2 above, the researcher got the total of all vocabulary difficulties statements which were 1916 point or 53.52% in percentage. The highest point among the four statements in vocabulary difficulty was item number 2, with 538 points or 60.11%. It means that the major difficulty faced by students in vocabulary aspect was statement number 2: *"I prepared a list of useful vocabulary used in narrative text"*. Then about the other statements, item number 5 had 54.30%, item number 8 had 48.94% and item number 11 had 50.73%. Meanwhile, the students' preference in using the strategy as mentioned in statement number 14 had reached 70.5%.

#### 4.1.4 Students Difficulties in Organizing Idea

The last difficulty was about organizing ideas in good sentences. This aspect was reflected into 4 items on the questionnaire; those are statement number 3, 6, 9, and 12. The first item from the third aspect was item number 3 *"I did brainstorm to write down my ideas related to the topic"*, there were 10 students chose never, 42 students chose rarely, 67 students were sometimes, 55 students chose often, and only five students were always doing it. For statement number 6, *"I could express and wrote well ideas that I think"*, there were only two students chose never, 29 students chose rarely, 82 students chose sometimes, 55 students, were often, and 11 students chose always. For item number 9 *"I paid more attention to the content (ideas and organization) in my narrative text"*, 4 students were never, 26 students chose rarely, 64 students chose sometimes, 51 students chose often, and 34 students

were always. For item number 12 “*I checked my narrative text to revise the content and made my ideas clearer*”, 5 students chose never, 38 students were rarely, 67 students were sometimes, 50 students chose often, and 19 students chose always.

The strategy used in this difficulty reflected into statement number 15 “*I used my background knowledge to help me developed my ideas*”, there were only 2 students were never, 8 students chose rarely, 62 students were sometimes, 66 students were often, and 41 students were always doing it.

**Table 4.3 Organizing Idea Items on the questionnaire**

Item No.	N		R		S		O		A		Mean	Point	
	R	%	R	%	R	%	R	%	R	%		T	%
3	10	5,6	42	23,5	67	37,4	55	30,7	5	2,8	3,02	534	59,66
6	2	1,1	29	16,2	82	45,8	55	30,7	11	6,1	3,36	493	55,08
9	4	2,2	26	14,5	64	35,8	51	28,5	34	19,0	3,47	452	50,50
12	5	2,8	38	21,2	67	37,4	50	27,9	19	10,6	3,22	497	55,53
<b>Total Point</b>											<b>1976</b>	<b>55,20</b>	
15	2	1,1	8	4,5	62	34,6	66	36,9	41	22,9	3,76	673	75,20

In conclusion, the total score based on table 4.3 about the students' difficulties in expressing their idea in writing English narrative text had reach 1976 or 55.20% in percentage. The highest point as the major difficulty came from statement number 3 “*I did brainstorm to write down my ideas related to the topic*”, it had 534 points or 59.66%. While the other statement had 55.08% (statement number 6), 50.50% (statement number 9), and 55.53% (statement number 12).

Then, the strategy used in this difficulty as mentioned in statement number 15 had reach 75.2%. It had the highest score than the strategy in other aspect before.

#### 4.1.5 Other Strategies Used By Students

In addition to the strategy of each aspect that already stated before, three other strategies might be used by students to overcome the difficulties in writing English narrative text. It was reflected into three statements on the questionnaire; those were statement number 16, 17, and 18. The first statement was item number 16 *"I took summary notes about narrative text"*, there were 13 students never did it, 48 students rarely, 84 students chose sometimes, 24 students picked often, and 10 students were always doing it. For item number 17 *"I read widely other narrative text"*, 9 students chose never, 65 students chose rarely, 71 students were sometimes doing it, 28 students were often, and 6 students were always doing it. For the last item number 18 *"I asked for help to the teacher when I found difficulties"*, none of the students were never, 24 students rarely did, 65 students sometimes, 50 students chose often, and 40 students were always doing it.

