

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses, (a) previous studies; (b) writing ability: the general meaning of writing ability and assessment of writing; (c) grammar mastery: definition of grammar, the types of grammar, and grammar test; (d) correlation, (e) grammar and writing, (f) narrative text : the nature of narrative texts.

A. Previous Studies

There were some previous studies which have connection of this study. Dealing with this research, it was taken some previous studies which have investigated about the correlation between grammar mastery to the ability of learners in writing. The previous studies are as follows:

First, the study entitled “The Relationship between Writing Competence, Language Proficiency and Grammar Error in the Writing of Iranian TEFL Sophomores”¹. It was done by Mohamed Ali Fatemi from University Sains Malaysia in 2008. This research investigated the relationship between writing of Iranian TEFL sophomores. The findings of the first phase showed that the significant correlations were found between the subjects writing competence and their language proficiency, between their writing competence and the sub-skills of language proficiency. In sub-

¹Mohammad Ali Fatemi, “*The relationship between writing competence language proficiency and grammatical errors in writing of Iranian TEFL Sophomeres*”.

skills, the strongest correlation was found to be between writing and grammatical competence. The result of second phase indicated that their L1 was a source of grammatical errors and in general grammatical errors interfered with communicative purposes among which errors of miss-selection accounted for the major source of communicative failure in their writing and that the majority of grammatical errors which were rooted in their L1 led to communicative failure. In this research is different of the writer study, because it focused on relationship between Writing competence, language proficiency and grammar error in the writing of Iranian TEFL sophomores and this study focused on correlation between grammar mastery and writing ability in narrative text.

Second, Herlina Haflar conducted a research entitled “The Correlation between students’ Grammar Achievement and Their Ability in Writing at the Third Year Students of Madrasah Tsanawiyah Negeri². This research is equivalent with this title since it is about the correlation between students’ grammar achievement and their ability in writing. The result of this study find out there is significant correlation between students’ grammar achievement and their ability in writing. In this research is different of this study, because it focused on correlation between students’ grammar achievement and their ability in writing and this study focused on correlation between grammar mastery and writing ability in narrative text.

² Herlina Haflar, “*The Correlation between students’ Grammar Achievement and Their Ability in Writing at the Third Year Students of Madrasah Tsanawiyah Negeri*).

Third, Ulul Azmi studied about “A Correlation Between Students Mastery of Past Tense and Their Ability in Writing Recount” at Eleventh Grade Student of MA Hassamussholihat in the academic year of (2010/2011)³. The objectives of the study are to find out the correlation between the students mastery of past tense and their writing ability in recount text. The finding of the research showed that there is a significant correlation between students’ mastery of past tense and their ability in writing recount. It showed that the better the students mastery in past tense, the better they ability in writing recount. It described that there is significant correlation between students grammar knowledge and their ability in writing. It was different to this study, because it focused on correlation between students’ mastery of past tense and their ability in writing recount and this study focused on correlation between grammar mastery and writing ability in narrative text.

The last previous study was conducted by Reni Septiani entitle, “The Correlation Between Grammar Mastery and Writing Ability”, the results revealed that there is not significant correlation between grammar and writing ability in recount text. In other words, the correlation between grammar mastery and writing ability is negative⁴. It was different to this study, because it focused on Correlation Between Grammar Mastery and Writing Ability in recount text and this study focused on correlation between grammar mastery and writing ability in narrative text.

³ Ulul Azmi, "A Correlation between Student Mastery of Grammar and Their Ability in Writing Recount"(2010/2011).

⁴ Hamideh Saadian. *The Relationship Between Grammar And Vocabulary Knowledge And Iranian Efl Learners' Writing Performance* (Toefl Pbt Essay)

B. Writing Ability

1. The General Meaning of Writing

It can be said that writing is a crucial part of our global society. Through writing, we can learn a lot of things, from the simplest on such as how to make a glass of mistake until how this earth is formed, for example in this short, writing plays a significance role in our life.

