

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Generic Feature

a. Characterization

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Characterization very well and can be categorized as High Achiver and Competent in determining characterization.

Most of the students of Class X-B MA Al Istiqamah are able to make appropriate characterizations in a story in the past so that they make their essays interesting to read. The ability to make these characters can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can make good characterizations in a narrative text.

As an example of Narrative Text made by a student named Siti Muslihah with the title A Hungry Crocodile. The sentence

"That crocodile was so cruel and thus it had no friend and the other animals hate it so much" in the narrative text shows the correct characterization in a story.

b. **Point Of View**

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Point Of View very well and can be categorized as High Achiever and Competent in determining Point Of View.

Most of the students of Class X-B MA Al Istiqamah were able to make the right point of view in a story in the past so that the essay was interesting to read. The ability to make a point of view can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can make good point of view in a narrative text.

For example, Narrative Text was written by a student named Halimatus Sa'diyah with the title Dolphin and the Fisherman. The sentence "He was confused and sad" in the narrative text shows the correct point of view in a story.

c. **Theme**

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Theme very well and can be categorized as High Achiver and Competent in determining Theme.

Most students of Class X-B MA Al Istiqamah are able to make the right theme in a story in the past so that it makes the essay interesting to read. The ability to make these themes can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic features in narrative text. And this can be proven by the results of research by researchers which show that 16 students in class X-B can make good themes in a narrative text.

As an example of Narrative Text made by a student named Zahrah with the title An Ugly Chick. In the paragraph “One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it ”in the narrative text, it shows the correct theme in a story.

d. Plot

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Plot very well and can be categorized as High Achiver and Competent in determining Plot.

Most students of Class X-B MA Al Istiqamah are able to make the right plot in a story in the past so that it makes the essay interesting to read. The ability to make plots can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic features in narrative text. And this can be proven by the results of research by researchers which show that 16 students in class X-B can make a good plot in a narrative text.

For example, the Narrative Text made by a student named Norkhalisa with the title Kancil and the Lion. In the paragraph “One day, mouse deer was so thirsty and wanted to drink to the river. Near the river, he saw a big lion tried to eat a small rat. The rat was so desperate and could not do anything. Kancil felt pity about him and he actually was also afraid of the lion. But the mouse deer had to help the rat ”in the narrative text shows the right plot in a story.

2. Generic Structure

a. Orientation

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to make Orientation very well and can be categorized as High Achiever and Competent in making Orientation.

Most students of Class X-B MA Al Istiqamah are able to make the right orientation in a story in the past so that it makes the essay interesting to read. The ability to make orientation can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic structures in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can create a good orientation in a narrative text.

As an example of Narrative Text made by a student named Siti Raihanah with the title The Mermaid. In the paragraph “Long time ago there was a princess who was suffer of the witch's magic. Actually, the princess was very beautiful and kind person. Anybody loved her except her sister who was so jealous of her. If the princess still had her beauty, so every prince would prefer to marry her rather

than her sister ” in the narrative text shows the correct orientation in a story.

b. Complication

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to make Complication very well and can be categorized as High Achiver and Competent in making Complication.

Most students of Class X-B MA Al Istiqamah are able to make the right complication in a story in the past so that it makes the essay interesting to read. The ability to make a complication can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic structures in narrative text. And this can be proven by the results of research by researchers which show that 16 students in class X-B can make good complications in a narrative text.

For example, the Narrative Text made by a student named Elpa Rahmah with the title The Ant And The Grasshopper. In the paragraph "The grasshopper said," Hi, you poor small ant, why don't you sit behind me and sing together. This is beautiful day right? " The ant said, "I'm so sorry I can do that because I still have a lot of work to do." The grasshopper said, "I see you every day do

the same thing collecting food. How much food you can eat in a day so you never stop collecting food? You better play with me here now and forget about the food. There are a lot of foods here that you can eat alone a long your age. " The ant said, "I'm so sorry I can't do that. I eat only a few foods but have to collect food as much as I can to be kept when the winter is coming. I do not eat this food alone because I have to share this food for all of the members of my family. " The grasshopper said, "I think you all are stupid. You can eat all of this food here every day without collect it first. Okay, just do your job and I will just enjoy my day every day. "The narrative text shows the right complication in a story.

c. **Resolution**

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to make Resolution very well and can be categorized as High Achiver and Competent in making Resoulution.