**Table 4.4 Strategies Used Items on the Questionnaire**

Item No.	N		R		S		O		A		Mean	Point	
	R	%	R	%	R	%	R	%	R	%		T	%
16	13	7,3	48	26,8	84	46,9	24	13,4	10	5,6	2,83	507	56,65
17	9	5,0	65	36,3	71	39,7	28	15,6	6	3,4	2,76	494	55,20
18	0	0,0	24	13,4	65	36,3	50	27,9	40	22,3	3,59	<b>643</b>	<b>71,84</b>
<b>Total Point</b>											<b>1644</b>	<b>61,23</b>	

Based on table 4.4 above, it showed that the total point of those three strategies had reached 1644 point or 61.23%. The most strategy used by students was item number 18 *"I asked for help to the teacher when I found difficulties"*, with 643 total points or 71.84%. It had a considerable difference compared to other

strategies. Meanwhile, strategy number 16 had reached 56.65% and strategy number 17 had reached 55.20%.

#### 4.2 Discussion

This part discussed the finding in the previous sub-chapter about students' difficulties in writing English narrative text. From the finding above, the research had some conclusions to answer the research problem as mentioned in chapter one.

This research was conducted to find out the students' difficulties which focused on the linguistic aspect (tenses, vocabulary, and organizing idea) taken from Byrne (1988). The finding represented the total point of each difficulty's statement.

The first difficulty of linguistic aspect was tenses use. The total point of the tenses factor was 1975 with an average of 55.17%. The highest point came from item number 1. Most of the students rarely prepared themselves to learn about the tenses used in narrative text. Preparing the material before learning would ease for students to understand when the teacher explains. Next, mostly students got confused to decide the appropriate tenses in writing narrative text. Deciding which tenses to use before writing was important to know the kind of text. Parrott (2010) stated that "some learners find choosing between the tenses is difficult because their language does not make this kind of distinction". Additionally, since English tenses are related to the change of verbs which does not exist in the Indonesian language, it was in line with statement "use of verb forms is one of the two or three most difficult areas for English language learners to master" (Cowen, 2008). Also, half of the students used the grammar book to check their tenses used.

The next difficulty was from vocabulary factor. The total point of the vocabulary factor was 1916 with an average of 53.52%. The highest point was statement number 2. Mostly students rarely prepared a list of useful vocabulary used in writing narrative text. Narrative text has some language features that show their characteristic as like time signal, past verb, and adjective. Then, they also had difficulty in using the appropriate words in their writing. These difficulties happened to the students because of their lack of vocabulary. Thornburry (2002) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Because of that, vocabulary mastery becomes an important thing to make good writing. It is supported by Schmitt and Mc Carthey (1997) that “the more students have stock of words use in a language, the better it will make their performance. To overcome these difficulties, mostly students used the dictionary to check the vocabularies that they used.”

The last difficulty was from organizing idea factor. The total point of the organizing idea factor was 1976 with an average of 55.20%. The highest point was statement number 3. Organize the idea into good sentences will ease to understand of the content of the text. Most of the students got difficulty organizing ideas because they rarely brainstormed to write down their idea. They had an idea but got confused to express it. Whitaker (2009) stated that “the first attempt to organize a good writing is in how well they express their ideas”. Despite narrative text has a clear generic structure, sometimes they got confused to determine which sentence was in generic structure. Langan (2013) describes that “people have to be sure that

the text logically organized then it makes their readers can easily follow the ideas”.

Besides, most students used their background knowledge to handle this difficulty.

Besides the factors of writing difficulties above, the researcher also included three general strategies that might be used by students to overcome their problem.

The result was most the students were asking for help from the teacher when they found difficulties. That was the most efficient way according to the students since most of the students did it. Then the two other strategies had the lower point than this and It has a clear difference average. Takes summary notes about and read widely other narrative text also very helpful for students in making good narrative text.

Based on several factors discussed above, this present study revealed that organizing idea and tenses factor had a similar difficulty as the highest difficulty factor faced by students in writing English narrative text. Besides, it can be concluded that there was a difference found between this present study and the previous study. It was different from Rianto (2017) the main difficulty faced by students was vocabulary factor. From the result, teacher can more focus to overcome the difficulty while teaching. The teacher can use the appropriate teaching media considering the students' difficulty.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion was gotten from the result of the study and the suggestion is the recommendation from the researcher.