The statement above is from the point of view of the writer. To the writer in addition, writing also means as one of communication tools. Through writing, people can express their ideas, experiences, thoughts, and feelings. Moreover, through writing, people can communicate over long distance and period.

Writing is a productive language skill. By writing, someone can express they through, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand. In this study there are some theories of writing that are from Oshima and Hogue, and Ramsey.

Writing is an expression of ideas, thoughts and stories on a piece of paper. for some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language. As Oshima and Hogue state that writing is the action that needs the some process such as thinking, writing, reading, correcting and revising. Those are not the simple step in writing because people have to realize that what they write is what they want

to say or express⁵. Writing is not only a symbol on a piece of paper it should be arranged into good sentences or paragraph by using some grammatical rules.

Writing as a skill by far the most important reason for teaching writing of course, is that it is basic language skill, just as important as speaking, listening and reading⁶. And according to Ramsey, Writing is a process of synthesis. As you write, you used words and information to express your viewpoint in a coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Based on the describe above, the writer assume that writing is the most difficulty skill of language because there are many rules and aspect that should be considered by learners in order to riders comprehend about the text.

⁵Alice Oshima and Ann Hogue, *Intoduction to Academic Writing*, (New York : Pearson Longman, 2007), p.15.

⁶H. Ramsley Fowler, *The Little Hand Book*, (Boston : Little, Brown and Company, 2001), p.3

2. Assessment of Writing

Evaluating students performance is a crucial aspect of teaching. A formative process related to the setting exams and giving grader. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. As the result, an understanding of assessment procedure is necessary to endure that teaching is having the desired impact and that students are being judged fairly.

There are some kinds of writing tests. The reason for this is fairly simple: A wide variety of writing tests is needed to test the many kinds of writing task that we engage in. For one thing, there are usually distinct stages of instruction of writing, such as pre-writing, guided writing, and free writing. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated; organizer, vocabulary, grammar appropriate content, diction (or word selection). As well as sophisticated concerns such as logic and style⁷.

According to Hyland there are some methods that used in scoring writing test and each of them has its own advantages and disadvantages. Scoring guides called “rubric”, are used to aid raters by providing bands of descriptions correspondent to particular proficiency or rhetorical criteria. The most familiar rubric that use by teacher to assess students writing is holistic scores. In this study the writer used holistic scoring with analytic scoring method in evaluating the students’ final composition.

⁷Harold S. Madsen, p. 101

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction⁸.

2.1 Scoring Rubric of Narrative text⁹

Component	Score	Level	Criteria
Content	2,5	Excellent to very good	Includes a clearly presented central idea with relevant facts, supporting details, and/or explanations. Establishes well-developed characters, situation/plot, point of view, setting and/or conflict.
	2	Good to average	Includes a central idea with relevant facts, supporting details, and/or explanation. Establishes characters,

⁸Sara Cushing Weigle, *Assessing Writing*, series editor: J. Charles Akderson and Lyle F. Bachman, New York: Cambridge University Press, 2002, p.104.

⁹ Ms. McClure's ClassNurture your mind with great thoughts.
http://msmcclure.com/?page_id=973. 11:49. 2 Maret 2016

	1,5	Fair to poor	situation/ plot, point of view, setting and/or conflict. Includes a central idea with limited facts, supporting details, and/or explanations. Attempts to establish character, situation/plot, point of view, setting and/or conflict.
	1	Very poor	Lack a central idea, but may contain marginally facts, details, and/or explanation. Lacks development of characters, situation/plot, point of view, setting and/or conflict
Organization	2,5	Excellent to very good	Organizing structure is very clear and includes paragraphs and effective transitional words/phrases. Has a thoroughly-developed sequence of events or time order that strongly engages to reader and moves to a powerful conclusion.
	2	Good to average	Organizing structure that includes paragraphs and adequate transitional words/phrases. Has a sequence of events or time order that strongly engages the reader and moves to a conclusion.
	1,5	Fair to poor	Organizing structure is weak with an inconsistent focus and very few paragraphs. Has a minimum sequence of events or time order that fails to engage the reader and/or conclude.
	1	Very poor	Organization has no clear structure, focus, or paragraphs. Have weak sequences that fail to engage the reader or conclude.

