

ABSTRACT

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This research aimed to describe the students' ability to write a narrative paragraph. This research was conducted at the VIII grade students of MTs. Aisyiyah at Jl. Demak No. 3 of the academic year 2016-2017. The sample of the research was 19 students. This research applied total sampling method because all the population was taken as the sample. Completion was used as the instrument of the research in which there were 12 blank spaces to fill. Based on the result, it showed that there were three levels of test items.: There were 8 or 66.7% of the test items categorized easy, 4, or 33.3% of the test items were categorized moderate and there was no difficult test item. The result of this research was that there were 89% of students or 17 students who were able to analyze narrative paragraph. 11% of students or two students who were not able to analyze a paragraph of narrative.

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The Researcher

Siti Salamah

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CHAPTER I

INTRODUCTION

G. Background of Study

Talking about learning English, is not only talking about speaking, listening and reading, but also writing, because, in learning English, students use both speaking and writing in order to communicate to another. In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

Writing is one of the four abilities in English skills. Many of the writing benefits can be achieved by someone who often writes. By writing, the students can share all of the information that they want. But on the other hand, if the students do not write carefully, the information they share will not be maximal. In writing there are some rules that the readers should understand and follow including the use of tenses that are suitable to the kinds of the paragraph or the text that students want to write. Tenses are a category that expresses time reference. Tenses are usually manifested by the use of the specific forms of verb, particularly in their conjunction patterns. Students should use tenses in the past time or in the future time. It should be the important point in good writing because the reader will get the wrong information if the tenses are wrong.

In writing, not only just concern in tenses but writers should know the kinds of paragraph that they will write. A few kinds of paragraph should be understood by the writer, one of them is narrative paragraph. A narrative paragraph tells the story of an event, providing the relevant details of when and where the event occurred as well as who was included and what transpired. The paragraph describes either an actual event or a fictional one that the writer creates.

According to Melly (2006:1) “In writing there are some kinds of writing namely expository writing, descriptive writing, persuasive writing, creativity writing and narrative writing”. From those kinds writing, narrative text, is one which is important to study based on Bushel (2011:1) that “a narrative text describes an event, feeling or experience in a story form or in the order the details of the event happened. The logical arrangement of ideas and sentence in narrative text is constructed chronologically, they relate events chronological order, that is timesequence in which the events took place.

For students as the writers, it is necessary to understand the tenses and paragraph because they are the important points in their writing. One of the basic tenses to know and very important is present tense. The correct application of present tense which useful for the correct writing especially in presenting narrative paragraph. Based on the researcher’s experience when doing field teaching practice (PPL), one thing that the students feel difficult when writing is applying tenses. When learning narrative paragraph, they always get problem about their ability in using present tense. This is the reason also the reason why the researcher wants to know their ability in applying tenses in narrative paragraph they do not know to use present tense correctly according to the subject/the does. It is hoped that after this research, there which a solution to help the students in using tenses in narrative paragraph.

H. The Identification of the problems.

The problem of the research which identified as follows:

1. Students’ ability in applying tenses (present tense) in writing narrative paragraph.
2. Students’ difficulties in applying tenses (present tense) in writing narrative paragraph.

I. The Scope and Limitation

The scope of this research focuses on Tenses. It is limited on present tense.

J. The Formulation of the problem

The problems of the research which formulated as follow:

1. Are the students able in applying tense in narrative paragraph.?
2. What are the students' difficulties in applying tense in narrative paragraph?

K. The Objective of the Study

The objectives of the study which formulated as follow:

1. To find out the students' ability in applying tense in narrative paragraph.
2. To find the students' difficulties in applying tense in narrative paragraph.

L. The Significant of the Study

The result of this reserch is expected to be useful:

Theoretical:

This research can be used as information and reference in developing knowledge and in understanding the tenses in narrative paragraph.

Practical:

1. To students, to be an input in mastering students' tenses especially present tense and as a motivation in studying English.
2. To teacher, to be useful as an insight to improve their teaching, especially in teaching English tenses.

CHAPTER II

REVIEW OF LITERATURE

C. Theoretical framework

In including a research, theories which needed to explain some concept in the research concern. This which considered important to convey the ideas. The concepts which which used must be clarified in order to have the same perspective of implementation in the field. In order word, the following which considered important to discuss for clarifying the concept which used or being discussed, so that the reader will get the point clearly.