#### 5.1 Conclusion

This study was aimed to know the linguistic difficulties faced by students in writing English narrative text. As stated before, the highest total point in the three difficulties statements was the most dominant factor. Based on several factors discussed above, it can be concluded from those three factors that the most dominant was organizing idea difficulty (55.20%), followed by tenses difficulty (55.17%) and the last was vocabulary difficulty (53.52%). Those three difficult factor had a significant difference in total point. Meanwhile, the highest point among 18 statements was item number 2 from vocabulary factor. It means that the students had difficulty caused by a lack of vocabulary.

The three difficult factor of linguistic aspect affected the foreign students to make good writing. First, tenses indicated the time at which something happened. Improper usages of tenses could lead to confusion and misinterpretation of the text or story. Second, a good vocabulary can help the students deliver what they mean. Moreover, Being able to choose the proper words in writing also helps the reader envision what you are describing. The last was about organizing ideas well. The way the students structured their writing help the reader draw connection

between paragraphs. Without a clear organizational pattern, the reader could become confused and lose interest.

## 5.2 Suggestion

Based on the conclusion above, the researcher offers some suggestions that hopefully can give constructive ideas for the reader especially English teacher, the students, and future researcher.

### 1. For the English Teacher

The researcher suggests that the teacher should be more creative to deliver the material especially against the students' difficulty in writing English text. Not only the way to organize the idea well but also the strategy to memorize the tenses used appropriate with the kind of text and increase their vocabulary mastery. The teacher may use teaching media such as ICT media in the teaching-learning process.

### 2. For Future Researcher

The last, the researcher suggests the future research needs to elaborate more on the instrument and also explore more about students' difficulties in writing English text. Since this study only focused on the students' side, maybe it will be more interesting if further research also explores more on the teachers' side. It also better for the future researcher to conduct a study using qualitative method to know more detail about their difficulties. Besides, another possible alternative for further researcher conducts a study about the strategy, methodology or media to increase writing ability especially for EFL learners. Therefore this study will be such a reference for the future researchers.



## REFERENCES

- Al-Badi, I.A.H. (2015). Proceedings from the 2015 WEI International Academic Conference: *Academic Writing Difficulties of ESL Learners*. Barcelona, Spain.
- Anderson, Mark, and Kathy Anderson. 1997. Text Types in English. Australia: Macmillan
- Ary, D., Jacobs, C. L., & Sorensen, K. C. (2010). *Introduction to Research in Education* (8<sup>th</sup> Ed). United State of America: Wadsworth-Cengage learning
- Brown, H D. 2001. Principles of Language Learning Teaching. New York: Pearson Education, Inc.
- Byrne, D. (1988). Teaching Writing Skills. London: Longman Press.
- Cowen, R. (2008). *The Teacher's Grammar of English: A Course Book and Reference Guide*. New York: Cambridge University Press.
- Creswell, John W. 2014. *Research Design: qualitative, quantitative, and mixed methods approaches-4<sup>th</sup> ed*. Thousand Oaks, California: SAGE
- Field, A. P. 2005. Discovering Statistics Using SPSS, Sage Publications Inc.
- Finocchiaro, Mary. 1974. English as a Second Language. New York: Regent Publishing Company
- Hanafi, M. (2018) *An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018*. Skripsi, Tarbiyah Dan Keguruan.
- Harmer, J. (2001). The Practice of English Language Teaching (3rd Edition ed.). Pearson Education Ltd.

Heaton, J. B. 1991. *Writing English Language Test*. Longman: United Kingdom.

Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press. s

Hyland, K. (2002). *Teaching and researching writing*. Harlow: Longman.

Laksana, R. C. (2017). *A Survey Study of Gamers' Vocabulary Learning Strategies in Simulation Video Game*. Malang: Brawijaya University

Langan, J. (2013). *Language Skills*. New York: Mc Graw-Hill

Mukulu, E., Indangasi, H., Mwangi, P., Gecaga, C. & Okanga, N. (2006.) *KCSE revision English*. Nairobi. Kenya Literature Bureau.