Most students of Class X-B MA Al Istiqamah are able to make the right resolution in a story in the past so that it makes the essay interesting to read. The ability to make resolutions can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning generic structures in narrative text. And this can be proven by the results of

research by researchers which show that 16 students in class X-B can make good resolutions in a narrative text.

As an example of Narrative Text made by a student named Indrianna Mufarichah with the title Malin Kundang. In the paragraph "The mother was very happy. She went to the harbor quickly to see his son. Unfortunately, Malin Kundang was too shy having mother liked her who looked ugly and poor. So, he rejected his mother. The mother was so sad and her heart was broken because her lovely son did not want to recognize her as his mother. She was so disappointed and she said a curse for her son and all people belonged to her son. The mother said, "Oh my dear son, how dare you to be like this to your mother. If you really do not want to hear me, then you are really a stone. You and your belonging are stones. " After the mother was saying that, Malin Kundang, his wife, and all of his belongings became stones which stayed forever at that harbor silently and irremovable forever as well as stone statues. "The narrative text shows the correct resolution in a story.

3. Language Feature

a. Using Past Tense

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Using

Past Tense very well and can be categorized as High Achiver and Competent in determining Using Past Tense.

Most of the students of Class X-B MA Al Istiqamah are able to apply the correct use of the past tense in a story in the past so that the essay becomes interesting to read. The ability to apply using past tense can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning language features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can apply good using past tense in a narrative text.

As an example of Narrative Text made by a student named Norhasanah with the title The Golden Fish. In the paragraph "Long-long ago, there was a poor farmer living in an ugly house with his wife" in the Narrative text, it shows the correct use of the past tense in a story.

b. Time Signal

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Time Signal very well and can be categorized as High Achiver and Competent in determining Time Signal.

Most students of Class X-B MA Al Istiqamah are able to apply the right time signal in a story in the past so that it makes the essay interesting to read. The ability to apply the time signal can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning language features in narrative text. And this can be proven by the results of research by researchers which showed that 16 students in class X-B could apply a good time signal in a narrative text.

As an example of Narrative Text made by a student named Az Zahrah with the title Cinderella. In the sentence "The father looked for a new wife to take care of the home and his daughter when he worked at the day" in the narrative text, it shows the correct time signal in a story.

c. Time Conjunction

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Time Conjunction very well and can be categorized as High Achiver and Competent in determining Time Conjunction.

Most of the students of Class X-B MA Al Istiqamah are able to apply the right time conjunction in a story in the past so that it makes an essay interesting to read. The ability to apply the time

conjunction can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning language features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can apply good time conjunction in a narrative text.

As an example of Narrative Text made by a student named Nur Aina Emelda with the title The Prince Frog. In the paragraph “After took the ball from the frog the princess was so very happy and she forgot about her promise. She run happily and leaved the frog alone ”in the narrative text shows the correct time conjunction in a story.

d. **Specific Character**

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Specific Character very well and can be categorized as High Achiver and Competent in determining Specific Character.

Most of the students of Class X-B MA Al Istiqamah are able to apply a specific character that is appropriate in a story in the past so that it makes the essay interesting to read. The ability to apply this specific character can be obtained by students from the

seriousness and diligence of most students of class X-B MA Al Istiqamah in learning language features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can apply a good specific character in a narrative text.

For example, the Narrative Text made by a student named Erlina Noor Khofifah with the title Snow White. In the paragraph "The stepmother always asked who the most beautiful lady in this world was and the answer was always the stepmother. That made her happy because her most important thing was her beauty. " in Narrative text, it shows the right specific character in a story.

e. **Action Verb**

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Action Verb very well and can be categorized as High Achiever and Competent in determining Action Verb.

Most of the students of Class X-B MA Al Istiqamah were able to apply the correct action verb in a story in the past so that it made the essay interesting to read. The ability to apply action verbs can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning language

features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can apply action verbs well in a narrative text.

