

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
NARRATIVE TEXT IN CLASS X SMA AL-AZHAR SYIFA BUDI SOLO
ACADEMIC YEAR 2022/2023**

**PROPOSAL OF THESIS
Submitted as Partial Requirement
for the Undergraduate Degree**



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Thank you for the attention.

Wassalamu'alaikum wa rahmatullahi wa barakaatuh.

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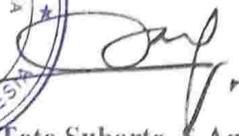
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DEDICATION

This thesis is dedicated to:

1. My lovely parents Mr. Nuryanto and Mrs. Muryati who always support me, pray for me all the time until I could finish this thesis.
2. My beloved brother who is never tired to give me suggestion and advice to be a better person in the future.
3. My beloved Almamater, UIN Raden Mas Said Surakarta.

MOTTO

“Beneficial knowledge comes from passionate effort and active prayer.”

- Ari Purnomo -

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled An Analysis of Students' Difficulties in Writing Narrative Text in Class X SMA Al-Azhar Syifa Budi Solo Academic Year 2022/2023 is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGEMENT

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 16th June, 2023

The Researcher



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ABSTRACT

Purnomo, Ari. 2023. An Analysis of Students' Difficulties in Writing Narrative Text in Class X SMA Al-Azhar Syifa Budi Solo Academic Year 2022/2023. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

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The objectives of this research are to investigate the student's difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo, and to find out how the students overcome the difficulties in writing narrative texts. This study uses a qualitative research method using a descriptive case study design. The data were in the form of the students' difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo as well as the students' solutions in overcoming the difficulties in writing narrative texts. In collecting the data, this research used three kinds of instruments; they were observation, interview and documentation. This research used four major phases of data analysis; they were data collection, data reduction, data display, and conclusion drawing or verification.

The results of this study are divided into two parts, namely the difficulties experienced by students and solutions or ways to overcome students' difficulties in writing narrative texts. Further explanation is as follows: students experience or have seven difficulties in writing narrative texts. The difficulty consists of first expressing the idea, has a difficulty percentage of 10%. Both difficulties in terms of grammar and spelling have a difficulty percentage of 10%. The three difficulties in terms of grammar have a difficulty percentage of 25%. The four difficulties in terms of structure or organization, have a difficulty percentage of 10%. Five difficulties in terms of vocabulary and spelling, has a difficulty percentage of 5%. The six difficulties in terms of grammar and vocabulary, have a difficulty percentage of 5%.

While the way to overcome the difficulties experienced by these students is divided into nine ways or the first solution is to read a lot of books and listen to stories. The second is to read more dictionaries or writing formulas in English. The third is to ask the teacher. Fourth is to increase the practice of working on questions in English. Fifth is re-reading material about grammar. Sixth is reading the English dictionary. Seventh is reading more stories about narrative texts. Eighth is reading story books or fairy tales in English. Ninth, re-check the results of the writing that we have written.

Key Words: *Difficulty, Writing, Narrative.*

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CHAPTER I

INTRODUCTION

A. Background

Writing is an activity that certainly cannot be separated from everyone, because in everyday life they always communicate both orally and in writing. Therefore, learning to write from time to time must always progress for the better. Especially in this era of globalization, writing is a language skill that has quite a potential role in the world of education. Because through writing skills, a person can be involved in competition, either in the field of education or in the modern global world. With these writing skills, a person is able to upgrade himself and become part of the progress of the times through writing (Khotimah in Kharunnisa, 2019).

Writing is one of the skills needed for the academic field (Morse in Muliani et al., 2019). Writing skills are skills possessed by someone in terms of expressing ideas by paying attention to several aspects such as needing to pay attention to grammar, vocabulary, and needing to choose good words or punctuation so that the sentence or what you want to convey can be easily accepted and understood by readers. Writing skills are skills that are owned by each individual whose function is to express ideas (Suhendra in Alawiyah, 2021). Before a writer writes something, he has to check several aspects. The writer must formulate ideas, arrange and sort points in a logical order, choose vocabulary, check grammatical correctness, spell words correctly, put

punctuation marks, and write clearly. Then before and after the writing process, a writer should check their paper (Fry in Muliani et al., 2019). The purpose of the examination is to ensure that the writing has a good structure for the reader to read and understand. Because when a writing has a structure that is not good or messy then it will make it difficult for readers to know the meaning or message contained in it.

Most learners felt that writing is most difficult skill to master comparing to the other three language skills (listening, speaking, and reading) (Nurgiyantoro in Saputri, et al., 2022). Meanwhile, Zainurrahman (2018) argues that among language skills, writing is a skill that's not everyone can master, especially writing in an academic context, such as writing narrative texts. Because writing is an activity that requires complex abilities and requires several processes in it. The abilities needed include the ability to think regularly and logically, the ability to express thoughts or ideas clearly, using effective language (Slamet in Kiuk et al., 2021). Therefore, many students are still experiencing difficulties.

Difficulty is a situation where a person cannot achieve a certain goal. Meanwhile, according to Mulyadi (2018) difficulty is a certain condition experienced by a person which is marked by the existence of obstacles in the activity of achieving a goal, so that it requires even more active effort to be able to overcome them. The difficulties referred to in this context are the obstacles students experience when they want to learn a writing skill. Such as difficulties in developing ideas, difficulties in spelling or constructing sentences,

difficulties in grammar, difficulties in vocabulary and difficulties in punctuation.

In the *Merdeka Curriculum* for English subjects, it is divided into two parts, namely compulsory English subjects and elective or interest English subjects, or what we often know as compulsory class and interest class. This compulsory class or compulsory English subject is intended for all class X students, be it the Regular class or the tahfidz al-qur`an class, while the interest class or elective English class is intended for students when they have entered grades XI and XII. And there is almost no difference between the two parts of the English subject, because in these two classes both compulsory and elective or interest classes both require students to be able to hone their writing skills through text writing activities. Text can be defined as a language unit used as an expression of a social activity both orally and in writing with a complete thinking structure (Mahsun in Maryani & Handayani Sinaga, 2021). The social goals that humans want to achieve in life are diverse, so there will be various types of texts and, of course, various text structures or thinking structures. There are various types of text material that must be learned by students in the *Merdeka Curriculum* English subject, in order to hone writing skills, there are various types, one of which is narrative text type material.

Narrative text is an writing that presents a sequence of events in chronological order. Event or events in this case can really happen or just imaginary. Another understanding of narrative text is a text that contains a story, either written or unwritten, and there are a series of connected events

(Widyantara & Rasna, 2020). The ability or writing skills of these students, especially narrative texts, are determined by many factors. However, it is generally determined by two factors, namely external factors and internal factors. External factors are related to teacher competence, learning facilities (instrumental input), and the environment in which students grow and develop (environmental input). Meanwhile, internal factors are related to the psychological condition of students, namely motivation, interest, attention, talent, level of intelligence, and psychological conditions in tension (tonus).

In addition to some of the important points above, there is one important point that we need to remember also that in learning narrative text, the students are required to understand various language features or grammatical features, the structure of the text, and the characteristics of the type of text. This language feature or grammatical feature is very important because this feature is used to support the storyline. Therefore if students do not understand the features that exist in the language and the structure of the text, and the characteristics of the type of text, it can be very problematic for students because they can generate ideas and put grammatical structure ideas in the wrong order.

Based on an initial survey conducted by researcher by interviewing English teachers at Al-Azhar Syifa Budi Solo High School, it is known that Al-Azhar Syifa Budi Solo High School has 10 classes, consisting of 2 classes of tahfidzul Qur'an and 1 regular class for class X students, 2 MIPA classes and 2 IPS classes for class XI, 2 MIPA classes and 1 IPS class for class XII where each class consists of 20-21 students. Besides that, it is also known that the regular class

is the class that has the most difficulties in writing skills, especially essay writing skills. For example, students find it difficult to express and develop their ideas, students have limited vocabulary and some students have difficulty constructing sentences correctly, and lastly, students lack interest in writing. In terms of the difficulties experienced by regular class X students, the school, especially the English teacher, already has its own way of overcoming the difficulties faced by these students, namely by opening additional classes for students who are still experiencing limited vocabulary and for students who are still having difficulties in constructing sentences correctly, but according to the results of the teacher's explanation this additional class has not been effective. Where this causes there are still many students who still experience difficulties in terms of writing skills, especially writing narrative texts. namely by opening additional classes for students who still have limited vocabulary and for students who still have difficulty in constructing sentences correctly, but according to the results of the teacher's explanation this additional class has not been effective. Where this causes there are still many students who still experience difficulties in terms of writing skills, especially writing narrative texts. namely by opening additional classes for students who still have limited vocabulary and for students who still have difficulty in constructing sentences correctly, but according to the results of the teacher's explanation this additional class has not been effective. Where this causes there are still many students who still experience difficulties in terms of writing skills, especially writing narrative texts. Based on the facts and explanations above, the researcher is interested in

analyzing students' difficulties in writing narrative text and finding the best solutions for class X students of SMA Al-Azhar Syifa Budi Solo in the academic year 2022/2023 in dealing with these difficulties. Because the ability to write narrative text is one of the goals of teaching English that must be achieved in the tenth grade.

Regarding the topic of discussion above, the researcher found that there were several previous studies that discussed the similar same topic as the researcher discussed, namely the study of Manisha K, Four ST, Diana RH, Sri Ninta Tarigan (2020) about "Students' Difficulties in Writing Narrative Texts". have some difficulties in writing narrative texts, such as having difficulty in distinguishing generic structures grammar in writing narrative texts. Rony Tua Parasian Sinaga study (2020) entitled "Students' Difficulties in Writing Narrative Texts in Class X SMA Negeri 4 Pematang Siantar" which then resulted that students had some difficulties in writing narrative texts, such as having difficulty in grammar and having difficulty in using verb 2 (past tense).

The differences between the first previous study and this study in the limitations of the research problem or the focus of research discussion, where the first research focuses on what difficulties students face in writing narrative texts, what difficulties students face more dominantly and how the teacher overcomes these difficulties while the research conducted by the researcher only focused on analyzing students' difficulties in writing narrative texts and how students overcome difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo. The difference between the second previous study

and this study lies in the limitations of the research problem or the focus of research discussion, where the second study focuses on the difficulties faced by tenth graders of SMA Negeri 4 Pematang Siantar in writing narrative texts based on generic structure and lexicogrammatical features, while the research conducted by the researcher is only focuses on analyzing students' difficulties in writing narrative texts and how students overcome difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo.

Based on the results of the several research statements above, it can be concluded that students still experience difficulties in terms of grammar and generic structures when writing narrative texts. Considering the background of the problems above, the researcher tried to conduct a case study research with the title: "Analysis of Students' Difficulties in Writing Narrative Texts for Class X SMA Al-Azhar Syifa Budi Solo".

B. Identification of Problems

Before starting the research, identification of the problem is the main thing that needs to be done. In this study, researchers found several identification problems, namely:

1. Students find it is difficult to express and develop their ideas.
2. Students have difficulty in arranging sentences correctly because of the limited vocabulary they have.
3. Most students have low interest in writing skills.

C. Limitation of Problem

In this study, the researcher only focused or limited the problem to the analysis of students' difficulties in writing narrative texts and how the students overcomes the difficulties in writing narrative texts.

D. Formulation of the Problem

Based on the above background, the formulation of the research problem is:

1. What are the students' difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo?
2. How do the students` overcome the difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of this study are:

1. To investigate the student`s difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo.
2. To find out how the students overcome the difficulties in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo.

F. Benefits of Research

The benefits of this research are:

1. Theoretical Benefits

- a. This provides clarity about what difficulties students have in writing narrative texts in class X SMA Al-Azhar Syifa Budi Solo.
- b. This research is also expected to be a study material for further research efforts, comparisons and other relevant purposes for other researchers in the future.

2. Practical Benefits

a. Student

This will motivate students and to make their writing better, as well as useful for finding the right solution for difficulties in writing, especially in writing narrative texts.

b. Teacher

This provides information to teachers so they can provide additional learning for students who have difficulty writing narrative texts and is useful for determining the right strategy for teachers in teaching narrative text writing skills.

c. School

This is both a consideration to improve teacher`s performance and as an effort to improve the quality of teaching management.

d. Other Researchers

This research can be used as a reference for conducting the future research.

G. Key Terms Definition

Some of the terms below have important role to describe the present research, the terms are:

1. Difficulty

Difficulty is a condition that shows the characteristics of obstacles in activities to achieve goals so that better efforts are needed to overcome these disorders.

2. Writing

Writing is the activity of self-expression of a writer in a written work with the goal is to make a report on (Yunus in Hatmo, 2021).

3. Narrative Text

Narrative text is a text that contains a story, either written or unwritten and there is a series of events that are connected (Widyantara & Rasna, 2020).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Writing Skill

a. Definition of Writing Skill

Writing skill is a skill possessed by someone in expressing ideas or ideas by choosing words or using good sentences so that they can be accepted and understood easily by readers. Writing skills are the skills of each individual to express their thoughts and ideas into written form (Suhendra in Alawiyah, 2021). Every individual when he wants to pour out an idea and ideas into written form must have a high creative process. Because writing skills or writing is done with a high creative process and a programmed work system, it is definitely much better than writing that is just made carelessly without a programmed stage or high creativity.

The definition or meaning of a writing skill is not only what is conveyed above because there are many other meanings of writing skills such as writing skills is an ability that a person has in conveying thoughts or ideas in written form or a story (Sukartiningsih & Malladewi in Alawiyah Susi, 2021). Another opinion regarding writing skills is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool

or medium (Armariena & Murniviyanti in Ainun Harkin & Fita Fatria, 2021). With this writing media, everyone can express their intentions or goals to others. So indirectly by writing someone can more easily communicate and understand the intentions and goals of others. Because they don't have to meet or meet face to face to communicate or find out the intentions and goals of other people.

Based on the opinion above, it can be concluded that the notion of writing is a language skill or ability possessed by someone, in expressing something whether it is in the form of ideas, ideas, opinions, or thoughts and feelings to other people or parties using written media.

b. Types of Writing Skill

There are classify writing skills into several types, based on the results of the distribution of writing products, according to (Semi in Singgih et al., 2020) writing can be divided into four categories, namely:

1) Exposition

Exposition is writing that aims to explain or provide information about something. In the case of expository discourse, what is explained is a main thought, idea, or feeling that is owned or felt by the author. Therefore, before writing, there must be a main thought, idea, or content of the heart, which we will express. What is no less important in writing this exposition text is that we must rely on alien development strategies in the process of making them,

such as through giving examples, processes, causes and effects, classifications, definitions, analysis, comparisons, and contrasts.

2) Description

Description is a living and influential form of writing. Descriptive essays contain things related to sensory experiences such as sight, hearing, touch, smell, and feeling. Description provides information about an event or events and problems. To write a good description, a writer must first be close to the object or problem to be described.

3) Narrative

Narrative is a form of conversation or writing that aims to convey or tell a series of events. Narrative is one type of essay development and writing that describes something based on developments from time to time. Writing of this type is generally long because it contains a story. The story in a narrative text can contain a fact, but it can also contain fiction or a recording concocted or imagined by the author.

4) Persuasive

Persuasive is writing that can attract the attention and interest of the reader, and can convince the reader that the reading experience is a very important thing. This type of text can be found

in various advertising texts, for example, in advertisements in newspapers, social media, television, and others. The purpose of this type of text is to attract the reader's attention so that the reader wants to buy the goods or products they offer. These persuasive sentences are usually packaged into writing that is as attractive as possible so that readers are influenced and buy the products they sell. And this sentence often uses words that contain elements of orders, but they do not issue these orders directly or openly, but through them implicitly, so that it seems that there is no element of coercion in it.

c. Process or Stages of Writing

There are classify the writing process into several parts, based on the results of the division of the writing stages, according to (Malladewi in Windarto K.H. 2020) the stages in writing can be categorized into three, namely:

1) Pre Writing

This pre-writing stage includes determining the topic, limiting the topic, determining the purpose of writing, and preparing the writing framework.

a) Topic Determination

Topic is a subject of discussion in an essay that will be written. Thus, it can be concluded that in essence determining

the topic is a process in which students choose the subject matter to be developed in their writing.

b) Topic Restrictions

Topic Limiting is a process in which students limit the topics of discussion or issues that will be developed. This process is carried out with the aim that the discussion of an issue focuses on one thing only, but the discussion must be in-depth and thorough.

c) Formulation of Writing Objectives

The formulation of the purpose of writing is an illustration for students in a writing process. The formulation of writing objectives can be a guide for students in thinking about the right and good words to use in their writing, and can be used as a guide for determining the type of writing organization to be applied, the point of view to be chosen, and limiting the scope of writing.

d) Preparation of Writing Framework

The writing framework is a work plan or drawing that contains an outline of an essay to be made. Thus, the outline of writing can be interpreted as an outline of writing that is arranged in a clear, detailed and orderly manner.

2) Writing or Drafting

Writing or drafting is a stage that is carried out after determining the topic and getting some ideas. In starting writing or drafting, students need to organize their writing so that it becomes a good piece of writing. Organizing this writing can students do by writing ideas or topics that have been determined in the first language and then translating into English or writing directly into English. In the process of compiling or writing drafts students often share the results of their drafts with their friends or teachers with the aim that they get feedback about what they wrote. In addition, in starting to write drafts or drafting students also need to pay attention to several aspects related to writing such as grammar, spelling, vocabulary, and the content of their writing, so that they can express their ideas as clearly as possible. So that the reader will be able to receive the message that will be conveyed properly.

3) Revision

Revision is a process where students have to improve their writing with the aim of getting the best possible writing results. In this process, students try to check, change, rearrange, add, or delete their writing again in terms of word unity, coherence, organization and content.

d. Benefits or Functions of Writing

Writing has many benefits for someone who does it, according to (Dalman in Sari, 2018) writing has many benefits that can be learned in this life, including:

- 1) Writing can help someone to develop creativity and initiative. Because by writing someone will think hard to get new ideas. Where when a person hones his abilities, it will make a person's creativity well honed. And when someone's creativity is well honed, it will automatically make it easy for them to find new initiatives or innovations when dealing with something.
- 2) Writing will encourage one's ability to gather information. Because by writing we are invited to think more coherently and logically. Where this will make someone when getting information about an event, he will dig up that information in more depth and detail.
- 3) Writing will make someone able to increase intelligence and know something more broadly. Because by writing one's insight and knowledge increases even more. Like when something happens, someone who is diligent in writing will dig up information or the in-depth meaning of an event. Where it will make someone able to observe and know something more broadly and in detail.

Based on some of the explanations of the benefits of writing above, it can be concluded that by writing a person will get so many

benefits such as being able to gather information and increase the intelligence that exists in that person, and by writing one can also develop creativity and initiative that is within that someone.

