

**AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY TO  
WRITE NARRATIVE TEXT AT SMAN 7 PADANG**

**THESIS**



**BY**

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BUNG HATTA UNIVERSITY  
PADANG  
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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English  
Department the Faculty of Teacher Training and Education  
Bung Hatta University*



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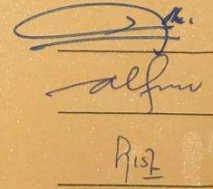
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The image shows three handwritten signatures in blue ink, each written over a horizontal line. The first signature is at the top, the second in the middle, and the third at the bottom.

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Padang, 8 September 2025

The Researcher

Edrea Jihan Fadillah

## ABSTRACT

*Fadillah, E. J. (2025) "An Analysis of the Eleventh-Grade Students' Ability to Write Narrative Text at SMAN 7 Padang".*

Advisor : Dra. Lisa Tavriyanti, M. Pd.

The purpose of this research is to describe the eleventh-grade students' ability to write narrative text at SMAN 7 Padang. The researcher wanted to describe the students' ability in writing the content, orientation, complication, resolution, re-orientation, the language feature, and the correct mechanics. The design of this research was descriptive research. The population of this research was the eleventh grade students at SMAN 7 Padang. Cluster random sampling was used in this research and the number of samples was 36 students. The instrument for collecting the data in this research was writing test. The researcher used types of topics that can stimulate students to write a narrative text. The researcher also used inter-rater technique to know the reliability of the test. The correlation coefficient of the test is 0.89.

In general, the result of this research showed that the eleventh grade students' ability in writing narrative text was high. It was proved that 35 students (97.2%) had high ability in writing a narrative text. In detail, the students' ability in writing the content was high. It was proved that 36 students (100%) had high ability in writing the content. The students' ability in writing the orientation was high. It was proved that 33 students (91.6%) had high ability in writing the orientation. The students' ability in writing the complication was high. It was proved that 32 students (88.8%) had high ability in writing the complication. The students' ability in writing the resolution was high. It was proved that 25 students (69.5%) had high ability in writing the resolution. The students' ability in writing the re-orientation was low. It was proved that 33 students (91.6%) had low ability in writing the re-orientation. The students' ability to use the language features was high. It was proved that 33 students (91.6%) had high ability to use the language features. The students' ability to use the correct mechanics was high. It was proved that 27 students (75%) had high ability to use the correct mechanics.

Based on the result of this research, it can be concluded that eleventh grade students' ability to write narrative text at SMAN 7 Padang was high, since students' ability in writing content, orientation, complication, resolution, language features, and mechanics was high. The researcher suggests that teachers must give more exercise in one low aspect of students in writing re-orientation. Teachers are also advised to review and explain the narrative text, especially for students with low ability to write narrative text. For students who had high ability, the researcher suggests that they can maintain their ability to write narrative text. Students with low abilities, are expected to learn more about narrative text and should pay attention to the teacher's explanations to improve their abilities. The researcher suggests the future researcher to investigate students' ability in writing other genres.

***Keywords: writing, ability, narrative text.***



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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms.

### **1.1 The Background of the Problem**

English is a compulsory subject that must be mastered by students at various levels of education, including in Indonesia. According to Brown (2000), four types of proficiency skills have to be learned by students in learning English: listening, speaking, reading, and writing. These four skills really support students to master English easily. Among the four language skills, writing is one of the four language skills which is very important to learn.

Writing is regarded as one of the useful abilities in the English language. Purnamasari et al., (2021) state that writing is an English language skill that the students must learn because writing activity can improve their thinking skills and help them to develop other language skills. In line with that, writing plays an important role in fostering the learning of a language. As a productive language skill, writing involves several aspects of language such as words, sentences, and long pieces of writing to communicate.

According to Putri (2024), writing functions as one medium of communication that can help us to have good socialization, can express our ideas, feelings, and our opinions so that we can have a good interaction with our society. The purpose of writing is to articulate thoughts, ideas, and emotions through the

written word (Kristiawan et al., 2020). This means that writing not only functions as a means of conveying information, but also as a medium for self-expression. Through writing, a person can express logical thoughts, creative ideas, and feelings that may be difficult to express verbally. This function makes writing an important activity in various contexts, both personal and academic.

Writing is taught at SMAN 7 Padang. In this skill, students learned various text types, such as narrative text, descriptive text, recount text, procedural text, report text, review text, and expository text (English syllabus at SMAN 7 Padang). Perdiana (2022) states that a narrative is a piece of writing that presents an event or series of events that did not actually occur but is the author's creation (writer). The purpose of every story told in writing is to amuse and entertain the reader or listener.

Based on the results of interviews with an English teacher at SMAN 7 Padang on June 2, it was found that a significant number of eleventh-grade students struggle with writing narrative text. The students did not know the right generic structure of narrative text. They had difficulties in applying grammar rules correctly. They had difficulty getting an idea to begin a story and they did not know how to determine a clear plot of the story.

Based on the description above, the researcher was interested in conducting a research entitled “An Analysis of the Eleventh-Grade Students’ Ability to Write Narrative Text at SMAN 7 Padang”. She wanted to describe scientifically the students’ ability in writing narrative text. Hopefully, the results of this research will give meaningful benefits to education.