6. Ability

The students' ability is related to the students' effort of getting something into their cognitive systems. The ability is the result of learning process which involve teachers with students which is reflected from the knowledge that students have. Ability in Bahasa Indonesia language is called as "kemampuan" in which Tarigan (2005: 1) states "Ability means as the original knowledge, owned by the individual person unconsciously, silently, intrinsically, intuitively, and newest". According to Bull (2008:1) "Ability is skill or power". According to Edinburgh(2007:2) "Ability is the state of being able to do something, or the level of skill at doing something". Otherwise, in Kamus Bahasa Indonesia (2008:909) ability means capability, proficiency, and power.

According to Oxford Dictionary (2007:2) that Ability is the fact that somebody/something is able to do something. It means that someone measures

from what she/he could do something with the ability she/he has. If someone has ability then she/he is considered to be able doing something effectively or its contrary. Such thing can be obtained by way of learning and practicing continuously.

According to Robbins (2007:58) capability consists of two factors, namely:

- a. Intellectual ability that the skills needed to perform a variety of mental activity-thinking, reasoning and problem solving.
- b. Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics.

According to Richard and Platt (2008: 89) that ability is the quality of being able to perform, a quality that permits facilities achievements or accomplishment. Ability is also defined as pore (possession of the qualities especially mental qualities) required doing something or getting something done. Ability or learning achievement in Bahasa Indonesia is also called learning achievement Tarigan (2005: 7) says that this term means that the indigenous knowledge possessed by individuals are not aware, silent intrinsic, intuitional and up to date. According to Hasan (2005: 620) that ability is the skills or competence of doing something. The meaning of this word is the situation being able, it is also a potential capacity or power to do something physical or mental.

The opinion of Nawawi (2008: 13) that the student's ability is the level of the student's succes in learning or studying some materials of the school subject

in the class, which is stated in the form of score which is achieved from the test result in certain materials.

The ability achieved by the students then is realized in the form of scores so it can be determined the position of the students in the class, because the scores he/ she gets reflects his/her ability in learning process. Learning achievement is achieved by the students and then is realized in the form of score, so that it which acknowledged the certain position of the students in the class, which is stated in the test result in certain materials.

As a means of communication, English like any other languages is primarily spoken, while the written form is secondary since it is just a representation of what is actually spoken. Because of the different areas with various conditions, culture, and social background, people speak different languages, which are only used to communicate with their own respective group. Accordingly, they face some problems when they want to communicate with people from other group that speak different languages. Therefore, they must understand the language of the people they want to communicate with in order to understand each other.

Richard (2009: 221) says that ability is derived from “able” which means quality of being able to do something, physical, mentally, legally, morally, financially, etc. From the discussion above “ability” can be defined as right, and this research, the ability is referred to the capability in construction or using the idiom and lexical meaning in context. In addition, ability is present to do something.

Ability is related to the effort of something into the cognitive system. The ability is the result of learning process which involves teacher with students which is reflected from the knowledge the students has. The ability in which achieved by students, then are realized in the form of score.

So from the definitions above, the reseacher concludes that ability is someone's capability in doing something well by using knowledge and skill or something that people do very well because they have learned and practised. The quality of being able to do something or act physically, mentally, financially, morally or legally is to accomplish something.

7. Tenses

Different Approaches to Tense and Aspect: "Traditional grammarians and modern linguists have approached this complicated area of languages with slightly different terminological conventions. What many traditional grammarians label as various kinds of 'tense,' modern linguists split into two different ideas, namely: tense, which is strictly to do with when something happened or was the case; aspect, which is concerned with factors such as the duration or completeness of events and states of affairs.

For English, this difference of terminology comes out mainly in relation to the perfect and the progressive, which many traditional grammarians would treat as part of the system of tense, but modern linguists treat as belonging to the system of aspect.

James R. Hurford (2009: 115), in his book *Grammar: A Student's Guide*. Cambridge University Press, 1994 says that tense and aspect have risen to some prominence within linguistics in recent decades as various theories have taken first the verb and then the inflectional system associated with it to be the central component of the clause. This has manifested itself most obviously in syntax and morphology, but the effort to understand the meaning and use of time-related expressions has coincidentally played a significant role in the development of new theories of semantics and pragmatics, and those theories, in turn, have prompted further research into tense and aspect.

Almost every area of linguistics, with the exception of phonetics and phonology, has its own approach to tense and aspect. Not only do morphology, syntax, semantics, and pragmatics differ in their terminology and methodology, but each area has its own distinct *Problematik*--they naturally seek to answer quite different questions where tense and aspect are concerned. (Robert I. Binnick, "Introduction." *The Oxford Handbook of Tense and Aspect*. Oxford University Press, 2012).