2. Narrative Text

a. Definition of Narrative Text

Narrative is a discourse or text that presents a series of events or chronology in accordance with the time sequence. Narrative text is one of the texts used to express the meaning of short functional texts and simple monologue texts in the context of everyday life (Lestari, 2019). Meanwhile, according to (Keraf in Anwar, 2021), the notion of narrative is a form of discourse that attempts to narrate an event as if the reader saw or experienced the event himself. The narrative tells more about a dynamic life in a series of times. Dynamic life here can be in the form of social processes that are always changing, be it changes quickly or slowly, or planned changes or spontaneous changes.

Another opinion regarding the notion of narrative is a form of conversation or writing that aims to convey or tell a series of events or human experiences based on developments from time to time (Semi in Alawiyah, 2021). Therefore, narration always tries to describe as clearly as possible to the reader about an event that has occurred. So that the reader can dissolve and feel the same state of events or incidents. In a

story of events or incidents, the narrative will always be related to the structure or anatomy of the story and the characters in the story.

Based on the opinion above, it can be concluded that the notion of narrative text is a story essay that aims to convey or present a story that contains a series of events, such as chronology, deeds, and actions or actions.

According to Semi (2003:29), narration is a form of conversation or writing that aims to convey or tell a series of events or human experiences based on developments from time to time. Therefore, narration always tries to describe as clearly as possible to the reader an event that has occurred. so that the reader can dissolve and feel the same state of events or incidents. In a story of events or incidents, the narrative will always be related to the structure or anatomy of the story and the characters in the story.

b. Types of Narrative Text

Based on its purpose, narratives can be divided into two types, namely expository narratives and suggestive narratives (Keraf in Alawiyah, 2021). To understand it further, let's look at the explanation below:

1) **Expository Narrative Text**

Expository narrative text is a narrative text that tells an event based on reality and facts. Expository narration has the aim of providing information to the reader, so that his knowledge expands. This expository narrative will make the reader to stir their minds so that the reader can know what is being told in a story. Expository narratives can be specific or specific and can also be generalizations. A generalizing expository narrative is a narrative that conveys a general process, and this can be done by anyone, and can also be done repeatedly. A special narrative is a narrative that tries to tell an event that is unique and only happens once.

Expository narrative text has several types, including:

a) **Heroic Story**

The story of heroism is a traditional literary work that tells stories of heroism. Heroic stories are often told in the form of poetry. Heroic stories are stories that are told by telling stories and can be told or read for all ages, from children to adults. But nowadays, stories like heroism are starting to be forgotten, because many people, ranging from children, teenagers to adults, don't know what heroic stories are. Whereas a heroic story contains a moral message that teaches the meaning of life, is full of role

models, and also provides an overview of the atmosphere, culture, and civilization in the past. Heroic stories can be told in various media, such as books, picture story books, animation, and others.

b) Biography

A biography is a literary work that tells about the life history of a famous person or figure. In literature, biography is one of the genres that tells about a person's life journey from childhood to adulthood, even to death. This biography is divided into two kinds, namely, portrayal and scientific biographies. A portrayal biography is a biography that shows a character. A scientific biography is a biography that contains figures based on analysis using certain concepts to form a historical description. In writing this biographical text was compiled by other people, not by himself.

c) Diary

A diary is a book that contains interesting events that were passed down by someone. Through a diary, one can express experiences, thoughts, and feelings by using good, correct, and effective language. A diary is a tool used to record someone's past that contains activities or actions

that have been carried out using written media. In other words, with a diary, all events or incidents experienced by a person will not be easily forgotten.

2) Suggestive Narrative Text

Suggestive narrative text is a narrative text that tells a fiction, fantasy or imagination of the author. This narrative tries to convey a veiled message to the readers or listeners so that they appear to be seeing. The main purpose of suggestive narratives is not to expand one's knowledge, but to give meaning to an event or event. The for the series of events in the suggestive narrative, it always takes place at one unit of time. Meanwhile, in making suggestive stories or narratives, it always involves fantasy or imagination.

Suggestive narrative text has several types, including:

a) Short story

A short story is a literary work in written form that tells about a fictional story. A short story is a story that is packaged in a short, clear, and concise manner. Short stories usually only tell stories about the problems experienced by one character. Short stories can also be called prose fiction because the stories that are presented only focus on one conflict of problems experienced by

the characters, starting from identifying the characters to solving the problems experienced by the characters.

b) Fairytale

A fairy tale is a folk prose story that is considered not real or fictitious. The function of fairy tales is to provide entertainment, and a means to convey moral messages. This is because many stories in fairy tales are satires, and the truth contains moral lessons. The elements in a fairy tale consist of several parts, including theme, plot, setting, character, characterization, and message. Fairy tales are simple stories that are fictional in nature, and the elements in them are the result of engineering by the author.

c) Novel

A novel is one type of literary work in the form of prose. The story in the novel is a work of imagination that discusses the problems of a person's life or the lives of various characters. The story in the novel begins with the emergence of problems experienced by the characters and ends with solving the problem. Novels have more complicated stories compared to short stories. Because there are more stories in a novel than stories in a short

story. And the characters and places that are described in the novel are very diverse and cover a long time in the story. And the characterizations in the novel often highlight the character and nature of each actor in the story being told.

d) Legend

Legend is a folk prose story which is considered by some people as an incident that really happened in the past. Stories in a legend are usually linked by miracles, privileges and also the supernatural powers possessed by the characters. The events told in this legend are usually of a secular or worldly nature. As for the function of a legendary story, it is usually used as material for reconstructing history. Therefore, the legend is closely related to the history of one's life in the past.

Based on some of the explanations above, we can conclude that we can classify the types of narrative text into two types of genres, namely non-fiction and fiction. Where each of these genres has several examples or categories within it such as the non-fiction genre has hero stories, biographies, and diaries, while fiction has short stories, fairy tales, and novels. for genres and examples

or categories used in Al-Azhar Syifa Budi Solo High School it is a genre of fiction and the category used is a type of fairy tale and legend.

c. Features of Narrative Text

There are several characteristics in the narrative text itself, such as the contents of the text or writing containing stories, and certain events. The story conveyed has a clear chronology or story sequence from beginning to end. There is an event or conflict. And the last one has forming elements in the form of theme, setting, plot, characterization and point of view (Mudikawaty et al., 2018).

Meanwhile, according to Keraf (in Damayanti et al., 2021), narrative essays or narrative texts have several characteristics, namely in the form of a story that highlights elements of action or action in a story. Actions here can be good or bad depending on the will of the story writer. The for writing the storyline, it is always in a series of timelines. Where this will make the reader able to answer questions that arise from the heart of the reader. This question can be about what conflict occurred or when the event occurred.

Based on the explanation above, it can be concluded that the main characteristic of narrative text is in the form of a story that tells about an event or an incident. Where in the story there is always a

conflict. The writing of the story, is always written in order or arranged chronologically.

d. Narrative Text Structure

According to Marta Yuliani in her book *Identifying Kinds of Genre* (2008: 17-18), the narrative text structure is as follows:

1. Orientation

The orientation section usually contains an introduction or contains a paragraph that aims to introduce the character or background of the story to the reader. Without an orientation or introduction, the reader will have difficulty reading a story.

2. Complications

This complication section contains a sequence of events from the beginning of a conflict to the climax of a conflict or what we often know as the climax.

3. Resolution

This resolution section contains the opinion or thoughts of the reader that is carried out by the author so that the reader can see or feel how the main character is trying to resolve the existing conflict. Solving this problem or conflict can have a good or bad effect on a story ending.

4. Coda

The coda or closing section usually contains an advice, suggestion, or moral message conveyed by the author.

The following is an example of the form of narrative text along with its structure:

Table 2.1 The Structure of Narrative Text in Wounded Birds

ORIENTATION	I find a bird. It is wounded on its right wing. I take the bird. I look after it. I put it into a cage.
COMPLICATION	Every day, I shed iodine on the wounded wing. I pray for it. I wish that it will be fine.
RESOLUTION	One week later, it is getting better. It can fly in the cage from one side to the others. I think it will be happy to fly at the outside.
CODA	I open the cage. I take the bird. I pet its small head. Finally, I let it fly away. It sings so loud. It flies highly

	in the sky. I south to the bird. “Go away and find your family!”
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e. Benefits or Functions of Narrative Text

According to Dalman (2015) in his book entitled *Writing Skills*, the purpose of writing narrative texts is:

- 1) Narrative text can make the reader feel as if he can witness or experience the events being told. Because narrative text is a type of paragraph that tells the details of an event or an occurrence, it is often used to describe stories. The detail referred to here tells of an event starting from the point of view of time, actors or characters to its chronology.
- 2) Narrative text can shape the imagination and move the emotional aspects of the reader. Because narrative text is a type of text that tells a series of events in sequence and is based on the author's imagination alone, it tells a story in the form of a story. And in every fantasy or wishful thinking, the author always gives a message or is very veiled to the reader.
- 3) Narrative text can increase the reader's knowledge. Because narrative text always tries to provide a detailed explanation or information about something or event that is happening

to the reader. where it will automatically make the reader rich in knowledge or information.

Based on some of the explanations about the benefits of narrative text above, it can be concluded that with narrative text someone will get so many benefits such as being able to increase the existing knowledge of a reader, and with narrative text one can also shape the reader's imagination and can also shape the reader. as if you can witness and experience the events that occur.

3. Learning Writing in SMA Al-Azhar Syifa Budi Solo Based on Curriculum Merdeka

Learning to write is a learning that is not easy because the process involves many variables. These variables interact as students process to incorporate thoughts, ideas, creativity, as well as new skills that add to the range of their learning experiences. Learning to write in schools is taught in order to increase students' knowledge and abilities both in language, speaking and writing. For this reason, the material provided should be presented in the most attractive and simple way possible so that students can receive the material easily and the main thing is that the material made must be adapted to the existing level of development. The following is the flow of learning objectives writing narrative text is one of learning content for students class X. Writing narrative texts is designed to achieve goals such as students being able to write various types of fiction and non-fiction texts,

through guided activities, demonstrating students' awareness of the goals and target audience. As well as they are able to plan, write, review and rewrite various types of text by demonstrating self-correction strategies, including punctuation and capitalization. Then they are expected to be able to convey ideas using common vocabulary and verbs in their writing. As well as presenting information using a variety of presentation modes to suit readers/viewers and to achieve different goals, in print and digital form. As seen in the following table:

Picture 2.1 Achievement of Learning English

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>	
Elemen	Capaian Pembelajaran	Konten
Menyimak Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
Membaca-Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu -isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	Narrative Text
		Descriptive Text
		Procedure Text
		Exposition Text
		Recount Text
Menulis-Mempresentasikan	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	Factual Report Text
		Narrative Text (Fiction)
		Descriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
		Exposition Text (Non Fiction)
Recount Text (Non Fiction)		
Factual Report Text (Non Fiction)		

Narrative text learning for class X students is carried out in the even semester with an allocation of four meetings and the total lesson hours are eight hours. as seen in the following table:

Picture 2.2 One Year Program of Study

**PROGRAM SETAHUN PEMBELAJARAN
(PETA MATERI BAHASA INGGRIK KELAS X)**

Jumlah Minggu Efektif : 36
Jumlah Jam Pembelajaran Per Minggu : 2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA						Alokasi Pertemuan	Jumlah JP
			Menyimak-Berbicara	Membaca-Memfisa	Menulis-Mempresentasikan	Beriman, Bertakwa pada TYME dan Berakhlak Mulia	Berkebinekaan Global	Gotong Royong	Mandiri	Bernalar Kritis	Kreatif		
1	Introduction	Ganjil	v	v	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	v	v	v	v	v	v	v	v	4	8
3	Degree of Comparison		v	v	v	v	v	v	v	v	v	2	4
4	Descriptive Text		v	v	v	v	v	v	v	v	v	4	8
5	Announcement		v	v	v	v	v	v	v	v	v	2	4
6	Opinion		v	v	v	v	v	v	v	v	v	2	4
7	Procedure Text	Genap	v	v	v	v	v	v	v	v	v	2	4
8	Offering Services		v	v	v	v	v	v	v	v	v	4	8
9	Narrative Text		v	v	v	v	v	v	v	v	v	4	8
10	Exposition Text		v	v	v	v	v	v	v	v	v	4	8
11	Suggestion		v	v	v	v	v	v	v	v	v	2	4
12	Recount Text		v	v	v	v	v	v	v	v	v	4	8
JUMLAH											36	72	

In the flow of English learning objectives for class X SMA Al-Azhar Syifa Budi Solo, the learning objectives for writing narrative text are listening and speaking, writing and presenting and reading and examining. besides that, in the flow of objectives for learning English for class X there

are also activities, methods, assessments, time allocation, and learning resources used for reference in teaching, learning English for class X. As seen in the following table:

Picture 2.3 English Learning Objectives

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.4.1	Menyimak - Berbicara	Diperdengarkan beberapa narrative text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.4.2	Menulis-Mempresentasikan	Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		JcoT – Menyusun teks secara terbimbing IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.4.3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab						
10.4.4	Membaca - Memirsa	Disediakan narrative text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 9
10.4.5	Menulis-Mempresentasikan	Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 9

The *Merdeka Curriculum* emphasizes learning English on the basis of writing skills. All English learning materials refer to students' writing skills in both fiction and nonfiction texts. For the senior high school level, especially class X, there are several materials that must be mastered, one of which is narrative text. Narrative is a type of writing that aims to tell a subject matter (Pamungkas in Khairunnisa, 2019). The events in the narrative are usually presented in an orderly manner, and in it there are

characters being told, both human and non-human, containing a plot or series of events.

To be able to write narrative text well, various processes are needed beforehand because writing skills cannot be done instantly. The process of writing is basically learning to write which emphasizes the way students put their ideas into writing. Thus, students must be able to independently find ideas, organize ideas, and reproduce ideas in a piece of writing that they will make. The stages in writing are divided into several parts, including pre-writing, writing, and post-writing. The writing stage means that students must be able to determine topics and gather information, as well as the intent and purpose of writing and be able to make an outline. The writing stage means drafting an essay. The post-writing stage means editing and professional reading before being published or collected (Abidin in Khairunnisa, 2019). Within narrative text writing skills there is also a writing construct that includes micro skills and macro skills (Brown in Hikmah, 2021). The following is the construct of writing narrative.

Table 2.2 Micro and Macro

Writing Skills Construct of Narrative Text

Micro Narrative Text Writing Skills	Macro Narrative Text Writing Skills
1. Able to choose or use words appropriately	1. In writing narrative texts, they are able to choose the

according to the context of the story.	topic or content of the story according to the context.
2. Able to use sentences according to the context of the story.	2. Able to write a story in accordance with the order of the existing structure.
3. Able to use hyphens between sentences or between paragraphs.	3. Able to develop the content or topic of the story in full.
4. Able to use cohesion marks between sentences or between paragraphs.	4. Able to express implied meanings.
5. Able to use spelling and punctuation.	

a. Common Difficulties in Learning Writing Narrative Text

According to (Harmer in Laia, 2019) there are five difficulties that students experience in writing texts, namely: First, difficulties in terms of grammar, these grammatical difficulties include difficulties in changing and arranging words so that they can be combined into good

and correct sentences. The second is difficulty in terms of vocabulary, this vocabulary difficulty includes difficulty determining the antonym and synonym of a word. Where this occurs, the words used by students in writing narrative texts are always repeated and do not vary. The third is difficulty in terms of handwriting, this difficulty is caused by the large number of students whose orthography is their mother tongue. Where the mother tongue is very different from English so that students experience difficulties in forming English letters. The fourth difficulties in terms of spelling, These difficulties include difficulties in spelling words or sentences in English. This difficulty is caused by the fact that the correspondence between the sound of the word and the way it is spelled is not always the same. Fifth, the difficulties in terms of punctuation and layout, the difficulties in this case include the difficulty in determining the correct punctuation and layout conventions for the text. Because each type of text has different rules for punctuation and layout conventions.

According to (Westwood in Laia, 2019) there are some special difficulties in writing, such as spelling and handwriting. The first is spelling difficulties, these difficulties occur because students apply inefficient methods to learn new words or to check the spelling of words they have written. Spelling most foreign words requires applying phonics knowledge. While it is true that not all words in English follow simple sound-to-letter relationships, phonological information is contained within a word. Almost all have a function to hint at possible spellings.

The second is difficulty in terms of handwriting, this difficulty occurs because students are not familiar with writing or a foreign language. So that students experience difficulties when asked to write words or texts in a foreign language.

According to (Darmadi in Khairunnisa, 2019) it is explained that in general, there are various problems or difficulties that a person experiences in writing. First, difficulties in creating and expressing ideas. Problems like this come in the form of complaints, namely, that students are still confused about determining interesting ideas or topics for a written work. Second, there is the problem of using language. Students still often make mistakes when using language. Plus, because of the limited vocabulary of students who are not used to using English, when writing, students often use words that are repeated.

Based on the explanation above, there are some difficulties experienced by students in writing a text, especially narrative text which includes constructs of difficulty in writing narrative text on a micro and macro basis. The following is a table of students' difficulties according to several experts based on the construct of difficulties in writing narrative texts on a micro and macro basis.

Table 2.3 Writing Difficulty in Micro and Macro

Construct of Narrative Text.

<p>Writing Difficulty in Micro Construct of Narrative Text.</p>	<ol style="list-style-type: none"> 1. This vocabulary difficulty includes difficulty in determining an antonym and synonym of a word (Harmer in Laia, 2019). 2. These grammatical difficulties include difficulties in changing and arranging words so that they can be combined into good and correct sentences (Harmer in Laia, 2019). 3. Difficulties in terms of spelling, these difficulties include difficulties in spelling words or sentences in English (Harmer in Laia, 2019). 4. Difficulties with punctuation and layout, difficulties in this regard include difficulty to determine the include difficulty to determine the proper punctuation and layout conventions for the text (Harmer in Laia, 2019). 5. Difficulties in terms of spelling, these difficulties
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	<p>occur because of applying inefficient methods to learn new words or to check the spelling of words they have written (Westwood in Laia, 2019).</p> <p>6. Difficulty in using language (Darmadi in Khairunnisa, 2019)</p>
Writing Difficulty in Macro Construct of Narrative Text.	Difficulties in making topics and pouring ideas into a story (Darmadi in Khairunnisa, 2019)

b. Students Solutions for Difficulties in Learning Narrative Writing

Based on some of the difficulties experienced by students in writing narrative texts on a macro and micro basis, it is necessary to make an effort to overcome these difficulties. In the following, there are several figures who provide solutions or ways to overcome students' difficulties in writing narrative texts. Laia (2019) stated that to overcome students' difficulties in writing narrative texts. The first it can be done in such a way that students have to study intensively about English grammar rules, vocabulary and other grammatical features. The second, students must be able to analyze or re-examine the results of their writing to find out where the mistakes in writing narrative texts are located, so that

students do not repeat the same mistakes in the future. The three students must choose appropriate or effective learning strategies and methods to learn writing skills, especially writing narrative texts. Because if the learning strategies and methods used by students are not appropriate and effective, it will make it difficult for them to understand the material in learning to write.

According to Sinaga (2020) the way that a student can do to overcome the difficulties they experience in writing narrative texts is The first, students must study in more depth about grammar and vocabulary because grammar and vocabulary are one of the important things in learning or in the process of writing narrative text. The second students must have a good learning system, starting from choosing the right aspects and ways of learning to learn writing skills. The three students must be able to create techniques or ways of learning to write that function to make it easier for them to remember material about writing skills, especially skills in writing narrative texts.