## **1.2 The Identification of the Problem**

A narrative is a type of fictional writing in which the author presents an event or numerous events that befell a character or group of characters as though the reader were actually living among the main characters (Rosyadi et al., 2023). There are many types of narrative text that common narrative text writing can be imaginary, factual or a combination of both, they may includes; fairytales, legends, fables, myths, romances, science fictions, and short stories.

The structure of the narrative text is orientation, complication, resolution, and re-orientation. The orientation of narrative text is at the beginning of the story, with the function of providing information about the background, characters, and the initial situation of the story. Complications in narrative text have the function of presenting conflicts or problems faced by the main character. Resolution in narrative text has the function of resolving conflicts or problems faced by the main character. And the last is re-orientation has the function of providing a conclusion or moral message from the story.

Based on the background of the problem above, there might be some problems faced by students in writing narrative texts. First, students did not understand how to write the content of the narrative text. Second, they did not understand how to write orientation. Third, they did not understand how to write complication. Fourth, they did not understand how to write resolution. Fifth, they did not understand how to write re-orientation. Sixth, they did not understand how to use the language features of the narrative text. Language features covers the use simple past tense, there are still many students do not understand how to use the simple past tense correctly. For example, I go to the market yesterday. Seventh,

they did not know about the correct mechanics of writing (punctuation, spelling, and capitalization).

### **1.3 The Limitation of the Problem**

Based on the identification of the problem, the researcher limited the eleventh-grade students' ability in writing narrative texts at SMAN 7 Padang based on the content, orientation, complication, resolution, re-orientation, the use of language features, and the correct mechanics of narrative text. This research also focused on fairytales, legends, and fables because the students have learned these three types of narrative texts during their study.

### **1.4 The Formulation of the Problem**

Based on the limitation of the problem above, the research problem can be formulated as follows: "How is the ability of the eleventh grade students in writing narrative text at SMAN 7 Padang?"

### **1.5 Research Questions**

Based on the limitation of the problem above, the researcher formulated the following seven questions as follows:

1. How is the eleventh grade students' ability in writing content of narrative text at SMAN 7 Padang?
2. How is the eleventh grade students' ability in writing orientation of narrative text at SMAN 7 Padang?
3. How is the eleventh grade students' ability in writing complication of narrative text at SMAN 7 Padang?
4. How is the eleventh grade students' ability in writing resolution of narrative text at SMAN 7 Padang?

5. How is the eleventh grade students' ability in writing re-orientation of narrative text at SMAN 7 Padang?
6. How is the eleventh grade students' ability in using the language features on narrative text at SMAN 7 Padang?
7. How is the eleventh grade students' ability in using the correct mechanics on narrative text at SMAN 7 Padang?

### **1.6 Purposes of the Study**

The general purpose of this study is to describe the ability of eleventh-grade students in writing narrative texts at SMAN 7 Padang. The specific purposes of the research:

1. To describe the eleventh grade students' ability in writing content of narrative text at SMAN 7 Padang.
2. To describe the eleventh grade students' ability in writing orientation of narrative text at SMAN 7 Padang.
3. To describe the eleventh grade students' ability in writing complication of narrative text at SMAN 7 Padang.
4. To describe the eleventh grade students' ability in writing resolution of narrative text at SMAN 7 Padang.
5. To describe the eleventh grade students' ability in writing re-orientation of narrative text at SMAN 7 Padang.
6. To describe the eleventh grade students' ability in using the language features on narrative text at SMAN 7 Padang.
7. To describe the eleventh grade students' ability in using the correct mechanics on narrative text at SMAN 7 Padang.

### **1.7 Significance of the Study**

This research is expected to provide benefits for teachers, students, researchers, and further research. For teachers, this study is able to provide information about their students' abilities, especially in writing narrative text. It is expected that teachers are able to improve their teaching style to maximize their students' abilities in writing narrative text. For students, these results are able to prove the extent of their ability in writing narrative text, as well as making it easier for them to improve their writing skills. For researchers, this research can help improve knowledge about conducting research. And for further research, the results of this study may be used as reference and contribute to other studies.

### **1.8 Definition of Key Terms**

To avoid misunderstanding this research, the researcher defined them as follows:

1. Writing ability refers to the eleventh grade student's ability in writing narrative text at SMAN 7 Padang.
2. Narrative text is a type of text that refers to the eleventh-grade students' ability in writing at SMAN 7 Padang, it tells a story or recounts events, either fact or fiction in a structured sequence.
3. Generic structure is the main parts that form a narrative text that refers to the writing abilities of eleventh grade students at SMAN 7 Padang, it has a clear and coherent storyline, namely orientation, complication, resolution, and reorientation.

4. Orientation is the part that introduces the characters, setting (time and place), and the situation at the beginning of the story written by the eleventh-grade students at SMAN 7 Padang.
5. Complication is the part where a problem or conflict is present, creating tension and driving the story forward written by the eleventh-grade students at SMAN 7 Padang.
6. Resolution is the part where the problem or conflict is solved, and the story comes to a conclusion written by the eleventh-grade students at SMAN 7 Padang.
7. Re-orientation is the part that provides a conclusion or closing statement, often including a moral lesson or the final outcome of the story written by the eleventh-grade students at SMAN 7 Padang.
8. Language features is a component of writing that focuses on grammar, particularly the application of the simple past tense and the establishment of chronological connections written by the eleventh-grade students at SMAN 7 Padang.