In discussing **tenses**, labels such as present tense, past tense, and future tense are misleading, since the relationship between tense and time is often not one-to-one. Present and past tenses can be used in some circumstances to refer to future time (e.g. *If he comes tomorrow . . .*, *If he came tomorrow . . .*); present tenses can refer to the past (as in newspaper [headlines](#), e.g. *Minister resigns . . .*, and in [colloquial narrative](#), e.g. *So she comes up to me and says . . .*); and so on." (Bas

Aarts, Sylvia Chalker, et. al, *Oxford Dictionary of English Grammar*, 2nd ed. Oxford University Press, 2014)

A Broader definition, some grammarians define a **tense** as an inflection of the verb--a change of meaning which is achieved by altering the form of the verb. So the past tense of *win* is *won*. In this sense, English has only two tenses, present and past. But for everyday use--especially for those who are studying foreign languages--this strict definition of tense is not very helpful. There is a broader use of the word (tense): a form of the [verb phrase](#) which gives information about [aspect](#) and time."(John Seely, *Grammar for Teachers*. Oxpecker, 2007).

2.1 Present Tense

8. Writing

The writing process is a reflection of the natural thinking process using the writing process would enable to call up the idea. The two quotations, indicate that every writer needs the ability which is related to three major stages are prewriting, writing and revising and to know the characteristic of paragraph.

Susanto Leo (2007: 1) says that writing as a process of expressing ideas or thoughts in word which should be done at the leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. writing is the act outting letters, symbols, numbers, or words on paper or computer screen. Writing which used to express and explain ideas. According to Weigle (2002 : 1) that writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather than as an object of study which have taken hold in both second and foreign

language setting. The primary purpose of writing is communication. In other words, writing is how to do more of what is in their mind by written. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that are clear to the reader. On the other hand, writing is not merely a process of thinking of something to say and selecting the words which are needed to express it. It is a kind of technique in arranging ideas or information into a condensed form of writing. The ideas and thoughts which are formed into paragraphs and have a meaning, so the readers can understand the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form and it is used to express and explain ideas.

In teaching, writing is a communicative activity between the teacher and students. In learning English writing is the same as learning other skills like reading, speaking, and listening. The students should practice and do a lot of exercises, continually and seriously and studying language for students.

According to Harmer (2004: 3) that although almost all human beings grow speaking their first language, as a matter of course, writing has to be spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. Moreover, learners often find out that writing in the first language is not an easy thing to do. Consequently, to be able to write in a foreign language, greater effort and absolutely should be made in which much are needed.

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Holmes (2004: 160) states, “Writing is an ability to make a form of words that in general it may have higher truth value than the fact that has set it down”. Hermer (2004: 86) states, “ Writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities”.

Kusmayadi (2011: 3) adds that writing is a complex process as an activity of creating ideas, knowledge in a form of written to tie the knowledge in order to be eternal. Based on the quotation above, it can be concluded that writing is a process of developing an idea, putting together into pieces of written form.

8.1 Process of Writing

Harmer (2005: 4) suggests’ that process of writing into four main elements.

They are planning, drafting, editing (reflecting and revising), and final version.

8.1.1 Planning

Before starting to write or type, the writers try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will

influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

8.1.2 Drafting

Refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it is which amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

8.1.3 Editing (reflecting and revising)

After writers have produced a draft, usually read through what they havewritten to see where it works and where it does not. Reflecting and revising are often helped by other readers (or editors) who comment and makesuggestions. Another reader's reaction to a piece of writing will help theauthor to make appropriate revisions.

8.1.4 Final versions

Once writers have edited their draft, making the changes where they are necessary, they produced their final version. This may look considerablydifferent from both the original plan and the first draft, because thingshave changed in the editing process. But the writer is now ready to sendthe written text to its intended audience.

8.2 Types of Writing

There are four types of writing. They are narration, description, exposition and letter writing. The students in a piece of writing use one of these modes exclusively, but typically they are found in combination, with one or two predominant to achieve the writer's primary rhetorical purpose and operating goal. Fachrurrazy (2007: 38) explains the types of writing are:

8.2.1 Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

8.2.2 . Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

8.2.3 Exposition

Exposition is writing that explains something. It often answers the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

8.2.4 Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It is usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

8.2.5 Letter writing

There are three main types of letter, namely: formal letter, business letter, and personal letter. Formal letter is normally used for invitations to an important dinner, dance, or other ceremony and is phrased in the third person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom one knows. The style may be almost as informal and colloquial as if he were speaking to the person.