Meanwhile, according to Julianita et al., (2022) the way that a student can do to overcome their difficulties in writing narrative texts is The first, students must learn in detail about how to write good and correct narrative texts, such as how to compose good grammar, how to choose vocabulary, how to spelling and punctuation. The second students must have high motivation in learning writing skills, because when students have high motivation to learn writing skills, they will be

more enthusiastic and happy to do writing activities. The three students must often practice writing both at school and at home.

Based on the explanation above, there are several solutions to overcome the difficulties students experience in writing a text, especially narrative text which includes students having to study English grammar rules more intensively, vocabulary and other grammatical features. Students must be able to analyze or re-examine their writing, so they find out their mistakes so they can be corrected. Students must be able to create techniques or ways of learning to write that function to make it easier for them to remember material about writing skills, especially skills in writing narrative texts.

B. Related to Previous Studies

Previous study is previous research that has the same topics as research conducted by researcher. The researcher uses five previous studies related to the topic of this research, about students' difficulties in writing narrative texts. First research from Manisha K, Four ST, Diana RH, Sri Ninta Tarigan (2020) about "Students' Difficulties in Writing Narrative Texts". In this study, the researcher wanted to know what difficulties students faced in writing narrative texts, what difficulties students faced more dominantly and how the teacher overcame these difficulties. This study uses a qualitative design and descriptive case studies. In this descriptive case study design, the researcher uses the error analysis procedure itself, to find out the errors or difficulties experienced by

students in writing narrative texts when they want to write narrative texts. The result of this study is that students have some difficulties in writing narrative texts, such as having difficulty distinguishing generic structures in writing narrative texts. Of the 26 students, only 3 students could distinguish the four generic structures. and the rest have to practice at home and ask the teacher to make improvements. And for how to overcome students' difficulties in writing narrative texts, there are several ways, such as First, English the teacher must explain clearly about narrative text and the generic structure of narrative text. Second, English teachers must make improvements in teaching with methods or media so that students can easily understand parts of the generic structure in narrative texts.

The second research from Rony Tua Parasian Sinaga (2020) about "Students' Difficulties in Writing Narrative Texts in Class X SMA Negeri 4 Pematang Siantar" In this study, researcher want to know difficulties faced by tenth graders of SMA Negeri 4 Pematang Siantar in writing narrative text based on generic structure and lexicogrammatical features. This study uses a qualitative research design and uses documentary research. This documentary research was used as a way to collect student writing and to record existing conditions. The result of this study is that there are two ways to find out students' difficulties in writing narrative texts. The first is based on the generic structure of narrative texts. It was found that most students had difficulties in grammar. The second is based on the lexicogrammatic features of narrative text, it was found that most of the students had difficulty in using verb 2 (past tense).

The third study from Lilis Afriani (2019) about "Analysis of Students' Difficulties in Writing Narrative Texts (Case Study in Class I of SMAN 6 Pandeglang Year 2018-2019)". In this research, the researcher wants to know what difficulties students experience in writing narrative texts and what are the factors that cause these students' difficulties. This study uses a qualitative design and descriptive case studies. In this descriptive case study design, the researcher uses the error analysis procedure itself, to find out the errors or difficulties experienced by students in writing narrative texts when they want to write narrative texts. The result of this study is that there are some difficulties that students experience in writing narrative texts, such as students having difficulties in knowing grammar which they associate with tenses, especially simple past tense, having difficulty translating some words from Indonesian to English, some students still experience difficulties in distinguishing the types of narrative texts from other texts and finally, students experience difficulties in terms of diction and spelling. And from some of the students' difficulties, two main factors can be identified, namely, 1) Internal factors, such as some students have never read or done English lessons, especially writing Narrative and grammar texts at home, students do not understand the types of texts well, especially texts. narrative, students are lazy to learn and lack motivation from themselves to write in English and learn about English well. 2) External factors such as: less attractive and innovative in teaching methods.

The fourth research from Nur Rohmawati, Qoriati Mushafanah, Mudzanatun (2022) concerning "Analysis of Difficulties of Grade V Students

in Writing Narrative Texts Theme 7 Sub-theme 2 at SDN Mojoagung 01". In this study, researcher want to know what difficulties do students experience in writing narrative texts or narratives on Theme 7 Sub-theme 2. This study uses a qualitative research design or method and a descriptive approach. The descriptive approach serves to describe what difficulties students experience in writing narrative texts for class V theme 7 sub-themes 2 even semester 2020/2021 academic year SDN Mojoagung 01. The result from this research is that there are several difficulties students experience in writing texts narrative or narration including, such as difficulties in choosing words, difficulties in aspects of using spelling, and aspects of neatness of writing. Examples include the inaccuracy of placing semicolon punctuation in his writing and writing capital letters. For example, in adverbs of places and people's names. Writing after the dot punctuation should be written with a capital initial letter, but after the dot punctuation the student writes in lowercase letter.

Fifth research from Ingrid Safitri (2020) concerning "Analysis of Students' Difficulties in Writing Narrative Texts for Class IX MTS Negeri 1 Jepara Academic Year 2019/2020". In this study, the researcher wanted to know what difficulties students experienced in writing narrative texts or narratives. This study used a qualitative research design or research method and a descriptive approach. The descriptive approach serves to describe the difficulties experienced by class IX students in writing narrative or narrative texts. The result of this study is that there are some difficulties experienced by students in writing narrative texts, including five students who have difficulties

in the organizational aspects and quality of language style, and then there are seven students who experience difficulties in grammar.

Table 2.4 Gap Between Previous Studies and this Research

No	Previous Studies	Similarities	Differences
1	Manisha K, Four ST, Diana RH, Sri Ninta Tarigan (2020) “Students’ Difficulties In Writing Narrative Text”.	The first similarities is the topic students’ difficulties in writing narrative text. Second, this research employed qualitative research. Third this study chose the high school level as the place of its research.	The limitations of research or focus of research discussion. Because previous research focused on discussing what difficulties students faced in writing narrative texts, what difficulties students faced more dominantly and how teachers overcame these difficulties, while the current research only focused on analyzing student difficulties in writing narrative texts and how students overcome difficulties in writing narrative text in class X SMA Al-Azhar Syifa Budi Solo.

2	Rony Tua Parasian Sinaga (2020) about "Students' Difficulties in Writing Narrative Texts in Class X SMA Negeri 4 Pematang Siantar".	The first similarities is the topic students` difficulties in writing narrative text. Second, this research employed qualitative research. Third this study chose the high school level as the place of its research.	The limitations of research or focus of research discussion. Because previous research study focuses on discussing the difficulties faced by tenth graders of SMA Negeri 4 Pematang Siantar in writing narrative texts based on generic structures and lexicogrammatical features, while the current research only focused on analyzing student difficulties in writing narrative texts and how students overcome difficulties in writing narrative text in class X SMA Al-Azhar Syifa Budi Solo.
3	Lilis Afriani (2019) about "Analysis of Students' Difficulties in	The first similarities is the topic students` difficulties in	The limitations of research or focus of research discussion. Because previous research study focuses on discussing

	Writing Narrative Texts (Case Study in Class I of SMAN 6 Pandeglang Year 2018-2019)".	writing narrative text. Second, this research employed qualitative research. Third this study chose the high school level as the place of its research.	about what difficulties do students experience in writing narrative texts and what are the factors that cause these difficulties, while the current research only focused on analyzing student difficulties in writing narrative texts and how students overcome difficulties in writing narrative text in class X SMA Al-Azhar Syifa Budi Solo.
4	Nur Rohmawati, Qoriati Mushafanah, Mudzanatun (2022) concerning "Analysis of Difficulties of Grade V Students in Writing Narrative Texts Theme 7 Sub-	The first similarities is the topic students` difficulties in writing narrative text. Second, this research employed qualitative research.	The first differences limitations of research or focus of research discussion. Because previous study focused on discussing what difficulties students experienced in writing narrative texts, while the current research only focused on analyzing student

	theme 2 at SDN Mojoagung 01".		difficulties in writing narrative texts and how students overcome difficulties in writing narrative text in class X SMA Al-Azhar Syifa Budi Solo. Second, this study chose a elementary school as the place of its research.
5	<p>Inggrid Safitri (2020) concerning "Analysis of Students' Difficulties in Writing Narrative Texts for Class IX MTS Negeri 1 Jepara Academic Year 2019/2020".</p>	<p>The first similarities is the topic students` difficulties in writing narrative text. Second, this research employed qualitative research.</p>	<p>The first differences limitations of research or focus of research discussion. Because previous study focuses on discussing what difficulties students experience in writing narrative texts, while the current research only focused on analyzing student difficulties in writing narrative texts and how students overcome difficulties in writing narrative text in class X SMA Al-Azhar Syifa Budi</p>

			Solo. Second, this study chose a junior high school as the place of its research.
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Based on the explanation above, it can be concluded that the researcher wants to complement previous research and enrich a similar study. By conducting a study on the analysis of students' difficulties in writing narrative texts using different objects and different focus of discussion. The title of the research that will be conducted by researchers is "Analysis of Students' Difficulties in Writing Narrative Texts in Class X SMA Al-Azhar Syifa Budi Solo".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative method with a descriptive case study design. Because in this study the researcher only focused on one case intensively and in detail. The case referred to in this study is the difficulties experienced by students in writing narrative texts. Case studies are empirical investigations that investigate contemporary phenomena in real-life contexts (Yin in Nur'aini, 2020). Meanwhile, according to Creswell (2018), a case study is a research strategy to carefully investigate something by gathering complete information using various data collection procedures. In addition, case studies are also carried out with the aim of obtaining more in-depth results and can also be used to analyze more intensively about something against individuals, groups, or situation. Based on the above opinion, we can conclude that the case study method or design is a research method used to analyze individuals, institutions, or certain social units to the end so that they can provide intensive analytical results in examining existing social phenomena.

In this study, the researcher wanted to reveal the difficulties and the right solutions to overcome students' difficulties in learning writing skills, especially in writing narrative texts at class X SMA Al-Azhar Syifa Budi Solo.

B. Research Setting

1) Research Place

This research was carried out at SMA Al-Azhar Syifa Budi Solo for tenth grade students. This school is one of the elite school-based private schools at the high school level in Solo. In addition, the researcher chose this school as the subject of this research because Al Azhar Syifa Budi Solo High School has accreditation of "A" (Based on Certificate 220/BAP-SM/X/2016). Here, the researcher chose the students of Regular X class at SMA Al Azhar Syifa Budi Solo because the students in Regular X class are the most students to have difficulties writing narrative texts. And they are also first year students in senior high school, where they come from different school backgrounds (junior high school) and are gathered into one class. Where is the difference, the level of students' ability to write narrative texts is also different, there are some students who are already able to write narrative texts well, and there are also some students who still have difficulties writing narrative texts.

2) Research Time

This research was conducted in the 2022/2023 academic year. This research lasted for eight months starting from November 2022 to June 2023. This research began with submitting a title in the first month, namely November, followed by pre-research, then continued with writing proposal in the first month at the end until the third month at the beginning. Then in the

fourth month the researcher conducted a proposal seminar. Then proceed with data collection and data analysis in the fifth and sixth months. For the preparation of the writing chapter IV-V in the seventh month until the beginning of the eighth month. Meanwhile, at the end of the eighth month the researchers conducted a munaqosah. For more details, the following is a schedule of research conducted by researcher.

Table 3.1 The Research Schedule

Activity	Month							
	November	December	January	February	March	April	May	June
Title Submission								
Pre-Research								
Writing Proposal								
Proposal Seminar								
Collection the Data								
Analyzing Data								
Writing chapter IV-V								
Munaqosyah								

C. Research Subjects and Informants

The subjects in this study were students of class X Regular SMA Al-Azhar Syifa Budi Solo, academic year 2022/2023. Class X Regular consists of 20 students from SMA Al-Azhar Syifa Budi Solo. The informants in this study were students of SMA Al-Azhar Syifa Budi Solo class X Regular.

D. Data and Sources of the Data

1) Data

There are several types of data used in qualitative methods, such as observations, interviews, documents, and relevant previous research. The data in this study are divided into two, categories: primary data and secondary data. Primary data is data obtained directly from the source, which can be referred to as primary data. Secondary data is data collected by researchers from sources that can support research (Sugiyono, 2019). In this research, the primary data is in the form of documents or information obtained from interviews. And the secondary data will be taken from documents, observations, photos, and relevant previous research.

2) Source of the Data

In this study, researcher will use events and informants as data sources. This event is a teaching and learning activity in the subject of writing narrative texts for the 2022–2023 Academic Year. Meanwhile, the informants were regular class X students of SMA Al- Azhar Syifa Budi Solo for the 2022–2023 academic year.

E. Research Instruments

The research instrument is the main key component in a study. Sugiyono (2018) suggests that a research instrument is a tool used to measure natural and social phenomena to be observed. As for the quality of the instrument, it will determine the quality of the data used in the research, while the data is the basis for the empirical truth of the research findings or conclusions. The research instruments used in this study were checklist sheets, interview guides and recording devices/photos.

1. Checklist Sheet

A checklist sheet is a guide used by a researcher in making an observation. This checklist sheet contains aspects that can be observed such as the name of the subject, and the identity or target to be observed. By using this checklist sheet, it will be easier for a researcher because the researcher only needs to assess and give a sign or checklist every time symptoms appear, complete or incomplete, the target or focus of observation. The following is a table of checklist sheets used by researchers in this study.

Table 3.2 Checklist Sheet

No	Name	Observed aspect	Realization	
			Yes	No
1		Students are able to determine ideas or ideas well.		

2. Interview guidelines

According to Sugiyono (2018), an interview guide is an instrument or tool used to assist in the process of data collection techniques using the interview method. This interview guide contains a number of questions that will be asked to the subject. Meanwhile, the function of this interview guide is to serve as a reminder for the researcher regarding what aspects should be discussed. The following is a table of interview guidelines used by researchers in this study.

Table 3.3 Interview Guidelines

No	Indicator
1	What do you know about the narrative text?
2	Do you have difficulty in writing narrative text, if so, what kind of difficulties?
3	In your opinion, what is an effective way to overcome the difficulties you are experiencing?

3. Recording device / Photo

A recording device or photograph is a tool used as a tool for researchers in the data collection process, whether in the form of written data or anything else. This recording device or photo can be a digital camera, cellphone or other digital media.

F. Techniques of Collection the Data

In this study, several steps were taken with the intention of obtaining data from the beginning to the end of the research process. The steps or data collection techniques are:

1. Observation

Observation is one of the important tools for qualitative research. Because observation is a direct observation of the object of research to take a close look at the activities being carried out. Observing means seeing phenomena in the field directly by using all of the researcher's senses. In addition to observing the researcher can also be directly involved with something being observed or become a participant. In this study, researchers used observation techniques because they wanted to see and observe and wanted to know what problems or difficulties students experienced when writing narrative texts.

2. Interview

Interview is a data collection technique through question and answer between researchers and informants to achieve a goal related to the case being studied(Yin, 2018). Based on the understanding according to the expert above, the researcher can conclude that an interview is a conversation conducted by two people (the interviewer and the interviewee/source person) in which questions are asked by the interviewer to obtain information from the source. In this case the researcher conducted

interviews with students of class X Regular. This research uses a type of structured interview because in this case the researcher conducts an interview using interview guidelines that have been arranged in a systematic and complete manner.

3. Documentation

Documentation is a type of information that takes various forms. For example letters, official announcements, administrative documents, reports, articles to previous research (Yin, 2018). Based on the understanding according to the experts above, the researcher can conclude that documentation is a good and accurate source for text data (words) in qualitative studies. Because this method can record the language and words of the students, which will automatically make it easy for researchers to examine the data obtained. In this study, documentation is a student worksheet in writing narrative texts, which totals twenty worksheets. Documentation or student worksheets are taken to find out more about what difficulties students experience in writing narrative texts.

G. Trustworthiness of the Data

To get valid data here, researchers use triangulation techniques to check the validity of the data. According to Sugiyono (2018) Triangulation is not aimed at finding the truth, but at increasing the researcher's understanding of the data and facts they have. This was confirmed by Wiersma, who stated that triangulation in testing credibility is defined as checking data from various

sources in various ways and at various times. While other opinions regarding method triangulation are data validity checking techniques that utilize something other than the data for checking purposes or as a comparison of the data (Afifuddin in Pritandhari & Wakijo, 2020).

According to (Afifuddin in Pritandhari & Wakijo, 2020) there are four kinds of triangulation as a checking technique to achieve data validity, the four kinds of triangulation are:

1. Data Triangulation

In this stage the researcher will explore the truth of the information by comparing and checking the credibility of the data obtained, whether from observations, interviews, or documentation.

2. Observer Triangulation

In this stage the researcher will ask for input or suggestions from other observers regarding the results of the data collection that has been obtained, the other observer referred to in this case is the supervising lecturer.

3. Theory Triangulation

In this stage the researcher will examine the data by looking for standard comparisons from analytical explanations as supporting data to obtain valid evidence from the research results.

4. Method Triangulation

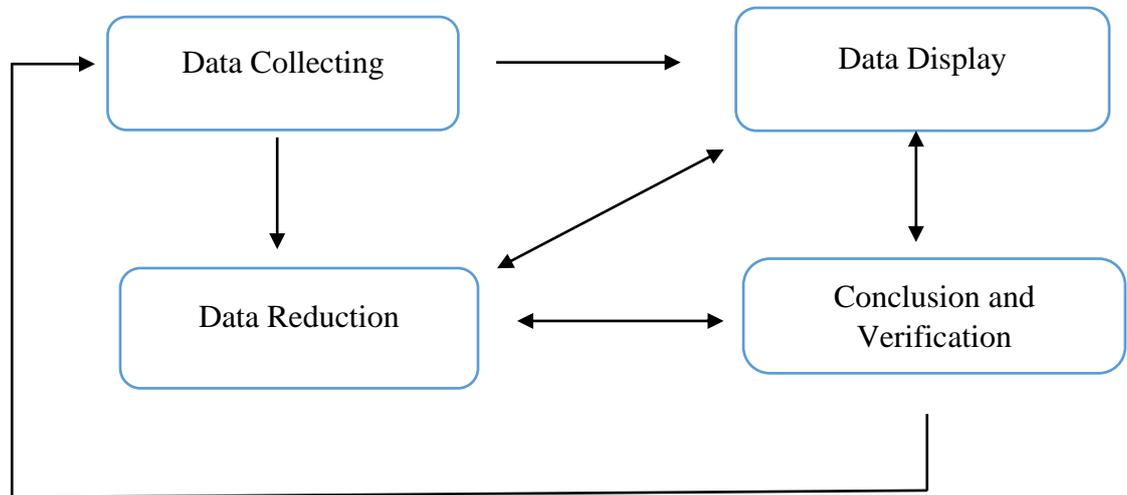
In this stage the researcher will check the credibility of the data by analyzing it using the interview, observation and documentation method.