Nunan, D. (2003). *Practical English Language teaching*. New York: Mc Graw-Hill, p. 88

Nurhidayah. (2017). *An Analysis on the Students' Ability in Writing Narrative Text at Grade IX MTs Ali Imron Medan*. Skripsi. Medan: UIN Sumatra utara

Oshima, A., & Houge, A. (1998). *Writing Academic English*. (third edition). London: Longman

Parrot, M. (2010). *Grammar for English language teachers*. Great Clarendon Street: Cambridge University Press.

Perutz, V. (2010). *A Helpful Guide to Essay Writing*. United Kingdom: Anglia Ruskin University

Rao, Z. (2007). *Training in brainstorming and developing writing skills*. ETL Journal, 61(2), 44-51.

Rianto, A. F. (2017). *A Case Study: Students' Difficulties in Writing Descriptive Text in the First-Year Students at SMP Brawijaya Smart School (BSS) Malang*. Malang: Brawijaya University

Richard, Jack C. 2010. *Second Language Writing*. Cambridge: Cambridge University Press.

Richards, J.C (2008). *Second language teacher education today*. RELC Journal, Vol. 39, 158-177.

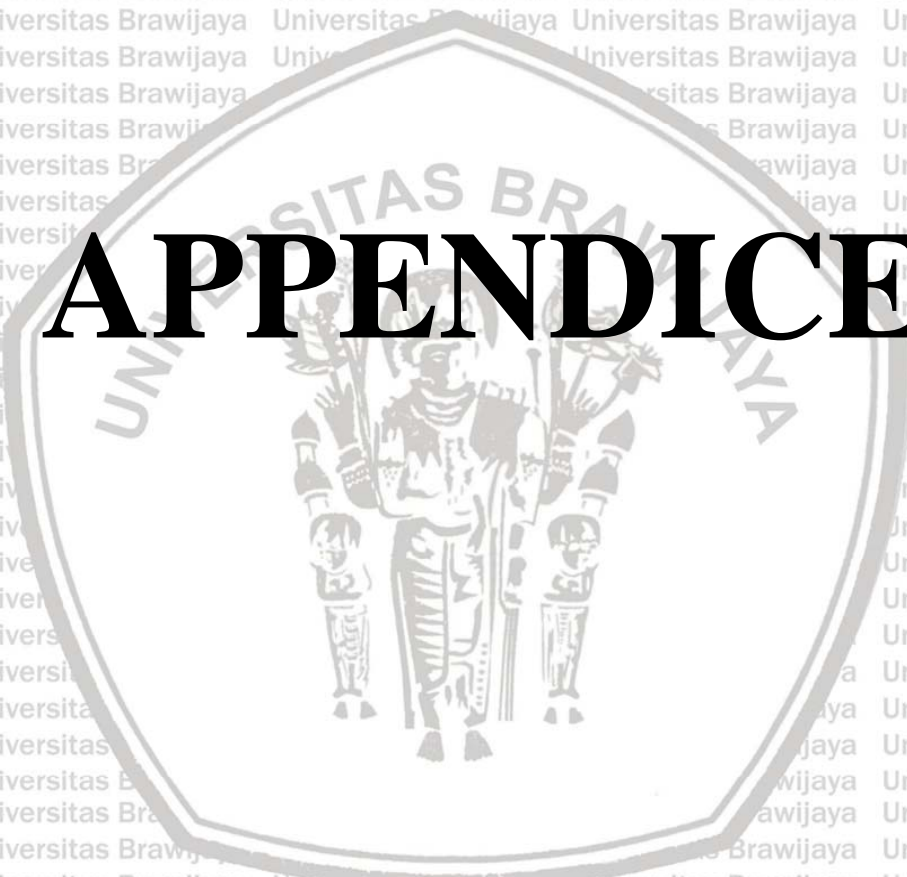
Schmitt, N. & Mc Carthey, M. (1997). *Vocabulary in language teaching*, New York: Cambrige University Press

Sulaiman (2017). *Improving Students' Achievement in Writing Narrative Text Through Modelling Technique in the Second Semester of the Eight-Year Students of Public Juinor High School 2 Blitar*. International Research-Based Education Journal, Vol. 1 No. 1