8.3 The Function of Writing

According Chodiyah (2012: 2) that written language serves a range of function in everyday life, including the following:

8.3.1 Primary for action

Public sign, e.g. on roads and stations; product labels and instruction on food, tools or toys purchased, recipes, maps, television and radio guides; bills; menus, telephone directories, ballot papers, computer manual; monitors and printouts. To social contact. Personal correspondence; letters, postcard, greeting cards.

8.3.2 Primarily for information

Newspaper (news, editorial) and current affairs magazines, hobby magazines, non-fiction books, including textbooks, public notices, advertisement, etc.

8.3.3 Primarily for entertainment

Light magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, games (including computer games).

9. Narrative

A narrative or story is any report of connected events, [real](#) or [imaginary](#), presented in a sequence of written or spoken words, and/or still or [moving images](#). Narrative can be organized in a number of thematic and/or formal categories: non-fiction (such as definitively including [creative non-fiction](#), [biography](#), [journalism](#), [transcript](#) [poetry](#), and [historiography](#)); fictionalization of historical events (such as [anecdote](#), [myth](#), [legend](#), and [historical fiction](#)); and [fiction](#) proper (such as [literature](#) in [prose](#) and sometimes [poetry](#), such as [short stories](#), [novels](#), and [narrative poems and songs](#), and imaginary narratives as portrayed in other textual forms, games, or live or recorded performances).

Narrative is found in all forms of human creativity, art, and entertainment, including [speech](#), [literature](#), [theatre](#), [music](#) and [song](#), [comics](#), [journalism](#), [film](#), [television](#) and [video](#), [radio](#), [gameplay](#), [unstructured recreation](#), and [performance](#) in general, as well as some [painting](#), [sculpture](#), [drawing](#), [photography](#), and other [visual arts](#) (though several [modern art](#) movements refuse the narrative in favor of the [abstract](#) and conceptual), as long as a [sequence](#) of events is presented. The

word derives from the Latin verb *narrare*, "to tell", which is derived from the adjective *gnarus*, "knowing" or "skilled". [Oral story telling](#) is perhaps the earliest method for sharing narratives. During most people's childhoods, narratives are used to guide them on proper behavior, cultural history, formation of a communal identity, and values, as especially studied in [anthropology](#) today among traditional [indigenous peoples](#). Narratives may also be nested within other narratives, such as narratives told by an [unreliable narrator](#) (a [character](#)) typically found in [fiction](#) genre. An important part of narration is the [narrative mode](#), the set of methods used to communicate the narrative through a process narration (see also "Narrative Aesthetics" below). Along with [exposition](#), [argumentation](#), and [description](#), narration, broadly defined, is one of four [rhetorical modes](#) of discourse. More narrowly defined, it is the [fiction-writing mode](#) in which the [narrator](#) communicates directly to the reader.

Narrative is a description that tells something; the event, action, state sequentially from the beginning to the end, so it looks set of relationships with one another. The language is in the form of exposure to the narrative style. Examples of this type of biographical essays, stories, novels, and short stories.

According Keraf (2010: 137) "The narrative is a form of discourse that seeks telling events as if readers see or experience the events. By therefore, the most important element in a narrative is an element of the actor action. What happened was not other behavior that made the people in a time series. More narrative tells of lifedynamic in a series of time

Marahimin (1994: 93) in his book *Writing* popularly defines as the following narrative. Narrative is a story. The story is based on a sequence (or series) event or occurrence. Within these events there are figures and this figure encounters with the face of a (series of) conflict. Genesis, figures, and this conflict is a groove. Thus, the narrative is a story based on the flow. Based on some of the above opinions between the opinion of one another with a different opinions. However, of all the opinions mentioned above leads to a sense of narrative essay is that in the event that they are arranged in chronological order. It is concluded that that narrative essay is the essay that tells an incident or event coherently

10. Description of Paragraph

According to Smalley (2002:3) Paragraph is a group of sentences that developed one main idea and develops a topic. In writing, as generally people should make the outline of the writing, because the outline will make writing become easier. Furthermore, Sharma (2007:178) defines a paragraph as a short literacy composition, which consists of a continue series of well connected and meaningful sentences leading to the systematic development of a single and compact unit of thought. A paragraph is unit of thought that has several or many sentences in it. It is important to express idea in well-organized paragraph, because through a paragraph, it can be stated through a paragraph, it can state thoughts, ideas, feelings and opinions clearly to the readers.