For example, the Narrative Text created by a student named Fitri Faridatunnisa with the title Pinocchio. The sentence "Pinocchio brought all of his books" in the narrative text shows the correct verb action in a story.

f. **Direct Speech**

From the research results it was found that the majority of X-B MA Al Istiqamah students have been able to determine Direct Speech very well and can be categorized as High Achiever and Competent in determining Direct Speech.

Most of the students of Class X-B MA Al Istiqamah were able to apply the right direct speech to a story in the past so that it made the essay interesting to read. The ability to apply direct speech can be obtained by students from the seriousness and diligence of most students of class X-B MA Al Istiqamah in learning language features in narrative text. And that can be proven by the results of research by researchers which show that 16 students in class X-B can apply good direct speech in a narrative text.

As an example of Narrative Text made by a student named Maya Amelia with the title The Lion and The Mouse. In the paragraph “The mouse was so scared and said,“ Oh my lord, forgive me for my curiosity entering your cave. I did not mean to wake you up. I just want to know how great my king is. Please don't kill me and I promise to give my best to assist you whichever way I can on one of the bad day you have ”in the narrative text shows the right direct speech in a story.

B. Discussion

1. Generic Feature

a. Characterization

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the characterization. This is evidenced by the skills of the 16 students being able to determine the characterization of a narrative text very well and precisely.

Students in middle level or incompetents are 5 students. The problem that we can see is the students still low in determine the characterization, so they are very difficult to write because they don't know the words. It can be show that the students are

incompetent in writing narrative text. This is evidenced by the skills of these 5 students being able to determine the characterization of a narrative text well.

Students in low level or incompetent, there are 2 students. The difficult is the students don't know about characterization of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the characterization of a narrative text very well

b. Point Of View

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the point of view. This is evidenced by the skills of the 16 students being able to determine the point of view of a narrative text very well and precisely.

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students being able to determine the point of view of a narrative text well.

Students in low level or incompetent, there are 2 students. The difficult is the students don't know about point of view of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the point of view of a narrative text very well.

c. **Theme**

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the theme. This is evidenced by the skills of the 16 students being able to determine the theme of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about theme of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the theme of a narrative text very well.

d. Plot

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the plot. This is evidenced by the skills of the 16 students being able to determine the plot of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about plot of narrative text, and the students also still low in vocabulary. This is evidenced by

the skills of these 2 students who have not been able to determine the plot of a narrative text very well.

2. Generic Structure

a. Orientation

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in make the Orientation. This is evidenced by the skills of the 16 students being able to make the orientation of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about orientation of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to make the orientation of a narrative text very well.

b. Complication

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in make the complication. This is evidenced by the skills of the 16 students being able to make the complication of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about complication of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to make the complication of a narrative text very well.

c. Resolution

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in make the resolution. This is evidenced by the skills of the 16 students being able to make the resolution of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about resolution of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to make the resolution of a narrative text very well.

3. Language Feature

a. Using Past Tense

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the using past tense. This is evidenced by the skills of the 16 students being able to determine the using past tense of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about using past tense of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the using past tense of a narrative text very well.

b. Time Signal

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the time signal. This is evidenced by the skills of the 16 students being able to determine the time signal of a narrative text very well and precisely.

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c. **Time Conjunction**

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about time conjunction of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the time conjunction of a narrative text very well.

d. Specific Character

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the Specific Character. This is evidenced by the skills of the 16 students being able to determine the specific character of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about Specific Character of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the specific character of a narrative text very well.

e. Action Verb

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the Action Verb. This is evidenced by the skills of the 16 students being able to determine the action verb of a narrative text very well and precisely.

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f. Direct Speech

Students in high level or competent 16 students. It can be show that, the students are understood with this writing, cause we can see from their achievement. The students already have been high in determine the Direct Speech. This is evidenced by the skills of the 16 students being able to determine the direct speech of a narrative text very well and precisely.

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Students in low level or incompetent, there are 2 students. The difficult is the students don't know about Direct Speech of narrative text, and the students also still low in vocabulary. This is evidenced by the skills of these 2 students who have not been able to determine the direct speech of a narrative text very well.