Based on the explanation of the four techniques for checking the validity of the data above, it can be seen that the researcher used two triangulation techniques to check the validity of the data, namely method triangulation and data triangulation. Method triangulation because researchers use several methods to examine or test the validity of the data obtained. While data triangulation because in this study researchers will compare and check the credibility of the data obtained, both data from observations, interviews or documentation, this method is done with the aim of ensuring that the results or data obtained are true as they are.

H. Technique of Analyzing Data

This study uses data analysis techniques using the Miles & Huberman interactive model (in Sugiyono, 2018) where this model will consist of four streams of activities that occur simultaneously, namely data collection, data reduction, data presentation, and drawing conclusions/verification. An explanation of this data analysis technique is as follows:

Diagram 3.2 Analyzing Data



1. Data Collection

Data collection is the stage where researchers carry out the process of collecting data using observation, interview, and documentation methods. In collecting this data, there are observable data and non-observable data, for example, about feelings and hearts.

2. Data Reduction

Data reduction can be interpreted as the process of selecting or focusing on one thing, and transforming the raw data that emerges from the records obtained in the field. This data reduction is carried out with the aim of classifying, directing, and discarding data that is deemed unnecessary, and organizing data in such a way that conclusions can be drawn and verified. This data reduction or transformation process takes place continuously, during qualitative research or data collection.

3. Data Display

In presenting the data, the researcher analyzed the results of observations, interviews and documents. Then the data will be arranged in table form. Through the presentation of table data, it is hoped that the data will be organized and structured so that the data is easy to understand.

4. Conclusion and Verification

The final step of data analysis in qualitative research is drawing conclusions or verifying them. After doing the analysis, the researcher concludes from the research results that they answer the problem formulation that has been determined. Thus, drawing conclusions and verifying them is an analytical activity, where, at the beginning of data collection, an analyst begins to decide whether something is meaningful or not by looking for regularities, patterns, explanations, possible configurations, causal relationships, and propositions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings in this study consist of a description of the data found. The aim is to answer the research problem in the first chapter. This chapter will present a description of data about the difficulties faced by students in writing narrative texts in class X Regular SMA Al-Azhar Syifa Budi Solo and appropriate solutions to overcome the difficulties faced by students in writing narrative texts in class X Regular SMA Al-Azhar Syifa Budi Solo. Explanation of answers to research problems will be answered in research findings and then will be resolved in the discussion. The research findings here are divided into 2 descriptions which will be divided into several points of view.

1. The Difficulties Faced by Students in Writing Narrative Texts in Class X Regular SMA Al-Azhar Syifa Budi Solo.

Based on the results of observations, interviews and documentation based on the theory of difficulties experienced by students when writing narrative texts according to (Harmer) and (Westwood) which according to this theory students' difficulties in writing narrative texts can be grouped or grouped discriminate based on the difficulties they experience.

Based on the results of observations made by researcher on 23 February 2023 in class X Regular, I found that students experienced difficulties when given the task of making a narrative text story.

In the process of working on the task given by the teacher, namely the task of writing narrative text. Students have difficulty doing it, the difficulties experienced by these students are various, for example, difficulties in determining ideas or ideas, difficulties in terms of grammar and spelling, difficulties in terms of grammar, difficulties in terms of structure/organization, difficulties in terms of vocabulary and spelling, grammar and vocabulary difficulties, and punctuation difficulties. The characteristics or signs of students experiencing this difficulty can be seen from the photo below.



Picture 4.1 Characteristics of Students Experiencing Difficulties

(Observation, 23 February 2023)

Based on the picture above, we can conclude that the characteristics of students experiencing difficulties are asking questions about things they don't understand to the teacher and doing narrative text assignments using the help of Google Translate.

Based on the information that the researcher has obtained through observations regarding some of the difficulties experienced or had by students in writing narrative texts. Researcher classify or categorize them into seven categories based on the type of difficulty and also the number of students who experience these difficulties. The seven categories are as follows:

a) Difficulty in Expressing Ideas or Content

Difficulty in determining ideas or ideas is a difficulty because students are unable to put the content or ideas in their minds into writing. Students have this difficulty because students feel confused and difficult to choose a topic when they want to write in English. And because students find it difficult to develop texts when they want to write in English. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

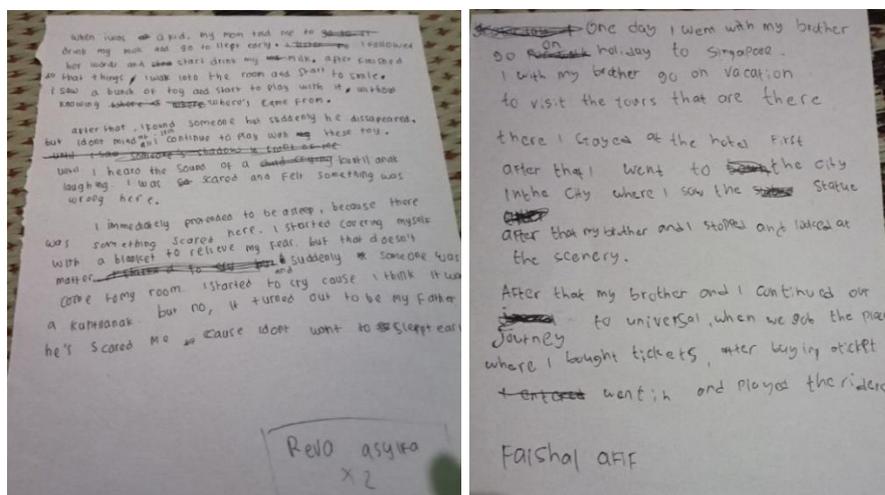
Student 1: Tentu saja, saya memiliki kesulitan dalam hal menuangkan ide atau gagasan. Dikarenakan saya seringkali merasa bingung dan sulit untuk memilih topik pada saat ingin menulis dalam bahasa Inggris.

(Of course, I have difficulties in terms of expressing ideas or ideas. Because I often feel confused and difficult to choose a topic when I want to write in English.)

Student 7: *Tentu saja, saya memiliki kesulitan dalam hal menuangkan ide atau gagasan. Dikarenakan saya seringkali merasa sulit untuk mengembangkan teks pada saat ingin menulis dalam bahasa Inggris.*

(Of course, I have difficulties in terms of expressing ideas or ideas. Because I often find it difficult to develop texts when I want to write in English.)

Regarding the inability of students to put the content or ideas that exist in students' minds into writing. The researcher can see that based on the students' written works, for more details, let's look at the students' written works below:



Picture 4.2 Documentation of Student Writing Results

(Documentation, 23 February 2023)

Based on the explanations from the interviews and the results of the students' writing above, the researcher can conclude that there are two students who have difficulty determining ideas or story content in writing

narrative texts. This is because students have difficulty determining topics and developing texts into writing or reading paragraphs in English. For example, there are several scribbles in Reva and Faisal's writing when writing the story above, these scribbles are caused by students' difficulties in determining ideas or story content in writing narrative texts.

b) Difficulty in Terms of Grammar & Difficulty in Terms of Spelling

Difficulty in grammar and spelling is a difficulty that is caused by students not being able to understand the many language formulas and followed by students' inability to spell words in English, which results in or influences students' ability to construct sentences. Students have this difficulty due to a lack of students' understanding of how to use grammar and proper English spelling. And because of the many rules that must be understood in grammar as well as the spelling and writing of foreign languages are often not the same, so it makes students feel difficult or confused. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

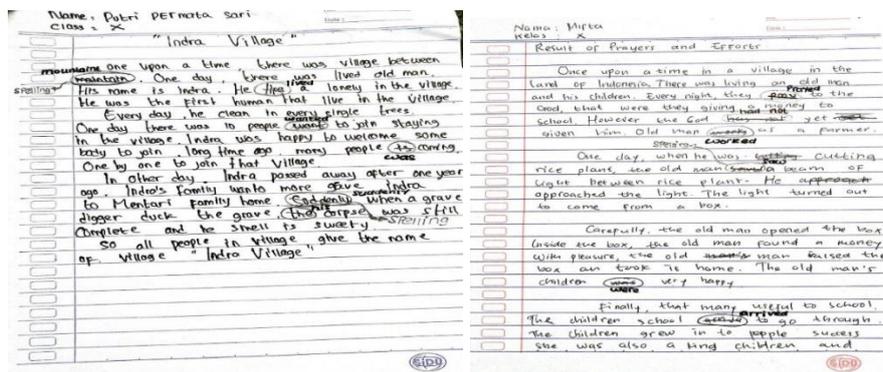
Student 2: Tentu saja memiliki kesulitan. Kesulitan saya yaitu tentang tata bahasa dan pengejaan. Dikarenakan seringkali saya masih kurang paham tentang cara penggunaan tata bahasa, dan pengejaan bahasa Inggris yang tepat.

(Of course, it has difficulties. My difficulty is about grammar and spelling. Because often I still don't understand how to use grammar and proper English spelling.)

Student 9: *Tentu saja memiliki kesulitan, saya memiliki kesulitan dalam hal tata bahasa dan pengejaan. Hal ini disebabkan karena banyaknya aturan yang harus dipahami pada tata bahasa dan juga pengejaan dan penulisan bahasa asing itu sering kali tidak lah sama, sehingga membuat saya merasa kesulitan atau bingung.*

(Of course, it has difficulties. I have difficulties in terms of grammar and spelling. This is because there are many rules that must be understood in grammar as well as spelling and writing in foreign languages that are often not the same, so it makes me feel difficult or confused.)

Regarding the inability of students in terms of grammar and spelling of words in the language. The researcher can see that based on the students' written works, for more details, let's look at the students' written works below:



Picture 4.3 Documentation of Student Writing Results

(Documentation, 23 February 2023)

Based on the interview explanations and the results of the students' writing above, the researcher can conclude that there are two students who experience difficulties in terms of grammar and spelling when writing narrative texts. This is because there are many language formulas, which make students feel confused and also because words in English often don't match what is said. For example, there are still some students writing narrative texts without using the past tense, such as Putri still using the words (is), (life), (want), while Mifta still uses the words (has not), and (arrive) and there are still some students who are wrong in the spelling of words such as Putri was wrong in spelling the word (mountaint) to be (maintain) and Mifta was wrong in the spelling of the word (saw) it was written to be (saw).

c) Difficulty in Terms of Grammatical

Difficulty in grammar is a difficulty because students are unable to understand formulas or language rules in writing a sentence or paragraph in

English. Students have this difficulty because students are not used to using English dictionaries or writing formulas in English, there are many rules or rules that must be understood so that students often experience mistakes and confusion when applying them, many rules make rules that must be understood so that students are confused, the rules are like verbs, nouns, adjectives and others. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

Student 3: *Tentu saja memiliki kesulitan, saya memiliki kesulitan dalam hal tata bahasa. Hal ini disebabkan karena saya tidak terbiasa menggunakan kamus bahasa inggris atau rumus penulisan dalam bahasa inggris.*

(Of course, it has difficulties. I have difficulties in terms of grammar. This is because I am not used to using an English dictionary or writing formulas in English.)

Student 5: *Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak aturan atau kaidah yang harus dipahami sehingga membuat saya sering kali mengalami kesalahan.*

(Of course, I have difficulties. My difficulty in writing narrative text is about grammar, because in grammar there are many rules that must be understood so that I often make mistakes.)

Student 10: *Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak kaidah yang harus dipahami sehingga membuat saya sering kali mengalami kebingungan dalam menerapkannya.*

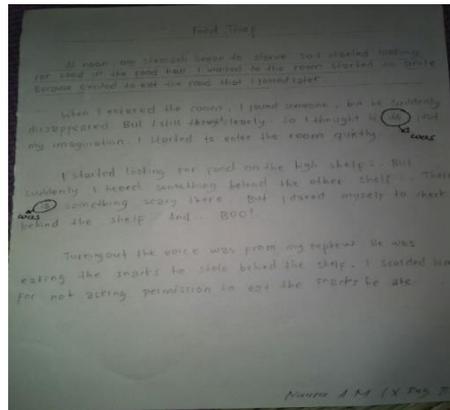
(Of course, I have difficulties. My difficulty in writing narrative text is about grammar, because in grammar there are many rules that must be understood so that I often experience confusion in applying them.)

Student 12: *Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak aturan atau kaidah yang harus dipahami sehingga membuat saya masih bingung.*

(Of course, I have difficulties. My difficulty in writing narrative text is about grammar, because in grammar there are many rules or rules that must be understood so that it makes me still confused.)

Student 15: *Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak aturan yang membuat saya bingung aturan itu seperti kata kerja, kata benda, kata sifat dan lainnya.*

(Of course, I have difficulties. My difficulty in writing narrative text is about grammar, because in grammar there are many rules that make me confused, such as verbs, nouns, adjectives and others.)



Picture 4.4 Documentation of Student Writing Results

(Documentation, 23 February 2023)

Based on the explanation of the results of the interviews and the results of the students' writing above, the researcher can conclude that there are five students who experience difficulties in terms of grammar when writing narrative texts. This is because there are many grammar rules in English. Where it causes students to find it difficult to memorize and apply grammar rules properly and correctly. For example, there are still some students writing narrative texts without using the past tense, such as Airlangga still using the word (is) and (go), Angga still using the word (are), Bella still using the word (incijent), Janma still using the word (walk) and Naura still using the word (walk). using the word (is) in writing narrative text.

d) Difficulties in Terms of Structure/Organization

Difficulty in terms of structure or organization is a difficulty because students are unable to remember or understand a good and correct structure

or writing pattern. Students have this difficulty due to students' unfamiliarity in writing a story or text with an organizational structure. And because students do not know what are the parts or structures in narrative text. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

***Student 11:** Tentu saya memiliki kesulitan, kesulitan saya yaitu dalam hal struktur organisasi dan tata bahasa. Hal ini dikarenakan saya tidak terbiasa menulis sebuah cerita atau teks dengan struktur organisasi.*

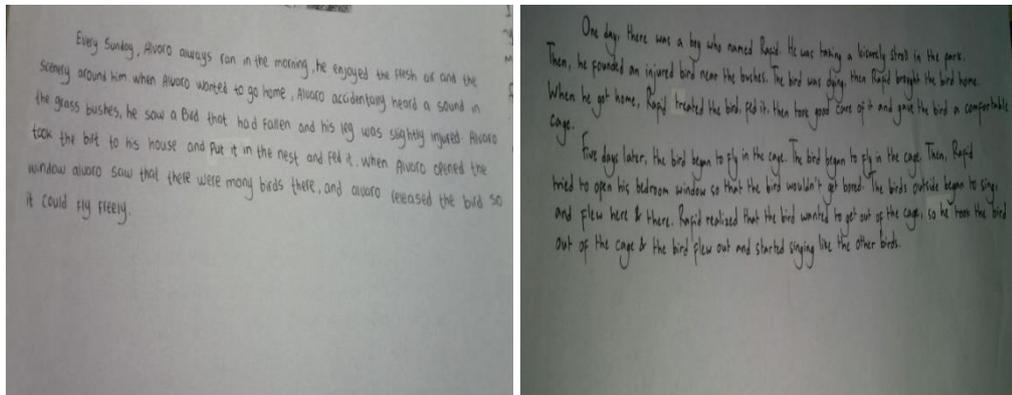
(Of course, I have difficulties. My difficulties are in terms of organizational structure and grammar. This is because I am not used to writing a story or text with an organizational structure.)

***Student 18:** Tentu saya memiliki kesulitan, kesulitan saya yaitu dalam hal struktur organisasi dan tata bahasa. Hal ini dikarenakan saya tidak mengetahui apa saja bagian-bagian atau struktur yang ada pada teks naratif.*

(Of course, I have difficulties. My difficulties are in terms of organizational structure and grammar. This is because I do not know what are the parts or structures in narrative text.)

Regarding the inability of students in terms of organizational structure in writing narrative texts. The researcher can see that based on the

students' written works, for more details, let's look at the students' written works below:



Picture 4.5 Documentation of Student Writing Results

(Documentation, 23 February 2023)

Based on the explanation of the results of the interviews and the results of the students' writing above, the researcher can conclude that there are two students who experience difficulties in determining the structure of narrative texts. This is because the students are not used to writing using an organizational structure in writing an English story. For example, there are still students who write narrative texts without using the structure or parts of narrative texts, such as Shinta and Dinda who write narrative texts without following the rules or parts of narrative texts.

e) Difficulty in Terms of Vocabulary & Difficulty in Terms of Spelling

Difficulty in vocabulary and spelling is a difficulty because students are unable to spell words in English and students lack vocabulary so that they are unable to combine or make good and correct sentences. Students

have this difficulty due to students' unfamiliarity with using English in everyday life and students also have difficulties in spelling English, because the words spoken in English are not exactly the same as those written. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

***Student 6:** Tentu saya memiliki kesulitan, kesulitan saya yaitu dalam hal kosa kata dan pengejaan. Hal ini dikarenakan saya tidak terbiasa menggunakan bahasa inggris dalam kehidupan sehari-hari saya dan saya juga memiliki kesulitan dalam hal mengeja bahasa Inggris, karena kata yang diucapkan dalam bahasa Inggris itu tidak sama persis seperti yang tertulis.*

(Of course, I have difficulties. My difficulties are in terms of vocabulary and spelling. This is because I am not used to using English in my daily life and I also have difficulties in terms of spelling in English, because the words spoken in English are not exactly the same as those written.)

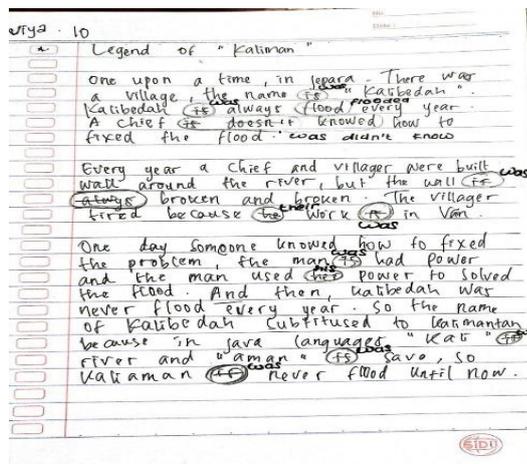
Regarding the inability of students in terms of vocabulary and spelling in writing narrative texts. The researcher can see that based on the students' written works, for more details, let's look at the students' written works below:

communicating in English in everyday life, thus making students' understanding of grammar low and making the vocabulary students have is lacking or classified as low. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

Student 8: Ya saya memiliki kesulitan, kesulitan saya dalam hal grammar dan kosakata. Dikarenakan saya tidak terbiasa menggunakan rumus atau kamus penulisan dalam bahasa inggris dan juga berkomunikasi dengan bahasa inggris dalam kehidupan sehari-hari saya, sehingga membuat pemahaman saya tentang tata bahasa rendah serta membuat kosakata yang saya miliki itu kurang atau tergolong rendah.

(Yes, I have difficulties. My difficulties are in terms of grammar and vocabulary. Because I am not used to using formulas or writing dictionaries in English and also communicating in English in my daily life, this makes my understanding of grammar low and makes my vocabulary less or relatively low.)