A paragraph is a distinct section of a piece of writing, usually consisting of several sentences dealing with a single theme. The first sentence of a paragraph

strats on a new line. Muhyidin (2008:1) that a paragraph is a group of sentences and that the first sentence of this group is indented, that is, it begins a little bit more to the right of the margin than the rest of the sentences in this group.

Lunsford and Corner (2008:116) says that one of central component of a paper is a the paragraph. When most students think of paragraph, they are a told into the old myths about lenght: a paragraph is at least five sentences; a paragraph is half page, etc. A paragraph, however, is a group of sentences or a single sentence that forms a unit.

Paragraph are made on the first line and the first word into some beats or spaces. Formed paragraphs of a few sentences, a sentence made up of sayings, and sayings made up of words. Except in fiction essay writing a whole sentence is often a topic sentence, that sentence contains the main idea itself. Paragraph is a higher unity of the sentence. Paragraph consists of only one theme.

Paragraph is not a sentence, but a few sentences that have one big idea. Main ideas in paragraphs supported by the sense of unity that comes from few sentences. So, not a collection of paragraphs from a few sentences that do not have a sense of unity. Wilson (2001:32) says “paragraph is a group of related sentences that presents unit of thought, paragraph provides organization and focus en on a piece of writing, breaking up, information to management for readers”. When someone reads a new paragraph indicated by visual cluaes, such as the indentation of the first word of the first sentences or an extra line of space between lines of his test.

To begin with a paragraph may be defined as a group of sentences that develop one main idea; in other words, a paragraph develops a topic. A topic is basically the subject of the paragraph; it is what the paragraph is about. The topic of a paragraph is usually introduced in a sentence; the sentence is called the topic sentence. A paragraph topic sentence should be accompanied by a series of the sentences that develop, explain and illustrate. These other sentences are called supporting sentences. The last, to conclude all the components of the paragraph is conclusion sentences and all of the sentences should be unity and coherence.

10.1 The Elements of Paragraph

Tangkas (2006:2) says that a good and academic paragraph must consist of three major structural parts: a topic sentence, supporting sentence, a concluding sentence, and two additional elements such as unity and coherence.

10.1.1 Topic Sentence

It states the main idea of the paragraph. It is not only names topic of the paragraph, but it also limits to one or two areas that can be discussed completely in the space of single paragraph. The specific area is called the controlling idea. In addition, Muhyidin (1988: 10) states that there are three points that should be learned about the topic sentences, they are:

1. A topic sentence is a complete sentence with a subject, a verb and generally a complement.
2. A topic sentence states that both the topic and the controlling idea of the paragraph.

thought that justify the movement of data to make the conclusion in a paragraph.

3. Example

Example is some evidences to strength the facts in a paragraph.

4. Statistic

Statistic is analytical data that supports the paragraph. Ststistic can be shown as graphic, diagram, picture, table, or chart.

5. Quotation

Quotation is a statement that takes from other sources.

Example: the opinion of book's author or opinion from the observer.

10.1.3 Concluding Sentence

Tangkas (2006:4) states that actually concluding sentence is not absolutely necessary, but it is very often helpful to the research because it signals the end of the paragraph and because it reminds the writer's important points. In this case, the concluding sentence serves three purposes such as, it signals the end of the paragraph, it summarizes the main point of the paragraph, and it gives a final comment on the topic and leaves the reader with the most important ideas to think about.

10.1.4 Unity

Unity means all of the sentences in a paragraph discuss only one idea or each of the supporting sentences should serve to back up, clarify, explain, and prove the point in the topic sentence. It means that each

sentence in a paragraph should be real to the development of controlling idea.

10.1.5 Coherence

Coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas of the paragraph connected by the use of appropriate transitional signals. The paragraph can be said coherent if the sentences are logical, understandable order and smoothly intergrated.

If all of the parts of the composition are arranged in order, if the relationship between the ideas is clear, and if everything written is relevant to the subject, the composition will have unity or coherence. In general, paragraphs wil be coherent as long as each sentence has a logical function, which serves as a relevant purpose.

This can be maintained by two ways: 1. Keeping to the point and make sure the ideas demonstrate clear and logical relationship. 2. Putting details or examples or incidents in logical order, which is chronological in relation to each other; and in order of importance.