Sentences Structure	2,5	Excellent to very good	Sentences have natural flow and rhythm. Sentences length, structure, and complexity is varies.
	2	Good to average	Sentences flow. Sentences structures are correct and varied.
	1,5	Fair to poor	Has fragmented, run-on, or confusing sentences. Sentences structure is limited in variety.
	1	Very poor	Sentences are incomplete, unclear, and/or lacking in variety.
Spelling and Grammar	2,5	Excellent to	Writer makes no error in grammar or spelling that distracts the reader from the content.
	2	very good	Writer makes 1-2 errors in grammar or spelling that distract the reader from the contents
	1,5	Good to average	Writer makes 3-4 error in grammar and spelling that distract the reader from the content.
	1	Fair to poor	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.

Based on the table above, the researcher would like find and measure students' writing score of narrative text they are as following:

- a) Content: indicates that the ability of the students to identify and formulate the main idea and some supporting idea include into the assignment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measure in term of content.

- b) Organization: the student must be able organize the main ideas and supporting main ideas well. In this case, the ideas are logically arrange in order to be understand easily by the reader.
- c) Sentence structure: the students must be able sustain variety in sentence structure and exhibits good word choice.
- d) Spelling and Grammar: the sentence construct and word assemble in paragraph writing should be under stable and unambiguos. Beside that, in should fulfill the grammatical requirement. Therefore, ther matter belongs to the term of grammar.

C. Grammar

1. Definition of Grammar

There some theories about grammar in this study, that are:

- a. According to Chomsky, the grammar of the language is, therefore, not the surface structures themselves, but the rules that enable he language user to generate the surface structures from the deep level of meaning.¹⁰
- b. According to Andreas, grammar is a finite set of rules which enumerates (or generates) an infinite number of grammatical (or wellformed) sentences of a language and no ungrammatical ones and assign sentence generated its proper structural description.¹¹

¹⁰Hutchinson. T. and Waters. A. 1987. *Englishfor Specific Purposes. A Learning Centered Approach*. Cambridge university London Press. P. 27

¹¹Andreas Koutsodas. 1996. *Writing Transformational Grammars*. Sydney. Mc. Graw. Hill Company. P. 4

Considering those definition of grammar the writer shows that grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and writer language to be organized.

2. The Types of Grammar

English at MTs An-Nur has been taught to the students starting from first year to the third year. The students have been learning about grammar. Ideally, what was taught to them can make them able to use English both in spoken and written forms.

The various of the verbs in English express temporal meanings, which are usually designated as “tenses”. Tenses are an important material in learning English, because it helps us to compose sentence well, especially in using verb. There are three forms of English grammatical rules and each form is appropriate in usage. Tenses are any of the forms of a verb used to indicate the time of the action of state expressed by the verb.

At MTs An-Nur there are three forms of tenses the students learnt based on the event time; such as: simple present tense, simple past tense and simple future tense. While based on event condition there are four forms, simple (general truth), continuous (progressive), perfect and perfect continuous.

a. The Simple Present Tense

Simple present tense says that something is true in the present tense and will be true in the future¹². The students of MTs An-Nur got learnt about simple present tense in Eight until Ninth graders. At the Eight grade the students learnt about simple present tense in the second semesters and for two meeting. And at Ninth grade the student learnt about simple present tense in first semester for one meeting.

The simple present tense is an English sentence pattern that is used to express an idea that it is true in the past, it is true at present, and it will be true in the future.

Essentially, simple present tense as a timeless tense for action which are always, repeatedly or generally tense, or actions encapsulated in a single instant (with no reference to past or future)¹³

How do we make the Simple Present Tense ?

Subject + auxiliary verb + main verb

do

base

In the simple present tense, there are three important *exception*, among other things :

- a) we don't normally use the auxiliary, when we make positive sentence.
- b) we add s to the main verb or es to the auxiliary, this is for the third person singular (he, she, it).

