

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

There have been many researches which attempt to study the topic related to the method in many classrooms and the teaching learning. Here are some studies in line with the researcher's.

1. *Sex Differences in Learning English (A Comparative Study in Learning Narrative Text at Second Grade of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011)*, by Kharisma Puspita Sari (073411039), from English Department, Education Faculty: Walisongo State Institute for Islamic Studies Semarang, 2011.⁶ The aim of this study is to describe male and female in learning narrative text and to find out the similarities and the differences of both learning. In analyzing the data, this study used observation and interview. This research shows that there are several differences and similarities of male and female in learning narrative text.
2. *Male and Female Students Speaking Ability (A Comparative Study at the Fourth Semester of English Department of IAIN Walisongo Semarang in the Academic Year of 2009/2010)*, by Siti Nur Halimah (053411410), from English Department, Education Faculty: Walisongo State Institute for Islamic Studies Semarang, 2010.⁷ The aim of this study is to find the extent of speaking ability of male students. In analyzing the data, this study used qualitative and quantitative approach. Qualitative researcher tried to mix tools of data collection, such as; test, questionnaire, stimulated recall, and another way to exchange collecting homogeneous data with used different ways in collecting data. She used test of males' and females'

⁶ Kharisma Puspita Sari, "*Sex Differences in Learning English (A Comparative Study in Learning Narrative Text at Second Grade of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011)*", Thesis (Semarang: IAIN Walisongo Semarang, 2011).

⁷ Siti Nur Halimah, "*Male and Female Students Speaking Ability (A Comparative Study at the Fourth Semester of English Department of IAIN Walisongo Semarang in the Academic Year of 2009/2010)*", Final Project (Semarang: IAIN Walisongo Semarang, 2010).

speaking ability to know the average students' speaking ability. The main finding of this study is there is difference between male and female students on speaking ability. Although, the result shows that the difference between male and female students do not occur for all of the components of speaking ability.

3. دراسة مقارنة بين التلاميذ في قسم الدين والتلاميذ في قسم اللغة على إنجاز تعلم

اللغة العربية للصف الحادى عشر بالمدرسة العالية الإسلامية الحكومية الأولى

سمارانج, by Hartanto (053211440) from Arabic Department, Education

Faculty: Walisongo State Institute for Islamic Studies Semarang, 2011.⁸

The aim of this study is to know the students' achievement in learning Arabic between religion class and language class at the second grade of MAN 01 Semarang. In analyzing the data, he computed the score of students in learning Arabic as documentation from the teacher of Arabic subject. Besides documentation as the technique of data collection, he used observation and interview. The result of this research shows that the students' score in learning Arabic of religion class is higher than language class.

From the thesis above, there are some similarities and the differences with the researcher's thesis. The similarities are about the type of study and the data collection technique. The type of study is comparative research with descriptive quantitative approach and the data collection technique is documentation, questionnaire and interview. The differences are about the research subject, the research setting and the material as focus research. Because there are some similarities and the differences between three thesis above and the researcher's thesis, the researcher use it as previous research in this study.

⁸ Hartanto, دراسة مقارنة بين التلاميذ في قسم الدين والتلاميذ في قسم اللغة على إنجاز تعلم اللغة العربية للصف الحادى عشر, (Semarang: IAIN Walisongo Semarang, 2011). البحث, بالمدرسة الثانوية الإسلامية الحكومية الأولى سمارانج

B. Theoretical Framework

1. Writing

a. Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. In writing, we have to arrange words, phrases, and sentences that is grammatically correct and appropriate with its purpose.

“Writing is a process and that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.”⁹

Ken Hyland states on his book entitled *Teaching and Researching Writing*:

“Writing has various kinds it can be used as a means to express the writers’ idea based on her experience, thought and feelings.”¹⁰

It means that every people can express their idea by write some sentences. It can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

Another definition is given by Alice Oshima and Ann Hogue:

“writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.”¹¹

From statements above, the researcher concludes that writing is the act of expressing idea, experiences, and feelings by several process such as creating, organizing, writing and polishing by using pen or pencil in learning activities.

⁹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.86.

¹⁰ Ken Hyland, *Teaching and Researching Writing* , p.7.

¹¹ Alice Oshima and Ann Hogue, *Writing Academics English*, (New York: Pearson Education, 2006), 4th Ed., p.265.

b. Writing Process

Writing process is a framework for writing well and easily. Generally the writing process is seen as consisting of three stages, they are:¹²

1) Prewriting

In prewriting step, we think about our topic and organize our ideas. Prewriting is the thinking, talking, reading, and writing about topic before write a first draft. Prewriting is a way of warming up before write. There are several ways to warm up before writing:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how to use them. They can include words, phrases, sentences, or even question.