Regarding the inability of students in terms of grammar and vocabulary in writing narrative texts. The researcher can see that based on the students' written works, for more details, let's look at the students' written works below:



Picture 4.7 Documentation of Student Writing Results

(Documentation, 23 February 2023)

Based on the explanation of the results of the interviews and the results of the students' writing above, the researcher can conclude that there is one student who has difficulty in using English formulas or rules when writing narrative texts and the lack of vocabulary that students have. This is because there are many grammar rules and vocabulary in English. Where it causes students to find it difficult to memorize and apply grammar rules and vocabulary properly and correctly. For example, there are still some students who write narrative texts without using the past tense. Like Viya still uses the word (is) and there are still some students who have difficulty constructing sentence patterns, we can see that the vocabulary they use is still irregular.

g) Difficulty in Terms of Punctuation

Difficulty in punctuation is a difficulty because students are unable to understand formulas or rules in English and lack knowledge about how to use punctuation properly and correctly. Students have this difficulty due to the lack of students' ability to use punctuation, learning punctuation is taught in elementary school, so that it makes students forget how to apply it properly in writing, students' lack of interest in reading so students don't know how to use it. good and correct punctuation and the last one due to the lack of ability and knowledge of students in using punctuation. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

***Student 4:** Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan kurang nya kemampuan saya dalam menggunakan tanda baca.*

(Yes, I have difficulties, my difficulties in writing narrative text are in terms of punctuation. This is due to my lack of ability to use punctuation.)

***Student 13:** Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan pembelajaran tanda baca itu diajarkan pada saat sekolah dasar, sehingga itu membuat saya lupa bagaimana cara menerapkannya dengan baik dalam sebuah tulisan.*

(Yes, I have difficulties, my difficulties in writing narrative text are in terms of punctuation. This is because learning punctuation was taught in elementary school, so it made me forget how to properly apply it in writing.)

Student 14: *Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan kurangnya minat membaca saya sehingga saya tidak mengetahui cara menggunakan tanda baca yang baik dan benar.*

(Yes, I have difficulties, my difficulties in writing narrative text are in terms of punctuation. This is due to my lack of interest in reading so I don't know how to use good and correct punctuation.)

Student16: *Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tanda baca, Hal ini dikarenakan kurangnya pemahaman saya tentang bagaimana cara menggunakan tanda baca yang baik dan benar.*

(Of course, I have difficulties. My difficulty in writing narrative text is about punctuation. This is due to my lack of understanding of how to use good and correct punctuation.)

Student 17: *Tentu saja memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan kurangnya kemampuan saya dalam menggunakan tanda baca.*

(Of course, I have difficulties, my difficulty in writing narrative text is in terms of punctuation. This is due to my lack of ability to use punctuation.)

Student 19: *Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini kurang nya minat membaca saya sehingga saya tidak mengetahui cara menggunakan tanda baca yang baik dan benar.*

(Yes, I have difficulties, my difficulties in writing narrative text are in terms of punctuation. This is my lack of interest in reading so I don't know how to use good and correct punctuation.)

Student 20: *Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini kurang nya kemampuan dan pengetahuan saya dalam menggunakan tanda baca.*

(Yes, I have difficulties, my difficulties in writing narrative text are in terms of punctuation. This is my lack of ability and knowledge in using punctuation.)

Regarding the inability of students in terms of punctuation in writing narrative texts. The researcher can see that based on the students' written works, for more details, let's look at the students' written works below:

Ennah Mustafa A
x2

Last week I went to play with my brother and my brother walked up to the car and started since because we can go together to house street.

The brothers found the lost tickets and put it in the bag, when they arrived at the location the brother handed the tickets over to the man on duty.

And we used to take pictures here, but the old photos have disappeared due to fire when selecting another paper, we was to be here having fun.

Ennah Mustafa A
Regular

My friend said some is running all the day in there I found many song all belongs to my friend's house after that, I went to the toilet for a while, I found someone, but suddenly he disappeared.

I here, atmosphere feels tense, suddenly the lights go out. I tried to open the toilet door but it was locked - there was something wrong there.

Ennah Mustafa A
Regular 2

Spirity ghost room

Yesterday I played with my friend and I went to the gymnasium with my friend and I started to enter the ghost room.

In the ghost room I found a zombie security his name was [unclear] his name because there is a name tag on his shirt. When opening the next room suddenly my friend disappeared, I thought he had been taken by a ghost.

After my friend disappeared I ran so quickly but in the ghost room, when running a lot of ghosts that followed me, especially zombie, after a long run finally I can get out. I think there was something scary there, and my friend nowhere to be found.

Ennah Mustafa A
Regular 2

Monday I ate with my friends and read novels together. My friend on I read novels during recess. Exchanged novels with my friends and brought them home. I checked the novel I borrowed from my friend and it turns out that his novel was left in the cafeteria during recess. then I went to the cafeteria and there was something scary there.

I found someone but suddenly he disappeared, I wait over him when I come over I could not find anything. I was immediately left the cafeteria by walking very quickly.

I immediately went on the bus to my friend's house. I went into the room, I walked into the room and started to smile. I explained everything to my friend, and she said tomorrow looking with him.

Shelling

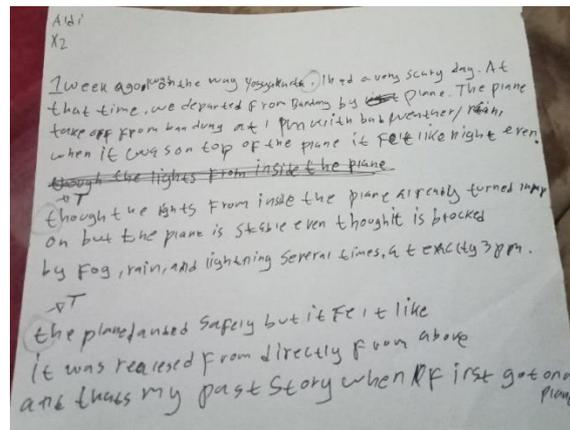
Ennah Mustafa A
Regular 2

One day Yusuf was playing in the complex next to his house. Yusuf was happy with the atmosphere his morning, the strong wind, the shining sun, and the birds flying around. Suddenly Yusuf stopped, Yusuf heard the sound of a baby bird in the bushes. Yusuf approached the bushes and took the chick. Yusuf felt sorry for the chick and brought it home. When he got home, Yusuf saw the chick. It turned out that the chick had an injured leg and Yusuf treated it. After treating the chick, he was given it to the bird's cage and feed. Yusuf had been curing for the chick for 3 days. It turned out that the chick's leg had healed. Yusuf decided to fly the chick away.

and it was done!!

Ennah Mustafa A
Regular 2

One day Yusuf was playing in the complex next to his house. Yusuf was happy with the atmosphere his morning, the strong wind, the shining sun, and the birds flying around. Suddenly Yusuf stopped, Yusuf heard the sound of a baby bird in the bushes. Yusuf approached the bushes and took the chick. Yusuf felt sorry for the chick and brought it home. When he got home, Yusuf saw the chick. It turned out that the chick had an injured leg and Yusuf treated it. After treating the chick, he was given it to the bird's cage and feed. Yusuf had been curing for the chick for 3 days. It turned out that the chick's leg had healed. Yusuf decided to fly the chick away.



Picture 4.8 Documentation of Student Writing Results

(Documentation, 23 February 2023)

Based on the explanation of the results of the interviews and the results of the students' writing above, it can be concluded that there were seven students who experienced difficulties in using punctuation marks when writing narrative texts. This is due to the inability of students to use punctuation properly and correctly. For example, there are still students who write at the beginning of sentences without using capital letters. Like Naufa, Nayla, Irham, Dava and Sechan who wrote at the beginning of sentences still used lowercase letters and there were also students who still experienced errors in using or applying periods and commas. Like Aldi and Ayu.

Based on the explanation of the results of the interviews and the results of the writings of several students about the narrative text above. Researchers can classify or categorize what percentage of students experience difficulties in expressing ideas or content, difficulties in terms

of grammar and spelling, difficulties in terms of grammar, difficulties in terms of structure/organization and grammar, difficulties in terms of vocabulary and spelling, difficulties in terms of grammar and vocabulary, difficulties in terms of grammar and punctuation. As explained in the table below.

Table 4.1 Total Percentage of Students Experiencing Difficulties

No	Student Difficulties	Total Percentage	Total Students
1	Difficulty in expressing ideas or content.	10%	2
2	Difficulty in terms of grammar & Difficulty in terms of spelling.	10%	2
3	Difficulty in terms of grammatical.	25%	5
4	Difficulties in terms of structure/organization	10%	2
5	Difficulty in terms of vocabulary & Difficulty in terms of spelling.	5%	1
6	Difficulty in terms of grammar & Difficulty in terms of vocabulary.	5%	1

7	Difficulty in terms of punctuation.	35%	7
Total Number		100%	20

From the percentage table above it can be seen that students have seven types or categories of difficulties in writing narrative texts. Based on the seven categories of difficulties, we can see that there are levels of percentage of difficulties experienced by students. This percentage consists of the percentage of the highest difficulty to the lowest difficulty experienced by regular class X SMA Al - Azhar Syifa Budi Solo. The type of difficulty category that is the highest or the most experienced by regular class X students of SMA Al – Azhar Syifa Budi Solo is difficulty in terms of punctuation. Where this difficulty has a percentage of 35% of students experiencing these difficulties. Furthermore, for the second most common type of difficulty category experienced by regular class X students of SMA Al – Azhar Syifa Budi Solo, namely difficulties in terms of grammar. Where this difficulty has a percentage of 25% of students experiencing these difficulties. Then the third type of difficulty category experienced by regular class X students of SMA Al – Azhar Syifa Budi Solo, namely difficulties in determining ideas or ideas, difficulties in terms of grammar and spelling and difficulties in terms of organizational structure. Where each of these difficulties has a percentage of 10% of students experiencing these difficulties. And the lowest type of difficulty category

experienced by regular class X students of SMA Al – Azhar Syifa Budi Solo, namely difficulties in terms of vocabulary and spelling as well as grammar and vocabulary.

2. How do Students` Overcome the Difficulties in Writing Narrative Texts in Class X Regular SMA Al-Azhar Syifa Budi Solo.

Based on the results of interviews conducted by researchers with twenty students of class X Regular SMA Al-Azhar Syifa Budi Solo. The researcher obtained information that the twenty students had several ways to overcome difficulties in writing narrative texts. Some of these ways are as follows:

a) Increase Reading Books and Listening to Stories.

According to students, reading more books and listening to stories is a solution or a good enough way to overcome difficulties in terms of determining ideas or ideas. Of the two students who had difficulty in determining ideas or ideas. They all chose to overcome difficulties in terms of determining ideas or ideas by reading more books and listening to stories. Because in this way students will get a lot of references or ideas to write a story. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

***Student 1:** Memperbanyak membaca buku dan mendengarkan cerita. Karena dengan memperbanyak membaca buku dan mendengarkan cerita saya akan mendapatkan banyak referensi untuk menulis sebuah cerita.*

(Read more books and listen to stories. Because by reading more books and listening to stories I will get a lot of references to write a story.)

***Student 7:** Memperbanyak membaca buku dan mendengarkan cerita. Karena dengan memperbanyak membaca buku dan mendengarkan cerita saya akan mendapatkan banyak ide atau gagasan untuk menulis sebuah cerita.*

(Read more books and listen to stories. Because by reading more books and listening to stories I will get lots of ideas or ideas for writing a story.)

b) Increase Reading Dictionaries and Ask the Teacher

According to students, reading more of the English dictionary and asking the teacher is a good solution or way to overcome difficulties in terms of grammar and spelling. Of the two students who experienced difficulties in terms of grammar and spelling. They each chose to overcome difficulties in terms of grammar and spelling by reading more English dictionaries and also asking the teacher. Because by reading more English dictionaries and often asking the teacher, students will get

or know how to use grammar and also know the proper and correct spelling of words in English. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

Student 2: Memperbanyak membaca kamus atau rumus penulisan dalam bahasa inggris. Karena dengan memperbanyak membaca kamus atau rumus penulisan dalam bahasa inggris, saya akan mengetahui bagaimana cara menggunakan tata bahasa dan juga mengetahui pengejaan kata dalam bahasa inggris yang baik dan benar.

(Increase reading dictionaries or writing formulas in English. Because by reading more dictionaries or writing formulas in English, I will know how to use grammar and also know the proper and correct spelling of words in English.)

Student 9: Bertanya kepada guru mengenai penggunaan dan pengejaan tata bahasa atau kata dalam bahasa inggris yang baik dan benar.

(Ask the teacher about the use and spelling of grammar or words in English that are good and right).

c) Increase practice of doing questions in English, Re-read Materials About Grammar and Read the English Dictionary

Increasing practice of doing questions in English, re-reading material about grammar and reading the English dictionary is a solution or a good enough way to overcome difficulties in terms of grammar. Of the five students who experienced difficulties in terms of grammar. Three of them chose to overcome difficulties in terms of grammar by increasing practice doing questions in English and two other students chose to overcome grammatical difficulties by re-reading material about grammar and reading the English dictionary. Because by increasing the practice of doing questions in English, re-reading grammar material and reading the English dictionary can stimulate, increase students' understanding and ability in grammar questions. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

Student 3: Memperbanyak latihan mengerjakan soal dalam bahasa inggris. Karena dengan saya sering berlatih mengerjakan soal dalam bahasa inggris, itu dapat merangsang kemampuan siswa dalam soal tata bahasa.

(Increase the practice of working on questions in English. Because I often practice doing questions in English, it can stimulate students' abilities in grammar questions.)

Student 5: *Membaca ulang materi tentang tata bahasa. Karena dengan saya mengulang ulang materi tentang tata bahasa, saya akan mudah memahami cara penggunaan tata bahasa, tenses serta pola kalimat yang baik dan benar.*

(Re-read material on grammar. Because by repeating material about grammar, it will be easy for me to understand how to use good and correct grammar, tenses and sentence patterns).

Student 10: *Memperbanyak latihan mengerjakan soal dalam bahasa inggris. Karena dengan sering berlatih mengerjakan soal dalam bahasa inggris, itu dapat menambah pemahaman saya dalam soal tata bahasa.*

(Increase the practice of working on questions in English. Because by often practicing working on questions in English, it can add to my understanding of grammar problems.)

Student 12: *Membaca kamus bahasa inggris. Karena dengan saya membaca kamus bahasa inggris, saya bisa mengetahui tata cara penggunaan tata bahasa yang benar.*

(Read the English dictionary. Because by reading the English dictionary, I can know the procedures for using the correct grammar).

Student 15: *Memperbanyak latihan mengerjakan soal dalam bahasa inggris. Karena dengan saya sering berlatih mengerjakan soal*

dalam bahasa inggris, itu dapat meningkatkan kemampuan dan pemahaman saya dalam soal tata bahasa.

(Increase the practice of working on questions in English. Because I often practice doing questions in English, it can improve my ability and understanding in grammar problems.)

d) Ask the Teacher and Read More Stories About Narrative Texts

Asking the teacher is and reading more stories about narrative texts is a solution or a good enough way to overcome difficulties experienced by students such as difficulties in understanding organizational structure in narrative texts. Of the two students who experienced difficulties in terms of structure or organization. They each chose to overcome difficulties in terms of structure or organization by asking the teacher and reading more stories about narrative texts. Because by asking the teacher and reading more stories about narrative texts. Students will know how the structure/organization or parts of a narrative text are correct. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

***Student 11:** Bertanya kepada guru. Karena dengan bertanya kepada guru, saya akan mendapatkan jawaban yang cukup meyakinkan dan dengan bertanya kepada guru juga dapat menambah pengetahuan*

dan pemahaman saya mengenai bagian-bagian apa saja yang ada pada teks naratif.

(Ask the teacher. Because by asking the teacher, I will get answers that are quite convincing and by asking the teacher can also increase my knowledge and understanding of what parts are in the narrative text.)

Student 18: *Memperbanyak membaca cerita tentang teks naratif. Karena dengan banyak membaca teks naratif saya akan mudah memahami struktur atau bagian-bagian apa saja yang ada pada teks naratif.*

(Read more stories about narrative text. Because by reading a lot of narrative texts I will easily understand the structure or what parts are in the narrative text).

e) Read the English dictionary

Reading an English dictionary is a good solution or way to overcome difficulties in terms of vocabulary and spelling. From one student who experienced difficulties in terms of vocabulary and spelling. The student chose to overcome difficulties in terms of vocabulary and spelling by reading an English dictionary. Because by reading the English dictionary students will know and also get new kinds of vocabulary. Where this serves to improve or add to the vocabulary that students have and by reading the English dictionary students can

also find out the correct way of spelling. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

Student 6: Membaca kamus bahasa Inggris. Karena dengan membaca kamus bahasa inggris saya akan mengetahui serta juga akan mendapatkan macam macam kosakata yang baru. Dimana hal tersebut berfungsi untuk meningkatkan atau menambah kosakata yang saya miliki dan dengan membaca kamus bahasa inggris juga saya dapat mengetahui cara pengejaannya yang benar.

(Read the English dictionary. Because by reading the English dictionary I will know and also get new kinds of vocabulary. Where this serves to improve or add to the vocabulary that I have and by reading the English dictionary I can also find out the correct way of spelling.)

f) Reading Story Books or Fairy Tales in English

Reading story books or fairy tales in English is a good solution or way to overcome some difficulties in writing narrative texts such as grammar and vocabulary. From one student who experienced difficulties in terms of grammar and vocabulary. These students choose to overcome difficulties in terms of grammar and vocabulary by reading story books or fairy tales in English. Because by reading story books or fairy tales in English, students will be able to add to their vocabulary and also by frequently reading story

books or fairy tales in English, students can find out or improve their skills and understanding of how to use grammar. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

Student 8: Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat menambah kosakata yang saya miliki dan juga dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat mengetahui bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

(Read story books or fairy tales in English. Because by frequently reading storybooks or fairy tales in English, I will be able to add to my vocabulary and also by frequently reading storybooks or fairy tales in English, I can find out how to use grammar and use or place good punctuation and Correct).

g) Reading More Story Books, Ask the Teacher and Double-Check the Results of the Writing

Reading more story books, asking the teacher and double-checking the results of writing is a solution or a pretty good way to overcome difficulties in writing narrative texts, especially difficulties in punctuation. Of the seven students who experienced difficulties in terms of punctuation. Five of them chose to overcome difficulties in terms of punctuation by

reading more story books or fairy tales in English and the other two students chose to overcome these difficulties by double-checking their writing and asking the teacher. Because by reading story books or fairy tales in English, asking the teacher and double-checking the results of writing. Students will be able to know or improve their skills and understanding of how to use punctuation marks and can reduce the risk of errors in the use or placement of punctuation marks. This statement was obtained based on the results of interviews conducted by researchers by interviewing students on 24 February 2023. For more details, let's see the following explanation:

***Student 4:** Bertanya kepada guru mengenai penggunaan tata bahasa, kosa kata dan tanda baca yang baik dan benar.*

(Ask the teacher about the use of good and correct grammar, vocabulary and punctuation).