¹² Rosemary Aitken. 1995. *Teaching Tenses: Ideas for Presenting and Practicing Tenses in English*. England. Longman. P. 18

¹³ Betty Schramfer Azar. 1989. *Understanding and Using English Grammar*. Second Edition. New Jersey. Prentice Hall Regents. P. 11

c) we don't use an auxiliary, even for question (?) and negatives(-), for the verb to be.

Simple present with verb (do or does) or verbal form. "do" or "does" are same in the function, they are as the auxiliary in the simple present tense and we can see the rules below :

Positive: subject : I / We/ You/ They + walk.

He / she/ it + walks.

Negative: subject : I / We/ You / They/ do + not + walk.

he / she / it + does + not + walk.

Interrogative: subject : do + I / We / You / They + walk ?

Does + he/ she/ it + walk ?

The example of simple present tense¹⁴:

(+) The boys have submitted their work.

(-) The boys have not submitted their work.

(?) Have the boys submitted their work?

The examples above taken from junior high school books (Bahasa Inggris untuk SMP/MTs kelas IX) by Marta Yuliani and Bachtiar Bima M.

¹⁴Bima M Bachtiar and Yuliani Marta, *PR Bahasa Inggris Untuk SMP/MTs Kelas IX*, Pt. Intan Pariwara. P.8-9.

b. The Simple Past Tense

The student of MTs An-Nur already learnt about simple past tense at the Eight until Ninth Graders. At the Eight grader the students learnt about simple past tense in second semesters and for two meeting. And at the Ninth grade the student learnt about simple present tense in second semester for two meeting. The simple past tense indicates a past action that occurred at the definite time in the past, whether that time is state or not. Indeed, the fact that speakers chooses the past is in some other languages as to whether the action took place over a long period of time, or whether it was single or repeated action¹⁵.

How do we make the simple past tense?²¹

Past form only

or

auxiliary did + base form

The structure for positive sentences in the simple past tense is :

subject + main verb

past

The structure for negative sentences in the simple pat tense is :

subject + auxiliary verb + not + main verb

did base

The structure for question sentences in the simple past tense is :

¹⁵ Hall. J.E. p. 173

auxiliary verb + subject + main verb

did base

The auxiliary verb did is not conjugated. It is same for all persons (I did, you did, he did etc).

The example of simple past tense¹⁶:

(+) A meeting was conducted by Mr. Edwin yesterday.

(-) A meeting was not conducted by Mr. Edwin yesterday.

(?) Was meeting conducted by Mr. Edwin yesterday?

The examples above taken from junior high school books (Bahasa Inggris untuk SMP/MTs kelas IX) by Marta Yuliani and Bachtiar Bima M.

c. The present future tense

The present future tense is used when the speaker is making a prediction statement about something she/ he thinks will be true or will occur in the future. It is possible to use *will/shall* or use *be going to*.¹⁷ The students already learnt about simple present future tense from the Seven graders until Ninth graders. at the seven graders the student learnt about present future tense in the second semester for two meeting. At the Eight graders the students already learn about present future tense in the first semester and with one meeting. And at the ninth

¹⁶Ibid, Bima M Bachtiar and Yuliani Marta, P. 110

¹⁷Ibid. Betty Schramfer Azar. P. 45

graders the student learnt about simple present future tense in the second semester with one meeting.

The simple future tense is often called will, because we make the simple future tense with the modal auxiliary will.

As briefly described in “MODALS”, the form „akan (in Indonesia language)” is expressed by using „shall” or „will” ; in which „will” is advisable, because „will” is widely used especially in the United States.¹⁸

How do we make the simple future tense?

Table 2.2 The structure of the simple present tense

Subject	+	Auxiliary verb WILL	+	main verb
		Invariable		Base
		Will		V1

For negative sentences in the simple future tense, we insert not between the auxiliary verb and main verb. For question sentences, we exchange the subject and auxiliary verb. Look at these example sentences with the simple future tense.