There are five steps that must be done by writers to brainstorm:

- (1) Writers must begin with a broad topic.
- (2) Writers must write down as many ideas about the topic as writers can do in five minutes.
- (3) Writers can add more items to their list by answering the questions what, who, when, where, why, and how.
- (4) Writers group similar items on the list together.
- (5) Writers can cross out items that do not belong.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circles and lines. In other words, clustering is an activity of drawing the ideas.

There are five steps that must be done by writers to cluster:

¹² Karen Blanchard & Christine Root, *Ready to Write*, (USA: Longman, 2003), 3rd Ed., p. 41-44.

- (1) Writers must write the topic in the center of blank place of paper and draw a circle around it.
- (2) Writers can write any ideas that come into their mind about the topic in circle around the main circle.
- (3) Writers must connect these ideas to the center word with a line.
- (4) Writers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them.
- (5) Writers repeat the process until they run out of ideas.

2) Writing

This is actually writing the first draft of the piece. After thinking about topic and doing necessary prewriting, the next step in the writing process is writing paragraph. When write the first draft of the paragraph, the ideas generated from prewriting used as a guide.

3) Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. When revising paragraph, we can do the following:

- a) Add new ideas to support the topic
- b) Cross out sentences that do not support the topic
- c) Change the order of the sentences

c. Types of Writing

There are two major types of writing:¹³

1) Practical writing

This type deals with facts and functional writing. We can find it in letters, summaries, or series of notes.

¹³ Marry Finnochiaro, *English as a Second Language: from Theory to practice*, (New York: Regents Publishing Company, Inc. 1974), p. 86.

2) Creative writing

This type usually exists in literature. Such as novel, romance, science fiction, etc.

d. Requirements for Good Writing

Good writing in any languages involve knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know that a paragraph is a group of sentences which contain relevant information about one main or central idea.¹⁴

A good paragraph normally focuses on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. The function of the idea is to control the content of paragraph. A paragraph basically consists of three parts; those are introduction, body, and conclusion. In writing a good paragraph, we should concern three things, they are:

1) Unity/Cohesion

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence. All of the sentences stick together.

Unity is an important element of a good paragraph. Every good paragraph has unity, which means that in each paragraphs, only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph.¹⁵

2) Coherence

Another element of good paragraph is coherence. The verb '*cohere*' means 'hold together'. In order to have coherence in writing,

¹⁴ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p. 64.

¹⁵ Alice Oshima and Ann Hogue, *Writing Academic English*, (USA: Addison-Wesley Publishing Company, 1981), 2nd Ed., p.29.

the movement from one sentence to the next must be logical and smooth. Each sentence should flow smoothly into the next one.

There are four ways to achieve coherence, they are: using repetition of key nouns, using pronouns which refer back to key nouns, using transition signals to show how one idea is related to the next, and using logical order.¹⁶

2. Genre

Genre is part of English language. In specific term, genre explores patterns in terms of structure, style, content, and audience.¹⁷

In term for developing our ideas, genre has function as vehicle to set communicative purpose.¹⁸ This notion means genre has several function and characteristics dealing with certain communicative purposes. In the other hand, based on Rudi Hartono, genre is type or kind of text, which has social purposes and generic structures.¹⁹ From this notion, genre can be defined as implementation of any ideas. Last is term about genre in grouping text together, representing how writers typically use language to respond to recurring situations.²⁰

For English learners, genre approaches to writing instruction are based on the idea that every successful text displays the writer's awareness of its context and the readers that form part of that context.²¹

¹⁶ Alice Oshima and Ann Hogue, *Writing Academic English*, p. 39.

¹⁷John M. Swales, *Genre Analysis: English in Academic and Research Settings*, (New York: Cambridge University Press, 1990), p. 96.

¹⁸Ernest Neo, *Narrative for 'O' Level English*, (Singapore: Pearson Education, 2003), p.8.

¹⁹Rudi Hartono, *Genres of Text*, (Semarang: Semarang State University, 2005), p.4.

²⁰Ken Hyland, *Genre and Second Language Writing*, (United States of America: The University of Michigan Press, 2004), p. 4.

²¹Ken Hyland, *Genre and Second Language Writing*, p. 25.