Thornbury, Scott. (2002). *How to teach vocabulary*. Cambridge: Pearson Longman

Wahyuni, S. & Badriyah, L. (2015). *Using Think Pair Share Method to Improve the Reading Skill on Narrative Text of the Students of MTsN Kunir Blitar*. Realita Vol. 13 No. 1. Kediri: STAIN Kediri

# APPENDICES



### APPENDIX 1. Questionnaire's Blueprint

Dimension	Objective	Indicator	Number of Statement	Total
Grammar uses in narrative text	To know the students' understanding in using the right tenses in writing narrative text	Students use the right tenses (simple past tense)	1, 4, 7, 10, 13	5
Vocabularies use narrative text	To know the students' vocabulary mastery in writing narrative text	Students use the appropriate vocabulary in writing narrative text	2, 5, 8, 11, 14	5
Generic structures of narrative text (express and organize their ideas)	To know the students' writing ability to organize ideas based on the generic structure of narrative text (how students express and organize their ideas)	Students write a good narrative text based on its generic structure	3, 6, 9, 12, 15	5
Strategies use in writing narrative text	To know the students' way to solve their difficulties in writing narrative text	Students use any strategies to make a good narrative text	16, 17, 18	3

No.	Statements	Information	
1.	I prepared myself to learn about tenses used in narrative text	Aldini Fitri Rianto, 2017	Adapt
2.	I prepared a list of useful vocabulary used in narrative text	Aldini Fitri Rianto, 2017	Adapt
3.	I did brainstorm to write down my ideas related to the topic	Ibtisam Ali Hassan Al Badi, 2015	Adapt
4.	I could use appropriate tense in writing narrative text	Aldini Fitri Rianto, 2017	Adapt

5.	I could use appropriate adjectives which could describe about particular thing in my narrative text	Aldini Fitri Rianto, 2017	Adapt
6.	I could express and wrote well ideas that I think	Researcher	
7.	I paid more attention to the grammar (tenses) I use in my narrative text	Ibtisam Ali Hassan Al Badi, 2015	Adapt
8.	I paid more attention to the vocabularies I chose in my narrative text	Ibtisam Ali Hassan Al Badi, 2015	Adapt
9.	I paid more attention to the content (ideas and organization) in my narrative text	Ibtisam Ali Hassan Al Badi, 2015	Adapt
10.	I checked my narrative text to edit the grammar (tenses)	Ibtisam Ali Hassan Al Badi, 2015	Adapt
11.	I checked my narrative text to revise the vocabularies which was not quite appropriate	Ibtisam Ali Hassan Al Badi, 2015	Adapt
12.	I checked my narrative text to revise the content and made my ideas clearer	Ibtisam Ali Hassan Al Badi, 2015	Adapt
13.	I used grammar book to check things I was not sure about things I wrote	Marquette University, ESLP 82 Questionnaire, 2008	Adopt
14.	I used dictionary to check vocabularies I want to used	Marquette University, ESLP 82 Questionnaire, 2008	Adapt
15.	I used my background knowledge to help me developed my ideas	Marquette University, ESLP 82 Questionnaire, 2008	Adopt
16.	I took summary notes about narrative text	Researcher	
17.	I read widely other narrative text	Researcher	
18.	I asked for help to the teacher when I found difficulties	Researcher	

## APPENDIX 2. Students' Questionnaire

For each item, the participants can indicate one of four responses:

1: Never/Tidak pernah

4: Often/Sering

2: Rarely/Jarang

5: Always/Selalu

3: Sometimes/Kadang-kadang

### 1. English Version

No.	Statements	1	2	3	4	5
1.	I prepared myself to learn about tenses used in narrative text					
2.	I prepared a list of useful vocabulary used in narrative text					
3.	I did brainstorm to write down my ideas related to the topic					
4.	I could use appropriate tense in writing narrative text					
5.	I could use appropriate adjectives which could describe about particular thing in my narrative text					
6.	I could express and wrote well ideas that I think					
7.	I paid more attention to the grammar (tenses) I use in my narrative text					
8.	I paid more attention to the vocabularies I chose in my narrative text					
9.	I paid more attention to the content (ideas and organization) in my narrative text					
10.	I checked my narrative text to edit the grammar (tenses)					
11.	I checked my narrative text to revise the vocabularies which was not quite appropriate					