Table 2.3 Example sentences with the simple future tense¹⁹

	Subject	Auxiliary verb		main verb	
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¹⁹Ibid, Bima M Bachtar and Yuliani Marta, P.9

+	You	will		Get	Good marks
-	You	will	Not	Get	Good marks
?	Will	You		Get	Good marks?

When we use the simple future tense in speaking, we often contract the subject and the auxiliary verb:

Table 2.4 Subject and the Auxiliary Verb

I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
they will	they'll

For negative sentences in the simple future tense, we contract with **won't**, like this:

Table 2.5 Negative sentences in the simple future tense

I will not	I won't
you will not	you won't
he will not	he won't
she will not	she won't
it will not	it won't
we will not	we won't
they will not	they won't

We often use the simple future tense to make a prediction about the future. Again, there is no firm plan. We are saying what we think will happen. Here are some examples:

(+) It will rain tomorrow

(-) People won't go to Jupiter before the 22nd century.

(?) Who do you think will get the job?

When the main verb is be, we can use the simple future tense even if we have a firm plan or decision before speaking. For examples:

(+) I'll be in London tomorrow.

(-) I'm going shopping. I won't be very long

(?) Will you be at work tomorrow?

Note : that we have a plan or intention to do something in the future, we usually use other tenses or expression, such as the present continuous tense or going to.

D. Grammar and Writing

When discussed about writing, it is clear will be faced with the rules. When the students in order to write, they should care about the grammar. Because, when they are care about the grammar, the readers get understanding what the students write and meant. Being a good writer it must care about grammar, based on that the target of this study is to know the correlation between writing and grammar.

The writer here would like to point out in order to be able to write well, meaning that we can convey our ideas and opinions to the readers well without leaving misunderstanding and misinterpretation. In some way, this indicates the relation between grammar and writing does exist. As Frodesen said that in the second language writing classroom, grammar is a source to make effective communications. But, it does not mean all kinds of grammar instruction are useful to the students, the students will automatically be able to transform input received through explicit grammar instruction into productive output²⁰.

Meanwhile, concerning the nature of written communication, Harmer explains:

*“When we are engaged in spoken communication, we often decide what to say as the conversation continues on the basis of what our co-participants are saying.....instead of being able to get our points across unhindered, we may be constantly interrupted and so have to proceed in a less structured way than we had anticipated.....writing, however, is as we have seen, significantly different”*²¹.

The statements indicate that in speaking, sometimes, it is fine to use ungrammatical expression since classifications and repetition are possible. Besides, spoken communication is usually supported by its context such as the speaker's tone, gestures, and facial expression so that saying everything in an exact grammatical way

²⁰Marianne Celce Murcia (ed), *Teaching English as a Second or Foreign Language*, (Boston: Heinle & Heinle 2001), P.234

²¹Jeremy Harmer, *How to Teach Writing*, P, -7

is unnecessary. In written communication, however, the case is different. The readers are totally dependent upon what they read without being able to ask something weird or confusing they come across in a piece of written work.

Hence, grammar and writing, however, are dependent each other. The writing teachers need to be aware in making decision about grammar in the writing classroom. Nevertheless, it seems that, in some form, the role of grammar remains as an essential component of effective written communication.

E. The Narrative Texts

In writing there are some kind text that are descriptive text, recount text, narrative text, argumentative text, expository text. In this study the writer using narrative text for the writing test because the student at ninth graders was learnt about the narrative text.

Narratives are more sophisticated than recounts. They focus on the action of participant in confronting problem, with a complicating action that results an overall point to the story. Narrative is storytelling whether it tells a true story or fiction giving an account of one or more experiences. The story makes a point or explains an idea or event that is usually personal and often autobiographical typically containing action, dialogue, elaborated details, and humors. It can be fun to read and even to write. Mahan and Day said that narrative is a story using a chronological approach; start at the beginning and stop at the end, telling events in the order in which they occur, tie ideas to real, sensory, day-to-day experience; it binds the abstract to the concrete, and

help make all kinds of writing more interesting and meaningful. Sofyan discussed that Narrative is a story which is connected with events based on the plot²². Then why the teachers use narrative text, it is because the narrative is a story of human experience, so that the students arrange easily the composition. Narrative as a story should have the element that can make story more interesting to the reader such as a conflict and conclusion of the story.