These are kinds of genre of text²²:

Table 1

No	Genre	Purpose of the Text	Generic Structure	Grammatical Features
1.	Recount	To tell/to retell past events for the purpose of informing or entertaining	<ul style="list-style-type: none"> - Orientation - Events - Reorientation 	<ul style="list-style-type: none"> - It has specific participant - It uses action verb and past tense - It uses time connective
2.	Narrative	To entertain/to amuse the reader and to deal with actual or vicarious experience in different ways	<ul style="list-style-type: none"> - Orientation - Complication - Resolution 	<ul style="list-style-type: none"> - It has specific participant - It uses action verb and past tense - It uses temporal conjunction - It uses saying verb
3.	Anecdote	To share with others an account of an unusual or amusing incident	<ul style="list-style-type: none"> - Abstract - Orientation - Crisis - Reaction - Coda 	<ul style="list-style-type: none"> - It uses rhetorical question - It uses action verb - It uses temporal conjunction
4.	Spoof	To retell an event with a humorous twist	<ul style="list-style-type: none"> - Orientation - Events - Twist 	<ul style="list-style-type: none"> - Focus on person, animal and specific thing - It uses action verb and past tense

²²Alexander Mongot Jaya, et. al., *English Revolution*, (Jepara: Mawar Press, 2008), p.33-39.

				- Closed with twist
5.	Description	To describe a particular person , place or thing	<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - It has specific subject noun - It uses simple present - It describes detail
6.	Report	To describe the way things are (generic)	<ul style="list-style-type: none"> - General classification - Description 	<ul style="list-style-type: none"> - It describes general noun - It uses simple present - It uses action verb
7.	Procedure	To describe how something is accomplished through a sequence of actions or steps	<ul style="list-style-type: none"> - Goal - Materials - Steps 	<ul style="list-style-type: none"> - It uses command word - It uses action verb - It uses connectives
8.	Explanation	To explain the processes involved in the formation or working of natural or socio-cultural phenomena	<ul style="list-style-type: none"> - General statement - Sequenced explanation - Closing 	<ul style="list-style-type: none"> - It uses general noun - Answering the question “why/how” - It uses simple present - Sometime it uses passive voice form
9.	News Item	To inform readers about events of the day which are considered newsworthy or important	<ul style="list-style-type: none"> - Newsworthy event(s) - Background event(s) - Sources 	<ul style="list-style-type: none"> - The simple information on headline - It uses action verb - It uses saying verb - Explaining

				the situation detail
10.	Review	To critique or to evaluate an art work or event for a public audience	<ul style="list-style-type: none"> - Orientation - Interpretative recount - Evaluation - Evaluative summation 	<ul style="list-style-type: none"> - Focus on specific subject - It uses expressing or opinion - It uses 'metaphor' words
11.	Analytical Exposition	To persuade the readers that something is the case	<ul style="list-style-type: none"> - Thesis - Arguments - Reiteration 	<ul style="list-style-type: none"> - Focus on general object - It uses 'mental and material process' - It uses relational process - It uses simple present
12.	Hortatory Exposition	To persuade the readers that something should or should not be case	<ul style="list-style-type: none"> - Thesis/issue - Arguments - Recommendation 	<ul style="list-style-type: none"> - Focus on general object - It uses 'mental and material process' - It uses relational process - It uses simple present
13.	Discussion	To discuss or to present (at least) two points of view about an issue	<ul style="list-style-type: none"> - Issue - Arguments for - Arguments against - Conclusion / recommendation 	<ul style="list-style-type: none"> - Focus on general object - It uses 'mental and material process' - It uses relational

				<ul style="list-style-type: none"> - process - It uses contrast words - It uses thinking verb
14.	Commentary	To explain the processes involved in the formation (evolution) of a socio-cultural phenomenon, as though a natural phenomenon	<ul style="list-style-type: none"> - General statement - Sequenced explanation - Evolutionary step 1, 2, 3 	<ul style="list-style-type: none"> - Focus on general object except person - It uses material and relational process - It uses temporal conjunction - It uses past tense

3. Narrative Text

Narrative text may have several definitions according to its context such as in the term of genre or in the term of sequence of activity. These are several definitions of narrative text. The first definition is narrative from sequence of activity; narrative is a recounting of things spatiotemporally like the present teller and addressee which refers to reader or listener. Besides, there is distance between tale and topic.²³

Further definition, narrative text refers to term of genre can be explored as following stories like thrillers, crime, detective science fiction, fantasy, mystery, horror, comedy, folk tale, romance, legend, fairy tale, the literary novel, meta fiction, fable, children's story.²⁴ As developing the term

²³Michael Toolan, *Narrative: A Critical Linguistic Introduction*, England: Routledge, 1988), p.1.