***Student 13:** Membaca buku cerita. Karena dengan sering membaca buku cerita, saya akan dapat merangsang kosakata yang saya miliki dan juga dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat mengetahui bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.*

(Read story books. Because by frequently reading storybooks, I will be able to stimulate the vocabulary I have and also by frequently reading storybooks or fairy tales in English, I can find out how to use grammar and use or place good punctuation and Correct).

Student 14: Mengecek ulang teks atau isi kalimat yang telah kita tulis. Karena dengan sering mengecek ulang hasil tulisan kita, maka kesalahan dalam tata bahasa, kosa kata dan tanda baca itu bisa kita diminimalisir.

(Rechecking the text or the contents of the sentences that we have written. Because by frequently re-checking our writing, we can minimize errors in grammar, vocabulary and punctuation).

Student 16: Membaca buku cerita. Karena dengan sering membaca buku cerita, saya akan dapat meningkatkan pemahaman saya mengenai kosakata dan juga dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat mengetahui bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

(Read story books. Because by frequently reading story books, I will be able to improve my understanding of vocabulary and also by frequently reading storybooks or fairy tales in English, I can find out how to use grammar and use or place good punctuation and Correct).

Student 17: Mengecek ulang hasil tulisan kita. Karena dengan sering mengecek ulang hasil tulisan kita, maka konsekuensi terjadinya kesalahan dalam tata bahasa, kosa kata dan tanda baca itu semakin kecil.

(Check our results again. Because by frequently re-checking our writing, the consequences of mistakes in grammar, vocabulary and punctuation are getting smaller).

Student 19: *Membaca buku cerita. Karena dengan sering membaca buku cerita, saya akan dapat menambah kosakata yang saya miliki dan juga dengan saya sering membaca buku cerita atau dongeng dalam bahasa inggris, itu membuat pemahaman saya semakin tinggi tentang bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.*

(Read story books. Because by frequently reading story books, I will be able to add to the vocabulary I have and also by reading story books or fairy tales in English frequently, it makes my understanding higher about how to use grammar and use or placement correct punctuation.)

Student 20: *Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat menambah kosakata yang saya miliki dan juga dengan saya sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat meningkatkan pengetahuan saya tentang bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.*

(Read story books. Because by frequently reading story books, I will be able to add to my vocabulary and also by reading story books or fairy tales in English frequently, I can increase my knowledge of how to use grammar and the use or placement of signs. good and true read.)

Based on the explanation of how to overcome difficulties in writing narrative text above. Researcher obtained information that there are several ways to overcome difficulties in writing narrative texts. Some of these methods can be classified into several parts, for more details, let's look at the following table:

Table 4.2 Ways to Overcome Student Difficulties

No	Student Difficulties	How to Overcome Student Difficulties
1	Difficulty in expressing ideas or content.	Read more books and listen to stories.
2	Difficulty in terms of grammar & Difficulty in terms of spelling.	Increase reading dictionaries or writing formulas in English.
		Ask the teacher.
3	Difficulty in terms of grammatical.	Increase the practice of working on questions in English.
		Re-read material on grammar.
		Read the English dictionary.
4	Difficulties in terms of structure/organization	Ask the teacher.
		Read more stories about narrative text.
5	Difficulty in terms of vocabulary & Difficulty in terms of spelling.	Read the English dictionary.
6	Difficulty in terms of grammar & Difficulty in terms of vocabulary.	Read story books or fairy tales in English.
7	Difficulty in terms of punctuation.	Read more story books.
		Ask the teacher.

		Check our results again.
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Based on the table above, it can be seen that there are nine ways to overcome the difficulties experienced by students in writing narrative texts. The first is to read more books and listen to stories. The second is to read more dictionaries or writing formulas in English. The third is asking the teacher. The fourth is to increase the practice of working on questions in English. The fifth is re-reading material about grammar. Sixth read the English dictionary. Seventh is reading more stories about narrative texts. Eighth is reading story books or fairy tales in English. Ninth, double-check the results of our writing.

B. Discussion

1. The Difficulties Faced by Students in Writing Narrative Texts in Class X Regular SMA Al-Azhar Syifa Budi Solo.

Based on the analysis of research findings, it can be concluded that the difficulties of Regular X class students in writing narrative texts have seven difficulties including the first difficulty in determining ideas, the difficulty in determining ideas is not much different from what was said by (Westwood in Setiyani, 2022) where this idea has a role is important for a story because without an idea or ideas a story cannot be made. In this study, researcher found that students had difficulty expressing their ideas in written form. For example, there are still some scribbles at the beginning or end of

the student's writing, which indicates that the student is still confused about determining or conveying the ideas that the student has.

The second grammatical and spelling difficulties, grammatical and spelling difficulties are not much different from what is said by (Westwood in Setiyani, 2022) grammar and spelling is a fairly complex unit. Because without proper grammar and spelling, students' writing will be messy or difficult to understand. In this research, the researcher found that the students had difficulty in using grammar and spelling so that they made some mistakes when writing English words and sentences. For example, there are still some students who write narrative texts without using the past tense, such as still using the words (is), (has not), (arrive) and still have wrong spelling, such as the word (saw) is written as (saw) and the word (mountaint) is written as (maintain).

The third grammatical difficulties, this grammatical difficulty is not much different from what is said by (Harmer in Laia, 2019) where grammar has a function as a pattern of sentence construction and good word order in sentence order. Without any pattern grammar or sentence order it will be irregular. In this study, researcher found that students had difficulty in constructing sentences correctly because students still had difficulty understanding and paying attention to sentence structure patterns in constructing sentences. For example, there are still some students who write narrative texts without using the past tense, such as still using the words (is), (are), (go), (walk).

The fourth structural or organizational difficulties, these structural or organizational difficulties are not much different from what is said by (Ngabut in Setiyani, 2022) where the structure or organization has the function of arranging the arrangement of a text or story so that it is organized and well structured so that readers will easily understand the meaning what's in it. Without a structure or organization the reader will find it difficult to understand the meaning or parts of the narrative text. In this study, researcher found that students still had difficulties in constructing structures or organizations. For example, students still experience difficulties in compiling narrative texts in full or in detail according to the structure or parts of the narrative text.

The fifth vocabulary and spelling difficulties, these vocabulary and spelling difficulties are not much different from what was said by (Harmer in Laia, 2019) where vocabulary and spelling have a function to make writing varied and have a function to double-check the words that have been written whether it is appropriate or not. Without vocabulary and spelling, students' written work will be messy and difficult to understand. In this study, researcher found that students still experienced difficulties in terms of vocabulary and spelling. For example, there are students who compose sentence patterns without vocabulary or are still irregular and students still have spelling errors, such as the word (wish) is written as (weish).

The sixth grammar and vocabulary difficulties, grammar and vocabulary difficulties are not much different from what is said by

(Westwood in Setiyani, 2022) where grammar and vocabulary have the function of making a piece of writing sequential or according to the pattern and structure of the sentence and make writing easy for readers to understand. Without grammar and vocabulary, writing results will be messy and difficult to understand. In this study, the researcher found that students experienced difficulties in terms of grammar and vocabulary. For example, there are still some students who write narrative texts without using the past tense, such as still using the word (is) and there are students who compose sentence patterns that do not match their vocabulary.

Seventh, punctuation difficulties, this punctuation difficulty is not much different from what is said by (Westwood in Setiyani, 2022) where punctuation has a function to maintain the effectiveness of writing. Without punctuation a piece of writing will be ineffective. In this research, the researcher found that the students had difficulties in punctuation. For example, there are still students who write at the beginning of sentences without using capital letters and there are also students who still experience errors in using or applying periods and commas.

Based on the explanation above, it can be concluded that there are some difficulties experienced by students in writing narrative texts. The difficulties experienced by these students included the construct of difficulties in writing narrative texts on a micro and macro basis. The following is a table of students' difficulties based on theory (Brown in

Hikmah, 2021) regarding the construct of difficulties in writing narrative texts on a micro and macro basis.

Table 4.3 Writing Difficulty Construct

Micro and Macro Narrative Text.

<p>Writing Difficulties in Micro Construct of Narrative Text.</p>	<ol style="list-style-type: none"> 1. Difficulties in terms of vocabulary, these difficulties include difficulties in determining and arranging words so that they become good and correct sentence patterns. 2. Difficulties in terms of grammatical, these difficulties include difficulties in changing and arranging words so that they can be combined into good and correct sentences. 3. Difficulties in terms of spelling, these difficulties include difficulties in spelling
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	<p>words or sentences in English.</p> <p>4. Difficulties with punctuation and layout, these difficulties include difficulties to determine the proper punctuation and layout conventions for the text.</p>
<p>Writing Difficulties in Macro Construct of Narrative Text.</p>	<p>1. Difficulty in determining ideas or ideas, this difficulty includes difficulties in choosing topics or story content according to the context and developing complete story content or topics.</p> <p>2. Structural or organizational difficulties, this difficulty includes difficulties in writing stories according to the existing structural sequence.</p>

2. How do Students' Overcome the Difficulties in Writing Narrative Texts in Class X Regular SMA Al-Azhar Syifa Budi Solo.

Based on the analysis of research findings, it can be concluded that there are nine ways to overcome the difficulties of Regular X class students in writing narrative texts. The first is to read more books and listen to stories. This method is not much different from what was said by Safitri (2020) where this method is quite effective for overcoming difficulties in determining ideas, because by reading more books and listening to stories we will get lots of references or ideas for writing a story.

The second is to read more dictionaries or writing formulas in English. This method is not much different from what was said by Safitri (2020) where this method is quite effective for overcoming difficulties in terms of grammar and spelling, because by reading more dictionaries or writing formulas in English we will know how to use grammar and also know the spelling of words in English that are good and right.

The third is asking the teacher. This method is not much different from what was said by (Julianita et al., 2022) where this method is quite effective for overcoming some difficulties in writing narrative texts, for example, in terms of grammar and spelling, punctuation and structure or organization, because by asking people Those who are more knowledgeable in their field such as our teachers will be able to add to our knowledge and

understanding of what parts are in narrative texts and also about how to use grammar, vocabulary and punctuation marks properly and correctly.

The fourth is to increase the practice of working on questions in English. This method is not much different from what is said by (Julianita et al., 2022) where this method is quite effective for overcoming difficulties in terms of grammar, because when we often practice working on questions in English, it can stimulate our abilities in grammar problems.

Fifth is re-reading material about grammar or exploring more about grammar. This method is not much different from the fourth method earlier or as said by (Julianita et al., 2022) where this method is quite effective for overcoming difficulties in terms of grammar, because by re-reading the material or studying grammar again, it can improve our understanding and ability in grammar problems.

Sixth is reading the English dictionary. This method is not much different from what was said by (Julianita et al., 2022) where this method is quite effective for overcoming difficulties in terms of vocabulary and spelling, because by reading the English dictionary we will know and will also get new kinds of vocabulary. Where this serves to improve or add to the vocabulary we have and by reading the English dictionary we can also find out how to spell it correctly.

Seventh is reading more stories about narrative texts. The method is almost the same as the third method or as said by (Julianita et al., 2022)

where this method is quite effective in overcoming difficulties in terms of organizational structure, because by reading more stories about narrative texts, we can increase understanding and our ability in terms of structure or parts in narrative text.

Eighth is reading story books or fairy tales in English. This method is not much different from what is said by (Julianita et al., 2022) where this method is quite effective for overcoming difficulties in terms of grammar and vocabulary. Because by reading the English dictionary we will know and also get new kinds of vocabulary. Where this serves to improve or add to the vocabulary we have and by reading the English dictionary we can also find out how to spell it correctly.

Ninth is to re-check the results of our writing. This method is not much different from what was said by (Julianita et al., 2022) where this method is quite effective for overcoming difficulties in terms of punctuation. Because by double-checking our writing, we will be able to reduce the risk of punctuation errors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the results of the analysis of research findings, the researcher can conclude that students of class X Regular SMA Al-Azhar Syifa Budi Solo have several difficulties and at the same time have several ways to overcome difficulties in writing narrative texts. The difficulties that students of class X Regular Al-Azhar Syifa Budi Solo High School have are divided into seven difficulties including the first difficulty in determining ideas, students who have difficulty expressing these ideas have a difficulty percentage of 10% or as many as two students who experience this difficulty. The second difficulties in terms of grammar and spelling, students who experience difficulties in terms of grammar and spelling have a difficulty percentage of 10% or as many as two students who experience this difficulty. The third difficulties in terms of grammar, students who experience difficulties in terms of grammar have a difficulty percentage of 25% or as many as five students who experience this difficulty. The fourth difficulties in terms of structure or organization, students who experience difficulties in terms of structure or organization have a difficulty percentage of 10% or as many as two students who experience this difficulty. The fifth difficulties in terms of vocabulary and spelling, students who experience difficulties in terms of vocabulary and spelling have a difficulty percentage of 5% or as many as one student who experiences these difficulties. The sixth difficulties in terms of grammar and vocabulary, students who

experience difficulties in terms of grammar and vocabulary have a difficulty percentage of 5% or as much as one student who experiences these difficulties. The seventh difficulties in term of punctuation, students who experience difficulties in terms of punctuation have a difficulty percentage of 35% or as much as seven student who experiences these difficulties.

Meanwhile, several methods or solutions are used to overcome the difficulties of regular class X students of SMA Al-Azhar Syifa Budi Solo in writing narrative texts. It is divided into nine ways that function to overcome the difficulties experienced by students. The first way or solution is to read more books and listen to stories. Where this method serves to overcome students' difficulties in terms of determining ideas or ideas. The second is to read more dictionaries or writing formulas in English. Where this method serves to overcome students' difficulties in terms of grammar and spelling. The third is asking the teacher. Where this method functions or can overcome some of the student's difficulties such as in terms of structure or organization, grammar and spelling and punctuation. The fourth is to increase the practice of working on questions in English. Where this method serves to overcome students' difficulties in terms of grammar. Fifth is re-reading material about grammar. This method is not much different from the function of the fourth method where this method functions to overcome students' difficulties in terms of grammar. Sixth read the English dictionary. Where this method serves to overcome student difficulties in terms of vocabulary and spelling. Seventh is reading more stories about narrative texts. This method is not much different from the

function of the third method or solution, where this method functions to overcome students' difficulties in terms of organizational structure. Eighth is reading story books or fairy tales in English. Where this method serves to overcome students' difficulties in terms of grammar and vocabulary as well as difficulties in terms of punctuation. Ninth is to re-check the results of our writing. Where this method serves to overcome students' difficulties in terms of punctuation.

B. SUGGESTIONS

In closing this research report, the authors would like to provide some suggestions which are expected to be considered as good input for further learning to write narrative texts. Suggestions from the author as follows:

1. Suggestions for the teachers
 - a. The teachers are needed to add or provide the latest vocabulary to students to improve their ability when writing narrative texts.
 - b. The teachers are needed to provide motivation to students so that students have the enthusiasm to learn or write narrative texts.
2. Suggestions for the learners
 - a. Students should practice English hard either at school or at home to improve their ability to use grammar and vocabulary in writing activities.
 - b. The students are advised to read a lot of English books to increase their knowledge of English, especially in writing narrative texts.

- c. The students have to enrich the vocabulary to improve their writing ability. This can be done by reading story texts or fairy tales in English.

3. Suggestion for the next researchers

For future researchers, especially students of UIN Raden Mas Siad Surakarta, this research report can be a reference for conducting further research in the same field or in other fields

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APPENDICES

Appendix 1 Data Finding

1. Observations Results

Table Checklist Sheet

No	Nama	Aspek yang diamati	Realisasi	
			Ya	Tidak
1	Reva	Siswa mampu menentukan ide atau gagasan dengan baik.		√
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
2	Putri	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		√
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		

		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
3	Air langga	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		√
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
4	Naufa	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		√
5	Angga	Siswa mampu menentukan ide atau gagasan dengan baik.		

		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		√
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
6	Habbie	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		√
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
7	Faisal	Siswa mampu menentukan ide atau gagasan dengan baik.		√
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		

		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
8	Viya	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		√
		Siswa mampu menggunakan tanda baca dengan baik.		
9	Mifta	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		√
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
10	Bella	Siswa mampu menentukan ide atau gagasan dengan baik.		

		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		√
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
11	Shinta	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		√
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
12	Janma	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		√
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		

		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
13	Nayla	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		√
14	Irham	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		√

15	Naura	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		√
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
16	Dava	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		√
17	Sechan	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		

		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		√
18	Dinda	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		√
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		
19	Aldi	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		

		Siswa mampu menggunakan tanda baca dengan baik.		√
20	Ayu	Siswa mampu menentukan ide atau gagasan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dengan baik.		
		Siswa mampu menulis menggunakan struktur/organisasi yang ada pada teks naratif.		
		Siswa mampu menggunakan kosakata dan pengejaan dengan baik.		
		Siswa mampu menggunakan tata bahasa dan kosakata dengan baik.		
		Siswa mampu menggunakan tanda baca dengan baik.		√

The situation in the classroom when students experience difficulties in writing narrative texts.



(Observation, 23 February 2023)

2. Interview Transcript

a) Interview Transcript with The Teacher (26 September 2022)

Peneliti : Selamat pagi Bunda.

Guru : Pagi mas.

Peneliti : Bunda, saya disini ingin meminta waktunya bunda sebentar apakah boleh bunda? Disini saya ingin bertanya tentang kelas apa yang mengalami kesulitan dalam menulis teks naratif, dan kesulitan nya itu seperti apa saja Bunda.

Guru : Boleh mas, Baik mas silahkan.

Peneliti : Bunda, di SMA Al-Azhar Syifa Budi Solo ini itu terdapat berapa kelas ya Bunda?

Guru : SMA Al-Azhar Syifa Budi Solo memiliki 10 kelas mas, yang terdiri dari 2 kelas tahfidzul qur`an dan 1 kelas Reguler untuk kelas X, 2 kelas MIPA dan 2 Kelas IPS untuk kelas XI, 2 kelas MIPA dan 1 kelas IPS untuk kelas XII dimana di setiap kelas nya ini terdiri dari 20-21 siswa mas.

Peneliti : Lalu dari 10 kelas tersebut kelas mana kah yang memiliki kesulitan dalam menulis teks naratif ya Bunda?

Guru : Jika untuk kelas yang memiliki kesulitan dalam menulis teks naratif itu terdapat beberapa kelas mas, tetapi untuk kelas yang memiliki siswa terbanyak mengalami kesulitan dalam menulis teks naratif, itu kelas X Reguler mas.

Peneliti : Kesulitan yang dialami oleh para siswa kelas X Reguler dalam menulis teks naratif itu seperti apa ya Bunda?

Guru : Kesulitan yang dialami siswa itu terdapat beberapa hal mas, seperti kesulitan dalam menuangkan dan mengembangkan ide nya, keterbatasan kosa kata yang dimiliki siswa dan beberapa siswa ada yang mengalami kesulitan untuk menyusun kalimat dengan benar, dan yang terakhir kurang minat siswa dalam hal menulis mas.