10.2 **Drafting of Paragraph**

A paragraph can be said good paragraph if the paragraph had three requirements. The first requirement is the unity that all sentences are fostering paragraphs jointly declare a case or a specific theme. The second condition is that the cohesiveness coherence relation between a sentence

with another sentence that form a paragraph. The third requirement is the development of a paragraph that is drafting the details-details or ideas that foster a paragraph.

Paragraphs which are not clear arrangement will make it difficult for the reader to capture the mind of the writer. Therefore, an essay will only be good if the paragraphs are well written and arranged in a clear sequence. Darmadi (2006: 78), states that the paragraph is good to have the terms of unity (unity), completeness (completeness), coherence (coherence), and the sequence of thoughts (order). According to Sakri (2012: 45) as a form of expression of ideas, a good paragraph should be able to meet the three properties, namely, as follows. (1) has unity, meaning the whole description is centered on one ideas, (2) the sentence means in relating to one another, and (3) have adequate contents, namely has a number of details to support the main idea. Wedhawati, et al (2006: 604) explains that good paragraph should behave unity (cohesion) and coherence (coherence). According Widjono (2007:180) that good paragraph should be qualified entity, cohesion, completeness, and consistency of use standpoint.

Alek (2010) also states that cohesion and coherence into their terms writing a good paragraph.

a. Unity (cohesion)

Unity or cohesion is related to the use of the words. On one paragraph could have put forward the main idea, but not necessarily. The

paragraph said cohesion if the words used are not coherent. Criteria unity or cohesion is concerned with the relationship between the meaning of the idea in a paragraph. As a whole the idea of a paragraph should only contain one main idea, which is followed by several ideas of the developer or explanatory. Therefore, a series of sentences that in a paragraph dealing only with one main idea.

Unity paragraph should also pay attention to clear a purpose or a particular theme, to ensure the unity of paragraphs, each paragraph contains only one mind. Paragraphs can be a few sentences, but whole should be integrated. Not a discordant sentence that does not support the unity of the paragraph. If in one paragraph there are two the main idea or more, each of the main ideas should be poured in a different paragraph. Conversely, if the two paragraphs only contain one main idea, the second paragraph should be combined to become one.

Based on the marker, the cohesion can be divided into two, namely (1) cohesion grammatical and (2) of lexical cohesion. Cohesion is the grammatical relationships language text with a marker forming certain grammatical units. Lexical cohesion is the relationship between language lexical semantics in the same text. Here is an example of a paragraph has the bookmark cohesion, the grammatical form of conjunction and lexical cohesion markers in the form of repetition.

D. Conceptual framework

The writing process is a reflection of the natural thinking process using the writing process which enable to call up the idea. Writing is the act outting letters, symbols, numbers, or words on paper or computer screen. The primary purpose of writing is communication. In others words, writing is how do more what are there is in their mind by writing. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that which clear to reader. On the other hand, writing is not merely process of thinking of something to say and selecting the words which needed to express it. It is kind of technique in arranging ideas or information into condensed form of writing. The ideas and thoughts which informed into paragraph and have a meaning, so the readers can understan the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form and it which used to express and explain ideas.

Teaching writing is communicative activity between the teacher and students. In learning English writing is the same as learning others skills like reading, speaking, and listening. The students should practice and do a lot of exercises, continually and seriously and studying language for students.

Narrative paragraphs are often used to describe what a person does over a period of time. Read the example of narrative paragraph, notice how words like 'later' are used to connect what happens. In a Narrative Paragraph, he will share his story or what happens with the reader. Again, to get the readers involved in his story in a better way, try using the Journalists' Questions: why, who, where, what,

when, where. Try to write the events in the story chronologically (in order of their occurrence).

CHAPTER III

METHOD RESEARCH

G. Location and Time

This research would be conducted at MTs Swasta Aisyiyah Medan, onJln. Demak,of the academic year 2016/2017. The reason to choose this school as the location of the reseacrh, because based on the researcher's experience when doing real teaching practice, she found some students had low mastery of tense (present tense) in writing narrative paragraph, so the reseacher wanted to know their ability in using present tense in writing Narrative paragraph.

H. Population and Sample

1. Population

The population of this research was the VIII grade students of MTs Swasta Aisyiyah Medan on Demak, 2016/2017 who consisted of one class with 19 students.

2. Sample

Based on Arikunto (2002: 134) that it is suggested “ if the subject of the population consist less than 100. It is better taken all of the samples of the research which more accurate, but if the population consist of large number, the sample could be taken between 10% - 15% and 20% - 25% of population or more”. This research applied total sampling. In this case 19 students were taken as the sample.