12.	I checked my narrative text to revise the content and made my ideas clearer					
13.	I used grammar book to check things I was not sure about things I wrote					
14.	I used dictionary to check vocabularies I want to used					
15.	I used my background knowledge to help me developed my ideas					
16.	I took summary notes about narrative text					
17.	I read widely other narrative text					
18.	I asked for help to the teacher when I found difficulties					

## 2. Indonesian Version

No.	Pernyataan	1	2	3	4	5
1.	Saya menyiapkan diri untuk mempelajari tata bahasa (tense) yang digunakan dalam teks naratif					
2.	Saya menyiapkan daftar kosakata yang digunakan dalam teks naratif					
3.	Saya bertukar pikiran untuk menulis ide saya yang berkaitan dengan topik					
4.	Saya dapat menggunakan tata bahasa yang tepat dalam menulis teks naratif					
5.	Saya dapat menggunakan kata sifat yang tepat yang dapat menjelaskan hal tertentu pada teks naratif					



6.	Saya dapat menyatakan dan menulis dengan baik ide yang saya pikirkan				
7.	Saya memperhatikan dengan seksama tata bahasa (tense) yang saya gunakan dalam teks naratif				
8.	Saya memperhatikan dengan seksama kosa kata yang saya pilih dalam teks naratif				
9.	Saya memperhatikan dengan seksama pada isi (ide dan penyusunannya) dalam teks naratif saya				
10.	Saya mengecek teks naratif saya untuk memperbaiki tata bahasanya				
11.	Saya mengecek teks naratif saya untuk merevisi kosa kata yang tidak cukup sesuai				
12.	Saya mengecek teks naratif saya untuk merevisi isi dan membuat ide saya lebih jelas				
13.	Saya menggunakan buku tata bahasa untuk mengecek tulisan saya yang tidak yakin kebenarannya				
14.	Saya menggunakan kamus untuk mengecek kosakata yang ingin digunakan				
15.	Saya menggunakan pengetahuan saya untuk membantu mengembangkan ide				
16.	Saya membuat ringkasan tentang naratif teks				
17.	Saya membaca banyak teks naratif lain				
18.	Saya bertanya pada guru ketika saya menemukan kesulitan				

### APPENDIX 3. Scoring Rubric of Questionnaire

- **Table Score of Likert Scale**

Range	Score for Item 1-12	Score for Item 13-18
Never	5	1
Rarely	4	2
Sometimes	3	3
Often	2	4
Always	1	5

- **The Calculation for statement number 1 – 12**

- Ex. Item number 1: 8 never, 27 rarely, 108 sometimes, 24 often, and 12 always.
- The count:  $(8 \times 5) + (27 \times 4) + (108 \times 3) + (24 \times 2) + (12 \times 1) = 532$  points.

- **The calculation for statement number 13 – 18**

- Ex. Item number 13: 26 never, 41 rarely, 53 sometimes, 44 often, and 15 always.
- The count:  $(26 \times 1) + (41 \times 2) + (53 \times 3) + (44 \times 4) + (15 \times 5) = 518$  points.