Peneliti : Lalu dari pihak sekolah apakah sudah memiliki cara atau upaya yang dilakukan untuk mengatasi kesulitan yang dialami para siswa tersebut Bunda, jika sudah upaya atau cara yang dilakukan oleh pihak sekolah itu seperti apa Bunda?

Guru : Untuk pihak sekolah apakah sudah memiliki cara atau upaya yang dilakukan untuk mengatasi kesulitan yang dialami para siswa tersebut, itu tentu nya sudah ya mas, kami pihak sekolah terutama guru bahasa inggris memiliki cara untuk mengatasi kesulitan siswa dalam menulis teks naratif, itu dengan cara membuka kelas tambah untuk para siswa yang masih mengalami keterbatasan kosakata dan untuk para siswa yang masih mengalami kesulitan dalam menyusun kalimat dengan benar, tetapi itu masih belum efektif mas, karena kesadaran siswa tentang pentingnya kemampuan menulis terutama kemampuan menulis teks naratif itu masih tergolong rendah sehingga walaupun pihak sekolah atau guru telah membuka kelas tambahan untuk para siswa yang mengalami kesulitan dalam menulis teks naratif, tetapi siswa jarang untuk menghadirinya dikarena yaitu tadi mas, kesadaran mereka tentang pentingnya kemampuan dalam menulis khususnya menulis teks naratif itu masih tergolong rendah.

Peneliti : Baik Bunda, mungkin sudah cukup untuk wawancaranya pada hari ini Bunda, saya ucapkan terimakasih banyak atas waktu yang telah Bunda luangkan untuk saya Bunda.

Guru : Baik mas, sama-sama mas.

b) Interview Transcript with The Studens (24 February 2023)

Table Interview Guidelines

No	Indicator
1	What do you know about the narrative text?
2	Do you have difficulty in writing narrative text, if so, what kind of difficulties?
3	In your opinion, what is an effective way to overcome the difficulties you are experiencing?

Peneliti : Selamat pagi adek-adek.

Siswa 1 : Pagi kak.

Siswa 2 : Pagi kak.

Siswa 3 : Pagi kak.

Siswa 4 : Pagi kak.

Siswa 5 : Pagi kak.

Siswa 6 : Pagi kak.

Siswa 7 : Pagi kak.

Siswa 9 : Pagi kak.

Siswa 10 : Pagi kak.

Siswa 11 : Pagi kak.

Siswa 12 : Pagi kak.

Siswa 13 : Pagi kak.

Siswa 14 : Pagi kak.

Siswa 15 : Pagi kak.

Siswa 16 : Pagi kak.

Siswa 17 : Pagi kak.

Siswa 18 : Pagi kak.

Siswa 19 : Pagi kak.

Siswa 20 : Pagi kak.

Peneliti : Disini kakak ingin meminta waktunya adek-adek sebentar, apakah boleh? Disini kakak ingin bertanya-tanya mengenai kemampuan atau pemahaman adek-adek tentang teks naratif.

Siswa 1 : Boleh kak.

Siswa 2 : Silahkan kak.

Siswa 3 : Boleh kak.

Siswa 4 : Boleh kak.

Siswa 5 : Boleh kak.

- Siswa 6 : Boleh kak.
Siswa 7 : Silahkan kak.
Siswa 9 : Boleh kak.
Siswa 10 : Boleh kak.
Siswa 11 : Boleh kak.
Siswa 12 : Boleh kak.
Siswa 13 : Boleh kak.
Siswa 14 : Ya tidak apa-apa kak.
Siswa 15 : Boleh kak.
Siswa 16 : Boleh kak.
Siswa 17 : Silahkan kak.
Siswa 18 : Ya tidak apa-apa kak.
Siswa 19 : Ya tidak apa-apa kak.
Siswa 20 : Silahkan kak.

Peneliti : Oke baiklah jika seperti itu, disini kakak ingin bertanya tentang apa yang kamu ketahui tentang teks naratif itu?

Siswa 1,3,11,17 : Teks naratif adalah cerita zaman dahulu.

Siswa 2,6,7,9 : Teks naratif adalah dongeng zaman dahulu.

Siswa 4,8,10,20 : Teks naratif adalah sebuah legenda seperti malin kundang dan sangkuriang.

Siswa 5,12,14,19 : Teks naratif adalah cerita rakyat pada zaman dahulu.

Siswa 13,15,16,18 : Teks naratif adalah cerita yang menceritakan peristiwa zaman dahulu.

Peneliti : Oke baiklah selanjutnya, disini kakak ingin bertanya tentang apa kalian memiliki kesulitan dalam menulis teks naratif, jika iya, kesulitan seperti apa?

Siswa 1 : Tentu saja, saya memiliki kesulitan dalam hal menuangkan ide atau gagasan. Dikarenakan saya seringkali merasa bingung dan sulit untuk memilih topik pada saat ingin menulis dalam bahasa Inggris.

Siswa 2 : Tentu saja memiliki kesulitan. Kesulitan saya yaitu tentang tata bahasa dan pengejaan. Dikarenakan seringkali saya masih kurang paham tentang cara penggunaan tata bahasa, dan pengejaan bahasa Inggris yang tepat.

Siswa 3 : Tentu saja memiliki kesulitan, saya memiliki kesulitan dalam hal tata bahasa. Hal ini disebabkan karena saya tidak terbiasa menggunakan kamus bahasa Inggris atau rumus penulisan dalam bahasa Inggris.

Siswa 4 : Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan kurangnya kemampuan saya dalam menggunakan tanda baca.

Student 5 : Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak aturan atau kaidah yang harus dipahami sehingga membuat saya sering kali mengalami kesalahan.

Siswa 6 : Tentu saja memiliki kesulitan, kesulitan saya yaitu dalam hal kosa kata dan pengejaan. Hal ini dikarenakan saya tidak terbiasa menggunakan bahasa Inggris dalam kehidupan sehari-hari saya dan saya juga memiliki kesulitan dalam hal mengeja bahasa Inggris, karena kata yang diucapkan dalam bahasa Inggris itu tidak sama persis seperti yang tertulis.

Siswa 7 : Tentu saja, saya memiliki kesulitan dalam hal menuangkan ide atau gagasan. Dikarenakan saya seringkali merasa sulit untuk mengembangkan teks pada saat ingin menulis dalam bahasa Inggris.

Siswa 8 : Ya saya memiliki kesulitan, kesulitan saya dalam hal grammar dan kosakata. Dikarenakan saya tidak terbiasa menggunakan rumus atau kamus penulisan dalam bahasa Inggris dan juga berkomunikasi dengan bahasa Inggris dalam kehidupan sehari-hari saya, sehingga membuat pemahaman saya tentang tata bahasa rendah serta membuat kosa kata yang saya miliki itu kurang atau tergolong rendah.

Siswa 9 : Tentu saja memiliki kesulitan, saya memiliki kesulitan dalam hal tata bahasa dan pengejaan. Hal ini disebabkan karena banyaknya aturan yang harus dipahami pada tata bahasa dan juga pengejaan dan penulisan bahasa asing itu seringkali tidak lah sama, sehingga membuat saya merasa kesulitan atau bingung.

Siswa 10 : Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak kaidah yang harus dipahami sehingga membuat saya sering kali mengalami kebingungan dalam menerapkannya.

Siswa 11 : Tentu saya memiliki kesulitan, kesulitan saya yaitu dalam hal struktur organisasi dan tata bahasa. Hal ini dikarenakan saya tidak terbiasa menulis sebuah cerita atau teks dengan struktur organisasi.

Siswa 12 : Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak aturan atau kaidah yang harus dipahami sehingga membuat saya masih bingung.

Siswa 13 : Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan pembelajaran tanda baca itu diajarkan pada saat sekolah dasar, sehingga itu membuat saya lupa bagaimana cara menerapkannya dengan baik dalam sebuah tulisan.

Siswa 14 : Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan kurangnya minat membaca saya sehingga saya tidak mengetahui cara menggunakan tanda baca yang baik dan benar.

Siswa 15 : Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tata bahasa, karena dalam tata bahasa banyak aturan yang membuat saya bingung aturan itu seperti kata kerja, kata benda, kata sifat dan lainnya.

Siswa 16 : Tentu saja memiliki kesulitan, Kesulitan saya dalam menulis teks naratif adalah tentang tanda baca, Hal ini dikarenakan kurangnya pemahaman saya tentang bagaimana cara menggunakan tanda baca yang baik dan benar.

Siswa 17 : Tentu saja memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini dikarenakan kurangnya kemampuan saya dalam menggunakan tanda baca.

Siswa 18 : Tentu saya memiliki kesulitan, kesulitan saya yaitu dalam hal struktur organisasi dan tata bahasa. Hal ini dikarenakan saya tidak mengetahui apa saja bagian-bagian atau struktur yang ada pada teks naratif.

Siswa 19 : Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini kurangnya minat membaca saya sehingga saya tidak mengetahui cara menggunakan tanda baca yang baik dan benar.

Siswa 20 : Ya saya memiliki kesulitan, kesulitan saya dalam menulis teks naratif adalah dalam hal tanda baca. Hal ini kurang nya kemampuan dan pengetahuan saya dalam menggunakan tanda baca.

Peneliti : Selanjutnya, disini kakak ingin bertanya tentang menurut kalian bagaimana cara yang efektif untuk mengatasi kesulitan yang kalian alami?

Siswa 1 : Memperbanyak membaca buku dan mendengarkan cerita. Karena dengan memperbanyak membaca buku dan mendengarkan cerita saya akan mendapatkan banyak refrensi untuk menulis sebuah cerita.

Siswa 2 : Memperbanyak membaca kamus atau rumus penulisan dalam bahasa inggris. Karena dengan memperbanyak membaca kamus atau rumus penulisan dalam bahasa inggris, saya akan mengetahui bagaimana cara menggunakan tata bahasa dan juga mengetahui pengejaan kata dalam bahasa inggris yang baik dan benar.

Siswa 3 : Memperbanyak latihan mengerjakan soal dalam bahasa inggris. Karena dengan saya sering berlatih mengerjakan soal dalam bahasa inggris, itu dapat merangsang kemampuan siswa dalam soal tata bahasa.

Siswa 4 : Membaca materi tentang teks naratif yang telah diberikan guru untuk memahami bagaimana cara menggunakan tanda baca yang baik dan benar.

Siswa 5 : Kursus bahasa Inggris. Karena dengan saya mengikuti kursus bahasa inggris saya akan memahami bagaimana cara untuk menggunakan beberapa aturan yang ada pada kaidah bahasa.

Siswa 6 : Membaca kamus bahasa Inggris. Karena dengan membaca kamus bahasa inggris saya akan mengetahui serta juga akan mendapatkan macam macam kosakata yang baru. Dimana hal tersebut berfungsi untuk meningkatkan atau menambah kosakata yang saya miliki dan dengan membaca kamus bahasa inggris juga saya dapat mengetahui cara pengejaannya yang benar.

Siswa 7 : Memperbanyak membaca buku dan mendengarkan cerita. Karena dengan memperbanyak membaca buku dan mendengarkan cerita saya akan mendapatkan banyak ide atau gagasan untuk menulis sebuah cerita.

Siswa 8 : Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat menambah kosakata yang saya miliki dan juga dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya

dapat mengetahui bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

Siswa 9 : Memperbanyak membaca kamus atau rumus penulisan dalam bahasa inggris. Karena dengan memperbanyak membaca kamus atau rumus penulisan dalam bahasa inggris, saya akan mendapatkan cara bagaimana menggunakan tata bahasa dan cara pengejaan kata dalam bahasa inggris yang baik dan benar.

Siswa 10 : Memperbanyak latihan mengerjakan soal dalam bahasa inggris. Karena dengan sering berlatih mengerjakan soal dalam bahasa inggris, itu dapat menambah pemahaman saya dalam soal tata bahasa.

Siswa 11 : Bertanya kepada guru. Karena dengan bertanya kepada guru, saya akan mendapatkan jawaban yang cukup meyakinkan dan dengan bertanya kepada guru juga dapat menambah pengetahuan dan pemahaman saya mengenai bagian-bagian apa saja yang ada pada teks naratif.

Siswa 12 : Kursus bahasa Inggris. Karena dengan saya mengikuti kursus bahasa inggris pemahaman saya meningkat tentang bagaimana cara untuk menggunakan beberapa aturan yang ada pada kaidah bahasa.

Siswa 13 : Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat merangsang kosakata yang saya miliki dan juga dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat mengetahui bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

Siswa 14 : Memperbanyak membaca buku. Karena dengan banyak membaca buku kita akan mengetahui cara menggunakan tanda baca yang baik dan benar.

Siswa 15 : Memperbanyak latihan mengerjakan soal dalam bahasa inggris. Karena dengan saya sering berlatih mengerjakan soal dalam bahasa inggris, itu dapat meningkatkan kemampuan dan pemahaman saya dalam soal tata bahasa.

Siswa 16 : Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat meningkatkan pemahaman saya mengenai kosakata dan juga dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat mengetahui bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

Siswa 17 : Membaca materi tentang teks naratif yang telah diberikan guru untuk memahami bagaimana cara menggunakan tanda baca yang baik dan benar.

Siswa 18 : Bertanya kepada guru. Karena dengan bertanya kepada guru, saya akan dapat menambah pengetahuan dan pemahaman saya mengenai bagian-bagian apa saja yang ada pada teks naratif.

Siswa 19 : Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat menambah kosakata yang saya miliki dan juga dengan saya sering membaca buku cerita atau dongeng dalam bahasa inggris, itu membuat pemahaman saya semakin tinggi tentang bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

Siswa 20 : Membaca buku cerita atau dongeng dalam bahasa inggris. Karena dengan sering membaca buku cerita atau dongeng dalam bahasa inggris, saya akan dapat menambah kosakata yang saya miliki dan juga dengan saya sering membaca buku cerita atau dongeng dalam bahasa inggris, saya dapat meningkatkan pengetahuan saya tentang bagaimana cara penggunaan tata bahasa dan penggunaan atau penempatan tanda baca yang baik dan benar.

Peneliti : Baik adek-adek, mungkin sudah cukup untuk wawancaranya pada hari ini dek, kakak ucapkan terimakasih banyak atas waktu dan ketersediaan adek-adek semua untuk kakak wawancarai.

Siswa 1 : Sama-sama kak.

Siswa 2 : Sama-sama kak.

Siswa 3 : Sama-sama kak.

Siswa 4 : Oke kak.

Siswa 5 : Sama-sama kak.

Siswa 6 : Iya kak, sama-sama.

Siswa 7 : Sama-sama kak.

Siswa 9 : Oke kak.

Siswa 10 : Sama-sama kak.

Siswa 11 : Sama-sama kak.

- Siswa 12 : Sama-sama kak.
 Siswa 13 : Iya kak, sama-sama.
 Siswa 14 : Iya kak, sama-sama.
 Siswa 15 : Sama-sama kak.
 Siswa 16 : Sama-sama kak.
 Siswa 17 : Silahkan kak.
 Siswa 18 : Iya kak, sama-sama.
 Siswa 19 : Sama-sama kak.
 Siswa 20 : Oke kak.

3. Documentation

Documentation of Student Writing Results (23 February 2023)

~~One day~~ One day I went with my brother
 go ~~on~~ holiday to Singapore.
 I with my brother go on vacation
 to visit the tours that are there
 there I stayed at the hotel first
 after that I went to ~~the~~ the city
 in the city where I saw the ~~statue~~ Statue
~~after~~ after that my brother and I stopped and looked at
 the scenery.
 After that my brother and I continued our
~~journey~~ journey to Universal, when we got the place
 where I bought tickets, after buying a ticket
~~we~~ went in and played the rides.
 Faisha Afif

when I was a kid, my mom told me to ~~go~~
 drink my milk and go to sleep early. I followed
 her words and ~~she~~ start drink my ~~milk~~ milk, after finished
 do that things I walk into the room and start to ~~sleep~~
 I saw a bunch of toy and start to play with it, without
 knowing ~~where~~ ~~it~~ where's come from.
 after that, I found someone but suddenly he disappeared.
 but I don't mind ^{it} continue to play with ~~my~~ these toy.
~~until~~ ~~the~~ ~~concrete~~ ~~chance~~ ~~to~~ ~~find~~ ~~me~~
 until I heard the sound of a ~~child~~ ~~my~~ ~~brother~~ and
 laughing. I was ~~so~~ scared and felt something was
 wrong here.
 I immediately proceeded to be asleep, because there
 was something scared here. I started covering myself
 with a blanket to relieve my fear. but that doesn't
 matter. ~~it~~ ~~to~~ ~~my~~ ~~brother~~ and suddenly someone was
 come to my room. I started to cry cause I think it was
 a Kathanak. but no, it turned out to be my father.
 he's scared me ~~so~~ cause I don't want to ~~be~~ ~~scared~~ ~~and~~
 Revo asyifa
 X2

Name: Putri PERMATA sari
class = X

"Indra Village"

Once upon a time, there was village between mountains. One day, there was lived old man. His name is Indra. He ^{was} lonely in the village. He was the first human that live in the village. Every day, he clean in every single trees. One day there was to people ^{wanted} to join staying in the village. Indra was happy to welcome some body to join. long time ago many people ^{were} coming, one by one to join that village.

In other day, Indra passed away after one year ago. Indra's family want to more ^{grave} Indra to Mentari family home. ^{suddenly} when a grave digger ^{was} dig the grave, ^{the} ^{corpse} ^{was} still complete and he smell its sweetly. ^{staying} so all people in village give the name of village "Indra Village"

Name: Mifta
kelas : X

Result of Prayers and Efforts

Once upon a time in a village in the land of Indonesia. There was living an old man and his children. Every night, they ^{prayed} to the God, that were they giving a money to school. However the God ^{has} not yet ^{sent} given him. Old man ^{worked} as a farmer.

One day, when he way ^{cutting} cutting rice plants, see old machine ^{beam} beam of light between rice plant. He ^{approach} approach the light. The light turned out to come from a box.

Carefully, the old man opened the box. Inside the box, the old man found a money. With pleasure, the old ^{man} man raised the box and took it home. The old man's children ^{were} very happy.

Finally, that many useful to school. The children school ^{arrived} to go through. The children grew in to people success. she was also, a kind children and

Name: Airlangga
class = X

ACCIDENT

Once upon a time, there was a family consisting of children. Her name ^{was} Bobi. Her lived in solo. Her parents ^{was} own children - Bobi ^{was} good student. Her ^{always} to get rank 1 in the class. Her is very diligent. He like sport, but he was good in swimming.

one evening, Bobi and her friends ^{went} to discuss task group. they ^{were} play and study in Andra house. Andra was very patient. In Andra house, they ^{were} playstation and listening music. After playstation ^{and} they are discuss the task, but the lamp off. They ^{were} very surprised and Andra house went dark. They ^{were} out to watchen to looking for candles.

After put the candle Andra ^{to} base in the her bedroom, midhe he back, he ^{was} fall near room door. Bobi ^{was} sit on ground ^{and} ^{was} out from out side the room Andra wound. Bobi ^{was} Andra to the room and treat it.