Table 3.1
Population and Sample

NO.	Class	Population	Sample
1	VIII	19	19
	Total	19	19

I. Research Design

This research used descriptive quantitative research to collect the data. In which after giving the test the researcher would collect and counted the result of the test to describe out the students' ability in applying Present Tense in writing Narrative paragraph.

J. Instrument of the Research

In this research the data were collected by using completion test, with 20 answers in which the students were asked to complete the blank space about present tense in narrative paragraph. The test itself was taken from Bumi Aksara, English In Context by Kasihani K.E Suyanto.

K. Technique of Collecting the Data

In collecting the data, the researcher conducted some steps as follow:

1. Giving the test items about present tense in narrative paragraph
2. Answering the test items about present tense in narrative paragraph
3. Collecting the students' answer

L. Technique of Analyzing the Data

The data would analyzed by using descriptive quantitative technique. In this technique, the researcher analyzed the data in term of quantitative analysis.

The step of the technique would be as follow:

Calculating the percentage of the students' result who were classified as unable and able in writing and present tense by using Sudjionos' formula (2010).

$$X = \frac{F}{N} \times 100$$

X = The student percentage of correct answer

F = The total number of the students that have gotten the score more than 70%

N = The total number of subject

CHAPTER IV

DATA AND DATA ANALYSIS

D. Data Collection

The data in this research were collected from the students VIII grade students of MTs Swasta Aisyiyah Medan of the academic year 2016-2017 by giving them the test that consisted of 12 items test. Each correct answer was scored 1 and the wrong answer was scored 0. The data collection of students' answer in applying the narrative paragraph in this research was shown in the following table:

Table 4.1

The Students' Correct Answer and Score

No	Students' Initial Name	Correct Answer	Score $Q = \frac{N}{K} \times 100\%$
1	A F	12	100
2	D Z	10	83.3
3	F H	5	41.7
4	I A	12	100
5	R F	9	75
6	R	10	83.3
7	S R	8	66.7
8	Y L	10	83.3

9	S Br. G	12	100
10	L P	10	83.3
11	N S	6	50
12	D F	10	83.3
13	S N	9	75
14	W	8	66.7
15	K A N	8	66.7
16	Y S	10	83.3
17	E Z	10	83.3
18	D M	12	100
19	N F	8	66.7

From table 4.1 above, it could be concluded that:

1. There was 1 student out of 19 students who got score 41,7
2. There was 1 student out of 19 students who got score 50
3. There was 4 student out of 19 students who got score 66,7
4. There was 2 student out of 19 students who got score 75
5. There was 7 student out of 19 students who got score 83,3
6. There was 4 student out of 19 students who got score 100

After calculating the students' correct answer and score from the score table, so the mean of the score was calculated by using Sudjionos' formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{\sum x}{N} = \frac{1566,5}{19} = 82,4$$

where: M = Mean

$\sum x$ = total of score

N = total of sample

Based on the formula and calculation above, it could be concluded that the mean of the score from total sample of VIII grade students of MTs Swasta Aisyiyah Medan was 82,4 that meant the average of the students score in applying the narrative paragraph were very good.

E. Data Analysis

1. The Level of the Students' Ability in Applying the Narrative Paragraph.

After all the data were collected based on students' correct score and answer, then the data were analyzed to find out the students' ability in applying narrative paragraph for the VIII grade students of MTs Swasta Aisyiyah Medan. To find out the students' ability in narrative paragraph, the researcher calculated the quantitative predicate and explained qualitative predicate for the students' score to know whether the students were able or not. It could be seen in the following table:

Table 4.2
The Level of the Students' Ability

No	Students' Initial Name	Quantitative Predicate	Qualitative Predicate	Students' Ability
1	A F	100	Excellent	Able
2	D Z	83.3	Very Good	Able
3	F H	41.7	Very Good	Unable
4	I A	100	Excellent	Able
5	R F	75	Good	Able
6	R	83.3	Very Good	Able
7	S R	66.7	Good	Able
8	Y L	83.3	Very Good	Able
9	S Br G	100	Excellent	Able
10	L P	83.3	Very Good	Able
11	N S	50	Very Good	Unable
12	D F	83.3	Very Good	Able
13	S N	75	Good	Able
14	W	66.7	Good	Able
15	K A N	66.7	Good	Able
16	Y S	83.3	Very Good	Able
17	E Z	83.3	Very Good	Able
18	D M	100	Excellent	Able
19	N F	66.7	Good	Able

Based on the table above, the level of the students' mastery in applying the narrative paragraph could be calculated by using the formula:

$$Q = \frac{x}{y} \times 100\%$$

Notes: Q = the percentage of the students who are able and unable.