- **The Percentage**

The formula:  $x = \frac{\text{total point}}{\text{maximum point}} \times 100$


## APPENDIX 4. The Result of Students' Questionnaire

### 1. The Total Response and Percentages Based on the Answer Options

Statement No.	N		R		S		O		A		Total
	R	%	R	%	R	%	R	%	R	%	
1	8	4,5	27	15,1	108	60,3	24	13,4	12	6,7	179
2	11	6,1	38	21,2	81	45,3	39	21,8	10	5,6	179
3	10	5,6	42	23,5	67	37,4	55	30,7	5	2,8	179
4	1	0,6	37	20,7	97	54,2	38	21,2	6	3,4	179
5	2	1,1	23	12,8	94	52,5	42	23,5	18	10,1	179
6	2	1,1	29	16,2	82	45,8	55	30,7	11	6,1	179
7	1	0,6	40	22,3	58	32,4	53	29,6	27	15,1	179
8	2	1,1	23	12,8	57	31,8	68	38,0	29	16,2	179
9	4	2,2	26	14,5	64	35,8	51	28,5	34	19,0	179
10	3	1,7	33	18,4	52	29,1	51	28,5	40	22,3	179
11	7	3,9	24	13,4	62	34,6	51	28,5	35	19,6	179
12	5	2,8	38	21,2	67	37,4	50	27,9	19	10,6	179
13	26	14,5	41	22,9	53	29,6	44	24,6	15	8,4	179
14	11	6,1	18	10,1	53	29,6	60	33,5	37	20,7	179
15	2	1,1	8	4,5	62	34,6	66	36,9	41	22,9	179
16	13	7,3	48	26,8	84	46,9	24	13,4	10	5,6	179
17	9	5,0	65	36,3	71	39,7	28	15,6	6	3,4	179
18	0	0,0	24	13,4	65	36,3	50	27,9	40	22,3	179

 : Tenses Factor

 : Vocabulary Factor


 : Organizing Idea Factor

 : Strategy Used

## 2. The Total Score Based on the Answer Options on Each Statement

Statement No.	Mean	N	R	S	O	A	Total Score	
							T	%
1	3,03	8	54	324	96	60	532	59,44
2	2,99	11	76	243	156	50	538	60,11
3	3,02	10	84	201	220	25	534	59,66
4	3,06	1	74	291	152	30	526	58,77
5	3,28	2	46	282	168	90	486	54,30
6	3,36	2	78	246	220	55	493	55,08
7	3,36	1	80	174	212	135	472	52,74
8	3,55	2	46	171	272	145	438	48,94
9	3,47	4	52	192	204	170	452	50,50
10	3,51	3	66	156	204	200	445	49,72
11	3,46	7	48	186	204	175	454	50,73
12	3,22	5	76	201	200	95	497	55,53
13	2,89	26	82	159	176	75	518	57,88
14	3,53	11	36	159	240	185	631	70,50
15	3,76	2	16	186	264	205	673	75,20
16	2,83	13	96	252	96	50	507	56,65
17	2,76	9	130	213	112	30	494	55,20
18	3,59	0	48	195	200	200	643	71,84

 : Tenses Factor

 : Vocabulary Factor

 : Organizing Idea Factor

 : Strategy Used

## APPENDIX 5. Surat Keterangan Validasi Instrumen



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA**

Jalan Veteran Malang 65145 Indonesia  
Telp. (0341) 575875 Fax. (0341) 575822  
E-mail: fib\_ub@ub.ac.id http://www.fib.ub.ac.id

Malang, 26 September 2020

Hal : Surat Keterangan Validasi Instrumen

Berdasarkan surat permohonan instrumen yang diajukan mahasiswa:

Nama : Main Nihatul Husna  
NIM : 165110501111050  
Program Studi : Pendidikan Bahasa Inggris  
Judul : **“Difficulties Faced by Students in Writing English Narrative Text  
at the Second Year Students of Junior High School in Blitar”**

Setelah dilakukan analisis yang mendalam dan revisi ataupun saran seperlunya maka saya selaku *expert judgement* atau validator yang ditunjuk, dengan ini menyatakan bahwa instrument tersebut valid dan layak untuk penelitian.

Demikian surat pernyataan ini dibuat agar digunakan sebagaimana mestinya.

Malang, 26 September 2020  
Validator

**Devinta Puspita Ratri, M.Pd**  
NIP. 2012018605072000



## APPENDIX 6. Surat Ijin Penelitian

### 1. MTsN 1 Blitar



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia,  
Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : fib\_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : 2079/UN10.F12/PN/2020  
Lampiran : 1 (satu) lembar  
Hal : Permohonan Ijin Penelitian

30 SEP 2020

Yth. MTsN 1 BLITAR  
Jalan Ponpes Al Kamal Kunir Wonodadi Blitar

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Main Nihayatul Husna  
NIM : 165110501111050  
Semester : Sembilan (IX)  
Program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian di MTsN 1 BLITAR, pada tanggal 1-31 Oktober 2020, dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