After finished Bobi told Andra just rest. After it Bobi ^{was} went to house. Bobi ^{was} tired and then he rest.

Nama : Angga Saputra
Kelas : X

Don't Underestimate

One day, there was a groups of ants who were looking for food to provide food in the dry season. When the ants ^{were} working hard collecting food little by little to keep them in their nest. While they ^{were} cool to work looking for food they ^{accidentally} pass through grasshopper says, "why ^{are} you looking for food now? dry is still long" ^{asked} grasshopper underestimate. "we just keep watch for supplies" answer one of ants.

Long dry season arrive. And the grasshopper ^{was} hungry and there was one ant who saw. The grasshopper ^{was} hungry then the ants gave the food. Grasshopper then the grasshopper thank the ant.

Do not underestimate one small thing because a small thing can give good.

One day on a sunny day I went to my friend's house. I saw a cute cat. I like animals, I asked how to take care of the cat. I wanted to buy a cat, I went to the pet shop and bought a cat. When I arrived to pet shop I saw an abandoned cat. I felt sorry for him and took him home. I learned to take care of cats. I felt happy because my dream of taking care of cats was came true. I walked into the room started to smile. The next day I went to pet shop, when I arrived to pet shop I found someone, but suddenly he disappeared. I was carrying him to my room and I immediately locked the bedroom door and hid. I told all this to my parents. I don't want to walk out and I stay alone in the room.

The next day I went to pet shop again. I invited my friends to research the pet shop. When I arrived to the pet shop my friends saw something mysterious. There was something scary there, my friends immediately ran away because there was a shadow of a cat chasing him. I'm going home soon. Then I rushed to see my pet cat. I was shocked because my pet cat suddenly disappeared. Then I realized that something was wrong with the pet cat. I immediately called the owner of the pet shop and immediately asked about this incident. The owner of the pet shop explained that all the cats in the pet shop were originally cats.

Incident

Summary NP X.1

My name is Lero Pags. I just got back from a war that happen in the border of my kingdom. All of the knights got back safely. Now is the time for me to meet the king of my kingdom. I walked in to the room and started to smile. I bow and said "We won, Your Majesty".

King Leon is also my brother, he smiled and congratulated me.

After the meeting, I walk back to my room, but suddenly in the hallway I found someone but suddenly he disappeared. I started and look around, but no one there. I put my hand close to my sword. Just to be safe. I arrived at my room seven. Then I continue to clean my self. After I cleaned my self, I feel something is not right.

I walked

I went out to my balcony and saw someone is standing on the tree branches near my balcony. He saw me and he started to run away. I quickly grab my sword and follow him. I saw him entering a tavern and I follow him. When I enter the tavern, there was something scary there and that is a group of assassins gathering around a family and almost attacking them. Without hesitation I run forward and block the attack. There is five assassins against me.

In the middle of the fight, the mysterious person join the fight, helping me. After a few minutes, all of the assassins run away. I talked to the family then everything is safe now. After that I walk out of the tavern with the guy. I looked to the guy face and he is my brother, King Leon.

Food Thief

At noon my stomach began to ache so I started looking for food in the food hall. I walked to the room started to smile because I wanted to eat the food that I found later.

When I entered the room, I found someone, but he suddenly disappeared. But I still thought clearly. So I thought it is just my imagination. I started to enter the room quietly.

I started looking for food on the high shelf. But suddenly I heard something behind the other shelf. There was something scary there but I dared myself to check behind the shelf. And... BOO!

Turning out the voice was from my nephew. He was eating the snacks he stole behind the shelf. I scolded him for not asking permission to eat the snacks he ate.

Naura A M (X Pags, T)

Every Sunday, Alvaro always ran in the morning, he enjoyed the fresh air and the scenery around him when Alvaro wanted to go home, Alvaro accidentally heard a sound in the grass bushes, he saw a bird that had fallen and his leg was slightly injured. Alvaro took the bird to his house and put it in the nest and fed it. When Alvaro opened the window Alvaro saw that there were many birds there, and Alvaro released the bird so it could fly freely.

One day there was a boy who named Rapid. He was taking a leisurely stroll in the park. Then, he founded an injured bird near the bushes. The bird was dying, then Rapid brought the bird home. When he got home, Rapid treated the bird, fed it, then took good care of it and gave the bird in comfortable cage. Five days later, the bird began to fly in the cage. The bird began to fly in the cage. Then, Rapid tried to open his bedroom window so that the bird wouldn't get bored. The birds outside began to sing and flew here & there. Rapid realized that the bird wanted to get out of the cage, so he took the bird out of the cage & the birds flew out and started singing like the other birds.

Habibie

The Legend of Main Kundang

Main getting older he felt it was time to replace his mother work. However, main has another wish when you see a lot of his pers come fish rewa in quick time sailing in the city.

Some time later, main did not come home. After these years, his mother just ~~was~~ live alone. Unfortunately, main's mother got news from one of his friend's children who also maraud across the city.

one the week, main ~~man~~ remembered his mother main felt embarrassed if he had to introduce his mother to his wife. when their boat pulled up on the beach, main mother, who was sailing fish, saw her son from a distance. He was very sad it was main. The mother rushed to her and hugged main's body.

Main insisted on not ~~acknowledge~~ acknowledge his mother. Main's mother felt very sad and angry at the same time. he also prayed to god and cursed main to be cursed to be a slave.

viya 10

a) Legend of "Kaliunan"

One upon a time, in Jepara - There was a village, the name is "Kalibedah". Kalibedah ~~is~~ always flood every year. A chief ~~is~~ doesn't know how to fixed the flood. ~~was~~ didn't know.

Every year a Chief and villagers were built wall around the river, but the wall ~~is~~ always broken and broken. The villagers tired because ~~the~~ work ~~is~~ in Van.

One day someone know how to fixed the problem, the man ~~is~~ had power and the man used ~~his~~ power to solved the flood. And then, kalibedah was never flood every year. So the name of kalibedah substituted to katimantan because in java languages "Kati" ~~is~~ river and "aman" ~~is~~ safe, so Kaliunan ~~is~~ never flood until now.

Gunawan Maula A
X 2

And

Last week I went to play with my brother, and my brother walked up to the car and started smile because we can go together to relieve stress.

The brothers found the lost ticket and put it in the bag, when they arrived at the location the brother handed the ticket over to the man on duty.

and we used to take pictures here, but the old photos have disappeared due to fire when selecting unused paper, we was to be here having fun.

Irhaan aka framata
 regular most scared story in toilet!!!
 Yesterday I went to my friend's house. I met my old friend there. I walked into the room and started to smile. After I noticed that there were a my friend's sister.
 My friend's sister name is nushwa. She was in there. I found many scary doll belongs to my friend's sister. After that, I went to the toilet for a while. I found someone, but suddenly he disappeared.
 In here, atmosphere feels tense. Suddenly the lights go out. I tried to open the toilet door but it was locked - there was something scary there.

Dava Atrodingad
 Regular 2 Spooky ghost room
 Yesterday I played with my friend. I played with my friend in mall. My friend and I walked together in the mall to go to the ghost room. My friend and I started to enter the ghost room.
 In the ghost room I found a zombie security. his name is... I know his name because there is a name tag on his shirt. When entering the room suddenly my friend disappeared. I thought he had been taken by a ghost.
 After my friend disappeared I ran to quickly get out of the ghost room, when running a lot of ghosts that followed me, especially zombie. After a long run finally I can get out. I think there was something scary there, and my friend nowhere to be found.

Nayla/x2
 On Mondays I ate with my friends and read novels together. My friend and I read novels during recess. I exchanged novels with my friends and brought them home. I go home by bus. I checked the novel I borrowed from my friend and it turns out that his novel was left in the cafeteria during recess. Then I walked to the cafeteria and there was something scary there.
 I found someone but suddenly he disappeared. I walk over him when I come over I could not find anything. I was immediately left the cafeteria by walking very quickly.
 I immediately went on the bus to my friend's house. I went into the room. I walked into the room and started to smile. I explained everything to my friend, and she said tomorrow looking with him.
 Spelling

Yesterday, I went to stay at a friend's house, after that I was invited to eat at his house and then eating so food by his mother after eating I walked into the room started to walk and play in the room until the night.
 After that I left the room and I found someone, but suddenly he disappeared. Then I was nervous and... at I and it turned out that only the bear was missing the my friend held my shoulder silently and I was shocked.
 I came back to the room and there was something scary there and then my friend and I ran to my friend's parents room and wake up. After my friend reported to his parents that there was something terrible at home and it was Dorelli.

One day Yusuf was jogging in the complex next to his house. Yusuf was happy with the atmosphere his morning, the strong wind, the shining sun, and the birds flying around. But suddenly Yusuf stopped. Yusuf heard the sound of a baby bird in the bushes. Yusuf approached the bushes and took the chick. Yusuf felt sorry for the chick and brought it home. When he got home, Yusuf saw the chick. It turned out that the chick had an injured leg and Yusuf treated it. After treating the chick, he was given it to the bird's cage and fed. Yusuf had been curing for the chick for 3 days. It turned out that the chick's leg had healed. Yusuf decided to fly the chick away.

Abi
X2
Two weeks ago on the way Yogyakarta it was a very scary day. At that time, we departed from Bandung by ~~the~~ plane. The plane took off from Bandung at 1 PM with bad weather/rain. When it was on top of the plane it felt like night even though the lights from inside the plane ~~are~~ on but the plane is stable even though it is blocked by fog, rain, and lightning several times, it exactly 3 PM.
ST
The plane landed safely but it felt like it was reached from directly from above and that's my past story when it first got on plane

Appendix 2 Material

CAPAIAN PEMBELAJARAN BAHASA INGGRIS

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>	
Elemen	Capaian Pembelajaran	Konten
Menyimak - Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	<p>Opinion</p> <p>Degree of Comparison</p> <p>Introduction</p> <p>Announcement</p> <p>Offering Help & Services</p> <p>Suggestion</p>
Membaca-Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu -isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	<p>Narrative Text</p> <p>Deskriptive Text</p> <p>Procedure Text</p> <p>Exposition Text</p> <p>Recount Text</p> <p>Factual Report Text</p>
Menulis-Mempresentasikan	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	<p>Narrative Text (Fiction)</p> <p>Deskriptive Text (Non Fiction)</p> <p>Procedure Text (Non Fiction)</p> <p>Exposition Text (Non Fiction)</p> <p>Recount Text (Non Fiction)</p> <p>Factual Report Text (Non Fiction)</p>

**PROGRAM SETAHUN PEMBELAJARAN
(PETA MATERI BAHASA INGGRIS KELAS X)**

Jumlah Minggu Efektif : 36
Jumlah Jam Pembelajaran Per Minggu : 2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA					Alokasi Pertemuan	Jumlah JP	
			Menyimak-Berbicara	Membaca-Memirsa	Menulis-Mempresentasikan	TYME dan Berakhlak Mulia Beriman, Bertaqwa pada	Berkebinekaan Global	Gotong Royong	Mandiri	Bernalar Kritis			Kreatif
1	Introduction	Ganjil	v	v	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	v	v	v	v	v	v	v	v	4	8
3	Degree of Comparison		v	v	v	v	v	v	v	v	v	2	4
4	Descriptive Text		v	v	v	v	v	v	v	v	v	4	8
5	Announcement		v	v	v	v	v	v	v	v	v	2	4
6	Opinion		v	v	v	v	v	v	v	v	v	2	4
7	Procedure Text	Genap	v	v	v	v	v	v	v	v	v	2	4
8	Offering Services		v	v	v	v	v	v	v	v	v	4	8
9	Narrative Text		v	v	v	v	v	v	v	v	v	4	8
10	Exposition Text		v	v	v	v	v	v	v	v	v	4	8
11	Suggestion		v	v	v	v	v	v	v	v	v	2	4
12	Recount Text		v	v	v	v	v	v	v	v	v	4	8
JUMLAH											36	72	

**ALUR TUJUAN PEMBELAJARAN
BAHASA INGGRIS KELAS X SMA
AL-AZHAR SYIFA BUDI SOLO**

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1	Menyimak - Berbicara	Diperdengarkan beberapa monolog/dialog berisi perkenalan lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Introduction	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 1
10.2	Menyimak - Berbicara	Peserta didik mampu menyusun monolog/dialog berisi perkenalan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.3	Menulis- Mempresen- tasika n	Peserta didik mampu mempresentasikan monolog/dialog berisi perkenalan lisan di hadapan kelas dengan penuh tanggungjawab						
10.4	Membaca - Memirska	Disediakan monolog/dialog berisi perkenalan tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Introduction	<ol style="list-style-type: none"> 1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 1
10.5	Menulis- Mempresen- tasika n	Peserta didik mampu membuat monolog/dialog berisi perkenalan tulis dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.6	Menyimak - Berbicara	Diperdengarkan beberapa teks factual report , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Factual Report	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.7	Menulis-Mempresentasikan	Peserta didik mampu menyusun teks factual report lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan teks factual report di hadapan kelas dengan penuh tanggungjawab						
10.9	Membaca - Memirsa	Disediakan teks factual report tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Factual Report	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2
10.10	Menulis-Mempresentasikan	Peserta didik mampu membuat teks factual report tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1 1	Menyimak - Berbicara	Diperdengarkan beberapa monolog/ dialog yang berisi perbandingan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Comparison	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.1 2	Menyimak - Berbicara	Peserta didik mampu menyusun monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.1 3	Menulis- Mempres- entasikan	Peserta didik mampu mempresentasikan monolog/ dialog yang berisi perbandingan di hadapan kelas dengan penuh tanggungjawab						
10.1 4	Membaca - Memirsa	Disediakan monolog/ dialog yang berisi perbandingan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of Comparison	1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 3
10.1 5	Menulis- Mempres- entasikan	Peserta didik mampu membuat monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1 6	Menyimak - Berbicara	Diperdengarkan beberapa descriptive teks tentang orang/benda/tempat , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Descriptive Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.1 7	Menulis-Mempresentasikan	Peserta didik mampu menyusun descriptive teks tentang orang/benda/tempat lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.1 8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan descriptive teks tentang orang/benda/tempat di hadapan kelas dengan penuh tanggungjawab						
10.1 9	Membaca - Memirsa	Disediakan descriptive teks tentang orang/benda/tempat tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Descriptive Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4
10.2 0	Menulis-Mempresentasikan	Peserta didik mampu membuat descriptive teks tentang orang/benda/tempat tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.2 1	Menyimak - Berbicara	Diperdengarkan beberapa teks pengumuman lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Announcement	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 5
10.2 2	Menyimak - Berbicara	Peserta didik mampu menyusun teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.2 3	Menulis- Mempresen- tasikan	Peserta didik mampu mempresentasikan teks pengumuman lisan di hadapan kelas dengan penuh tanggungjawab						
10.2 4	Membaca - Memirsa	Disediakan teks pengumuman lisan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Announcement	1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 5
10.2 5	Menulis- Mempresen- tasikan	Peserta didik mampu membuat teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.2 6	Menyimak - Berbicara	Diperdengarkan beberapa monolog/dialog berisi opini lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Opinion	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.2 7	Menyimak - Berbicara	Peserta didik mampu menyusun monolog/dialog berisi opini lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.2 8	Menulis- Mempresen- tasika n	Peserta didik mampu mempresentasikan monolog/dialog berisi opini lisan di hadapan kelas dengan penuh tanggungjawab						
10.2 9	Membaca - Memirsa	Disediakan monolog/dialog berisi opini tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Opinion	<ol style="list-style-type: none"> 1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 6
10.3 0	Menulis- Mempresen- tasika n	Peserta didik mampu membuat monolog/dialog berisi opini tulis dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.3 1	Menyimak - Berbicara	Diperdengarkan beberapa procedure text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Procedure Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 7
10.3 2	Menulis- Mempres- entasikan	Peserta didik mampu menyusun procedure text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 7
10.3 3	Menulis- Mempres- entasikan	Peserta didik mampu mempresentasikan procedure text lisan di hadapan kelas dengan penuh tanggungjawab						
10.3 4	Membaca - Memirsa	Disediakan procedure text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Procedure Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 7
10.3 5	Menulis- Mempres- entasikan	Peserta didik mampu membuat procedure text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 7

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.3 6	Menyimak - Berbicara	Diperdengarkan beberapa dialog berisi penawaran bantuan lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Offering Services	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.3 7	Menyimak - Berbicara	Peserta didik mampu menyusun dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.3 8	Menulis- Mempresen- tasika n	Peserta didik mampu mempresentasikan dialog berisi penawaran bantuan lisan di hadapan kelas dengan penuh tanggungjawab						
10.3 9	Membaca - Memirsa	Disediakan dialog berisi penawaran bantuan lisan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Offering Services	1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 8
10.4 0	Menulis- Mempresen- tasika n	Peserta didik mampu membuat dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.4 1	Menyimak - Berbicara	Diperdengarkan beberapa narrative text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	1. BkoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.4 2	Menulis- Mempresen- tasika n	Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		JcoT – Menyusun teks secara terbimbing IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.4 3	Menulis- Mempresen- tasika n	Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab						
10.4 4	Membaca - Memirsa	Disediakan narrative text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	1. BkoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 9
10.4 5	Menulis- Mempresen- tasika n	Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 9

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa exposition text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempresentasikan	Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggungjawab						
10.49	Membaca-Memirsa	Disediakan exposition text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Exposition Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempresentasikan	Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.5 1	Menyimak - Berbicara	Diperdengarkan beberapa monolog/dialog berisi saran peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Suggestion	<ol style="list-style-type: none"> BKoF - Diperdengarkan beberapa contoh teks MoT - penjelasan materi JCoT - Menyusun teks secara terbimbing ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 11
10.5 2	Menyimak - Berbicara	Peserta didik mampu menyusun monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.						
10.5 3	Menulis- Mempresen- tasika n	Peserta didik mampu mempresentasikan monolog/dialog berisi saran di hadapan kelas dengan penuh tanggungjawab						
10.5 4	Membaca - Memirsa	Disediakan monolog/dialog berisi saran , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Suggestion	<ol style="list-style-type: none"> BKoF – Diperlihatkan contoh teks MoT - Penjelasan materi JCoT - Menulis teks secara terbimbing ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 11
10.5 5	Menulis- Mempresen- tasika n	Peserta didik mampu membuat monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.5 6	Menyimak - Berbicara	Diperdengarkan beberapa recount text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Recount Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.5 7	Menulis- Mempresen- tasika n	Peserta didik mampu menyusun recount text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.5 8	Menulis- Mempresen- tasika n	Peserta didik mampu mempresentasikan recount text lisan di hadapan kelas dengan penuh tanggungjawab						
10.5 9	Membaca - Memirsa	Disediakan recount text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Recount Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12
10.6 0	Menulis- Mempresen- tasika n	Peserta didik mampu membuat recount text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12

**Mengetahui :
Kepala Sekolah ...**



**SUMARDI, S.Pd.
NIP.**

Surakarta, Juli 2022

Guru Mata Pelajaran,

A handwritten signature in black ink, consisting of a large loop followed by several vertical strokes and a final flourish.

**JUWANTO, S.Pd.
NIP:197806142008011008**