²⁴Ernest Neo, *Narrative for 'O' Level English*, p.8.

of genre, narrative has social purpose to entertain and instruct via reflection on experience.²⁵

Narrative text as one of term of genre has several typically characteristics. First characteristic is narrative has usually emphasis and pace are planned (even in oral narrative). Next characteristic is narrative has degree of prefabrication. It means narrative has sequence have seen or heard or think we have seen or heard before. Further characteristics are about existence trajectory and teller. Trajectory means narrative usually goes somewhere, and is expected to go somewhere, with some sort of development and even there is resolution or conclusion. After that, teller means thing was invisible but always important. The reason is narrative is one of language communications and it needs a speaker and some sort of addressee.

Last characteristic is narrative is richly exploitative of that design feature of language called displacement while narrative involve the recall of happenings that may be not merely but more crucially, temporally remote from the teller and his audience.²⁶ The reason is narrative is one of language communication and it needs a speaker and some sort of addressee.

Narrative text is term of genre generally has social function to amuse, entertain and to deal with actual or various experience in different ways. Besides, narrative has some linguistic features like: 1) existence of specific participant, 2) use of past tense, 3) action verb, 4) circumstances of place and time, 5) coordinate and temporal conjunction, and 6) saying verb and linking verb.²⁷

Narrative text has generic structure. It means narrative has a pattern to describe its story. The simple generic structure is divided into the following three elements, namely orientation, complication, and the last event or resolution.

²⁵Ken Hyland, *Genre and Second Language Writing*, p. 28.

²⁶Michael Toolan, *Narrative: A Critical Linguistic Introduction*, p. 4-5.

²⁷Rudi Hartono, *Genres of Text*, p. 22.

a. Orientation

Normally, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text readers will understand first the contents of the text before they read it.

b. Complication

In this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

c. Last event or Resolution

After spelling many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of issues or the problems.

According to the 2004 curriculum, last event (resolution) is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

There are also typical linguistic features common to narrative. Those features are²⁸:

- 1) Focuses on specific (usually individualized) participants like "David", "her mother", "her mother's boyfriend David", etc.

²⁸ Eltis, *A Genre-based Approach to Teaching Writing*, (Australia: Common Ground, 1990), p.30.

- 2) Use of past tense, like, lived, was, didn't care, had been arguing, etc.
- 3) Usually use temporal conjunctions and temporal circumstances, like, a few years ago, sometimes, one awful night, etc.
- 4) Use of material (or action) process that describe what people do. It is usually past form. Example: stayed, would not play, carried out, and others.
- 5) Use of relational and mental processes. Example: everything was normal, she was unhappy, etc.

There are many types of narrative, like fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, and slice of life.

This is the example of narrative text:²⁹

The Cake and Small Ants

Orientation

The mouse was nibbling the cake left over by some picnickers when the cat came over and said the cake was his. The mouse stopped and argued with the cat.

Complications

The duck walked past, saw the cake and said, "That's my cake". Then came along the chicken followed by the lamb. All of them said that the cake belonged to them. While they were quarrelling, an army of ants carried the cake away.

Resolution

"Where's my cake?" the mouse screamed. "You took my cake!" the mouse said to the cat. The cat turned to the duck and called him a thief. The animals had a big fight over the big cake.

In the meantime, the ants had taken the cake to their hiding place and were enjoying the cake. "Yummy! Isn't this cake real treat?" one ant asked. Hearing the question, all of the other ants burst out laughing.

²⁹ Alexander Mongot Jaya, *et. al.*, *English Revolution*, p.9.

4. Achievement

a. Definition of Achievement

The word 'achievement' derives from 'achieve' which means to success in reaching a particular goal, status or standard especially by effort, skill, courage etc.³⁰

Meriam-Webster Collegiate Dictionary asserts that there are three definitions about achievement:

- 1) Achievement is the act of achieving accomplishment
 - a) Achievement is the result gained by effort
 - b) Achievement is a great or heroic deed
- 2) Achievement is the quality and quantity of a student's work³¹

Learning achievement meant the result achieved by students in learning process. In this study, the learning achievement refers to the student's achievement in narrative writing in the eleventh grade of students of science and social study program of MA NU Banat Kudus in the academic year 2012/2013.

b. Factors Affecting Learning Achievement

There are many factors affecting learning achievement. Dalyono states that factors influencing student's learning achievement are factors that come from student's internal and external sides.³²

1) Health

Physical and spiritual factor health has big influence to the learning achievement. If the condition of physical and spiritual health is not good, it can disturb or decrease the spirit to study.