DIFFICULTIES FACED BY STUDENTS IN WRITING ENGLISH NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL IN BLITAR

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Dr. Agus Suman, SE., DEA,  
NIP. 196006151987011001

## 2. MTsN 8 Blitar



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA  
Jalan Veteran Malang 65145, Indonesia,  
Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : fib\_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : 2080/UN10.F12/PN/2020  
Lampiran : 1 (satu) lembar  
Hal : Permohonan Ijin Penelitian

30 SEP 2020

Yth. MTsN 8 BLITAR  
Jalan Raya Jambewangi Selopuro Blitar

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:


Nama : Main Nihayatul Husna  
NIM : 165110501111050  
Semester : Sembilan (IX)  
Program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian di MTsN 8 BLITAR, pada tanggal 1-31 Oktober 2020, dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

DIFFICULTIES FACED BY STUDENTS IN WRITING ENGLISH NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL IN BLITAR

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

  
 Dekan  
 Universitas Brawijaya  
 Fakultas Ilmu Budaya  
 Prof. Dr. Agus Suman, SE., DEA  
 NIP 196006151987011001

### 3. MTsN 1 Kota Blitar



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA  
Jalan Veteran Malang 65145, Indonesia,  
Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : fib\_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : 2678/UN10.F12/PN/2020  
Lampiran : 1 (satu) lembar  
Hal : Permohonan Ijin Penelitian

30 SEP 2020

Yth. MTsN 1 Kota BLITAR  
Jalan Cemara Gg. X No. 83, Karang Sari, Sukorejo, Kota Blitar

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:


Nama : Main Nihayatul Husna  
NIM : 165110501111050  
Semester : Sembilan (IX)  
Program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian di MTsN 1 Kota BLITAR, pada tanggal 1-31 Oktober 2020, dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

DIFFICULTIES FACED BY STUDENTS IN WRITING ENGLISH NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL IN BLITAR

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,  
  
Prof. Dr. Agus Suman, SE., DEA  
NIP. 196906151987011001



## 4. Lampiran

## Surat Pernyataan

Yang bertandatangan di bawah ini,

Nama : Main Nihayatul Husna  
 NIM : 165110501111050  
 Semester : Sembilan (IX)  
 Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

**DIFFICULTIES FACED BY STUDENTS IN WRITING ENGLISH NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL IN BLITAR**

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Mengetahui,  
 Pembimbing Skripsi



Dra. H. Jemberita Ida Rahmiati, M.Pd.  
 NIP. 195604261982032001

30 September 2020



Mengetahui,  
 NIM. 165110501111050

## APPENDIX 7. Surat Keterangan Selesai Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN BLITAR  
MADRASAH TSANAWIYAH NEGERI 8 BLITAR  
Ds. Jambewangi Kec.Selopuro Kab.Blitar 66185 NSM. 121135050005 NPSN. 20581075  
Terakreditasi : A  
Telp. ☎ (0342) 693473 E-mail : [mlsnjambewangi85@gmail.com](mailto:mlsnjambewangi85@gmail.com)

### SURAT KETERANGAN SELESAI PENELITIAN

Nomor : B-652Mts.13.31.08/ TL.00/11/2020

Yang bertanda tangan dibawah ini:

Nama : Drs. Boimin, M.Pd  
NIP : 19650717199203 1 004  
Jabatan : Kepala MTsN 8 Blitar  
Unit kerja : MTsN 8 Blitar Selopuro Blitar

Menerangkan dengan sesungguhnya bahwa:

Nama : Main Nihayatul Husna  
Alamat : Dsn. Kuwut RT. 03 RW. 07 Ds. Kemloko Kec. Nglegok Kab. Blitar  
NIM : 165110501111050  
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di MTsN 8 Blitar mulai tanggal 1 s/d 31 Oktober 2020, untuk memperoleh data guna menyelesaikan tugas akhir dengan judul *"Difficulties Faced By Students In Writing English Narrative Text At The Second Year Students Of Junior High School In Blitar"*.

Demikian surat keterangan selesai penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Blitar, 6 November 2020  
Kepala Madrasah

  
Drs. Boimin, M.Pd  
NIP. 19650717199203 1 004