The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. However, narratives can also be written to teach or inform, to change attitude/social opinion e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. Keraf defined those kinds of narrative:²³

a. Expository Narrative

Expository narrative usually tells the information about the event based on factual data. It also tells about the steps of the event to the reader. The object in expository narrative is the beginning of the first until the end; it means that the writer tells the story from the first until the end. The purpose of narrative is to make the reader's knowledge about object of story is deeply.

²²Sofyan, Akhmad dkk., *Mari Mengangkat Martabat Bahasa Kita Bahasa Indonesia (Buku Pelajaran untuk SMU kelas III)*, Grafindo Media Pratama, 1999, p. 86

²³Gorys Keraf, *Argumentasi dan Narasi*, PT. Gramedia, Jakarta, 2001, p. 136

b. Suggestive Narrative

Narrative suggestive is narrative that tries to give a certain purpose and tells an explicit message to readers or listener, so they feel that they are involved in the story. Different from expository narrative, suggestive narrative can be unsuitable with the factual data, because it emphasizes the suggestive sense. So, the purpose of suggestive narrative is to increase the reader's imagination.

Referring to the explanation above, the narrative tells the story based on the humans' experience in the first until the end in giving a certain purpose and telling an explicit message to readers about object of story deeply.

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, ballads, slice of life, personal experience, biographies (depending on text structure), drama, diaries, fantasies, folk tales, historical fiction, mysteries, novels, plays, poetry, mysteries, science fiction, short stories, sitcoms, tall tales.

The narrative text has also certain typical features. They are as below:

1) Social function

The purpose of narrative is to amuse, entertain and to deal with actual or various experience in different ways.

2) Features of Text

a) Characters with defined personalities/identities.

b) Dialogue, often including tense may change to the present or the future.

- c) Descriptive language is to create images in the reader's mind and enhance the story.

3) Schematic Structures

- a) Orientation: introduction in which the characters, setting, and time of the story are established. Usual answers who? When? Where?
- b) Complication/crisis: Describing the rising crises in which the participants have to do with.
- c) Evaluation: a stepping back to evaluate the flight.
- d) Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worst, happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
- e) Reorientation: Expressions showing if the story is finished. This is optional.
- f) Coda: Changes occurring to characters and lesson can be taken from the story.

4) Language Features

- a) Focus on specific participant.
- b) Use of past tense.
- c) Use of temporal conjunctions and temporal circumstances.
- d) Use of material (or action) processes.
- e) Use of relational and mental processes.

A narrative text has common grammatical patterns which are specific, usually individual participants with their described identities. Human or sometimes animals with human characteristics are the major participants. In referring to the events, the action verbs are used. The use of past tense is to situate events which are related to the time of the writer or speaker. To sequence the events, the writer uses the conjunctions and time connectives. In order to indicate the place and time, the writer uses the adverbs and adverbial of phrases, and the use of adjectives for describing nouns.

The example of narrative text:²⁴

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go to the ball too. Her stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

Analysis of the text above:

1) Generic Structure Analysis

²⁴ Derewianka Beverly, in Mayumi Fitri, The Correlation between Students' Interest in Reading Narrative Text and Their Reading Achievement at the First Year of Senior High School

- a) Orientation: introducing participants, Cinderella and her stepsisters; they lived together once time.
- b) Complication: describing the conflict among the participants; Cinderella wanted to come to the ball but her stepsisters did not let her go.
- c) Resolution: stating a problem solving, a happy ending; a fairy Godmother helped her to come to the ball.

2) Language Feature Analysis²⁵

- a) Specific participant: a girl called Cinderella.
- b) Process verb: did, helped, fell in love, and lived.
- c) Simple past tense pattern: there was a girl, she lived, and an invitation came to the ball.
- d) Temporal conjunction: then.

²⁵Menpura District of Siak Regency, State Islamic University of Sultan Syarif Kasim Kasim Riau, Pekanbaru, 2012, p. 19