X = the number of the students score who are able and unable.

Y = the total number of students.

$$Q = \frac{17}{19} \times 100\% = 89\% \text{ (the students who are able)}$$

$$Q = \frac{12}{19} \times 100\% = 11\% \text{ (the students who are able)}$$

From the calculation above, it could be concluded that there were 89% or 17 students as sample of research who were able in applying the narrative paragraph and 11 % or 2 students as sample of research who were unable in applying the narrative paragraph.

2. The Percentage of Students' Mastery in Applying the Narrative paragraph.

After calculating the quantitative predicate and explained qualitative predicate for the students' score, then the researcher calculated the percentage of the students' mastery in applying the narrative paragraph in the following table:

Table 4.3
The Percentage of the Students' Ability

No	Quantitative predicate	Qualitative predicate	Amount of Students	Percentage	Ability	Students	Percentage
1.	90-100	cellent	4	21,1%	Able	17	89%
2.	80-89	ry Good	7	36,8%			
3.	65-79	ood	6	31,5%			
4.	50-64	or	1	5,3%	Unable	2	11%
5.	0-49	ry Poor	1	5,3%			
Total			19	100%		19	100%

3. The Students' Difficulties in Applying the Narrative Paragraph.

After calculating the data through quantitative method and explained the result of data through qualitative method, then the researcher identified the students' difficulties based on the levels of item test. The levels of item test were easy item, moderate item and difficult item that was based on Sugiyono's theory. From the level of item test, it could be known the students' difficulties in applying the narrative paragraph for each item test. The students' difficulties were shown in the following table:

Table 4.4
The Students' Difficulties in Applying the Narrative Paragraph

Item Number	The Amount of the Students		Percentage (%)		Level of Item Test
	Correct	Incorrect	Correct	Incorrect	
1	17	2	89	11	Easy Item
2	16	3	84	16	Moderate Item

3	18	1	95	5	Easy Item
4	18	1	95	5	Easy Item
5	16	3	84	16	Moderate Item
6	19	0	100	0	Easy Item
7	17	2	89	11	Easy Item
8	16	3	84	16	Moderate Item
9	15	4	79	21	Moderate Item
10	18	1	95	5	Easy Item
11	19	0	100	0	Easy Item
12	18	1	95	5	Easy Item

From the table above, it could be concluded as follows:

1. There were 8 item tests or 66,7% of all items which were categorized as easy item for the students. For these items, it could be concluded that the students did not have difficulties in answering all easy item tests.
2. There were 4 item tests or 33,3% of all items which were categorized as moderate item. For these items, it could be concluded that the students were able to answer the moderate items without having difficulties so much in answering the item tests.
3. There were no item test or 0 % item which was categorized as difficult item.

F. Research Findings

The findings of this research based on the data analysis were as follows:

1. There were 89% or 17 students as sample of research who were able in applying the narrative paragraph and 11 % or 2 students as sample of research who were unable in applying the narrative paragraph.
2. There were 3 types of level for item test in this research. The levels of item tests were easy, moderate and difficult item tests. Among 12 item tests that were given to the students, there were 8 or 66,7% of item tests that were categorized as easy items. There were 4 or 33,3% of item tests as moderate items. In addition, there were no item test which, was categorized as difficult items.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

C. Conclusions

After analyzing the data, some conclusions can be explained as follows:

1. The level of the students' ability in applying the narrative paragraph were 89% or 17 students as sample of research were categorized as able in applying the narrative paragraph. Besides that, there were 11% or 2 students as sample of research were categorized as unable in applying the narrative paragraph.
2. There were item tests that were given to the students which were divided into three levels of tests, namely 8 or 66,7% was categorized as easy items, 4 or 33,3% was categorized as moderate items and there were no item test or 0% item was categorized as difficult item.

D. Suggestions

This research has explained about the students' ability in applying the narrative paragraph and also the result of the students' score in answering the item test. From the result of the students' score in applying the narrative paragraph stated in data analysis and conclusions above, the researcher gives suggestions as follows:

1. The English lectures should be attentive to the teaching method in the paragraph, particularly in providing the material about a paragraph of narrative. English class should always provide training to the students to analyze the narrative paragraph.

2. The researcher suggests for the other researchers to do a deeper research that relates to this research. So will be more information, findings and feedback got which can that there help both teacher and students in studying paragraph.