2) Intelligent and talent

Students with high intelligent or have high IQ usually will take easy in study and also have good achievement. If the student with high

³⁰ A.S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2004), p.10.

³¹ Meriam-Webster, *Webster's Encyclopedic Unabridged Dictionary of the English Language*, (New York: Portland House, 1989), p.11.

³² M. Dalyono, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2009), p. 55.

intelligent also have talent in the subject that they are studied, the process of learning will be more successes.

3) Interest and motivation

Big interest to the subject is a big capital to achieve the goal. The big interest in studying will produce high achievement. In other hand, the less interest in studying will produce the less achievement. Motivation determines the student's level of paying attention during class and the assiduity with which he does his homework and revises what he has been taught during the day. It certainly has a deep influence on effectiveness on learning.

4) The way of learning

Learning without considering the technique of learning and physiology and psychology factors will produce the lack result. In addition, it also need a great way to read, to write, and to make a conclusion. Other than, we need to pay attention time, place, facilitating, and using of media in teaching learning process.

Otherwise, some factors that related in outside of ourselves. Eksternal factor³³:

1) Family

Parents have a big influence to the success of their children in learning. Parent's education level, income, caring and guidance, relationship between parents and children and the situation in home also influence the children's learning achievement.

2) School

The quality of teacher, teaching method, curriculum, facilities, and condition of the room and the total of students in every room also influence to the success of student in learning.

³³ M. Dalyono, *Psikologi Pendidikan*, p. 59-60.

3) Society

If the surrounding environment of society consists of learn people, especially the children have high level of education and good morality, it will motivate the children to study hard.

According to Brown, there are two factors determining the success of second language learner. The first is intrinsic factors that contribute in some way to the success of language learning³⁴:

1) Self-Esteem

Self-esteem is a personal judgment of worthiness that is expressed in the attitude that individuals hold toward themselves. It could be claimed that no successful cognitive or affective activity can be carry out without some degree of self-esteem.

2) Risk-Taking

Risk-taking is an important characteristic of successful learning of a second language. Learner has to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

3) Anxiety

In second language learning, anxiety was one of keys to success, closely related to competitiveness. Low anxiety among learners where learners do not feel they are in competition. Competitiveness sometimes hindered them progress and at other time it motivated them to study harder.

4) Motivation

Motivation is probably used in explaining the success or failure of something. It is claimed that in second language learning, learner will be successful with the proper motivation. Learner with high motivation will make some efforts to achieve his purposes.

³⁴ H.D. Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, 2000), p. 142.

5) Attitudes

Attitudes develop early in childhood and are the result of parent's and peer's attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. In second language learning, positive attitudes toward self, the native language group, and the target language group enhanced proficiency, while negative attitudes may lead to decrease motivation because of decrease input and interaction, to unsuccessful attainment of proficiency.³⁵

The second is extrinsic factor: socio cultural variable that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with a second language.³⁶

5. The Influence of Teaching Learning Process to Students Achievement

In teaching learning process there must some elements of education to reach the purpose of education. According to Fuad Ihsan, there are six factors of education in educational activity that can form some interaction. The six factors as follow³⁷:

- a. The purpose
- b. The educator (teacher)
- c. The participant of education (student)
- d. The material of education
- e. The method of education
- f. The environment

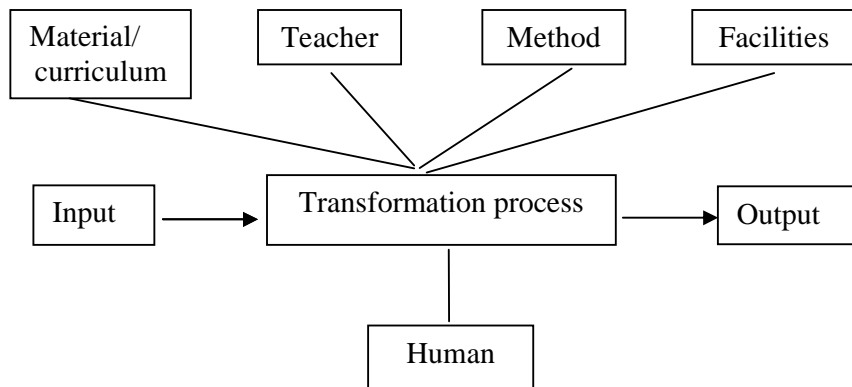
Components of education play along with another component to reach the purpose of education. Totally components in educational system can described as follow³⁸:

³⁵ H.D. Brown, *Principles of Language Learning and Teaching*, p.145-160.

³⁶ H.D. Brown, *Principles of Language Learning and Teaching*, p.176.

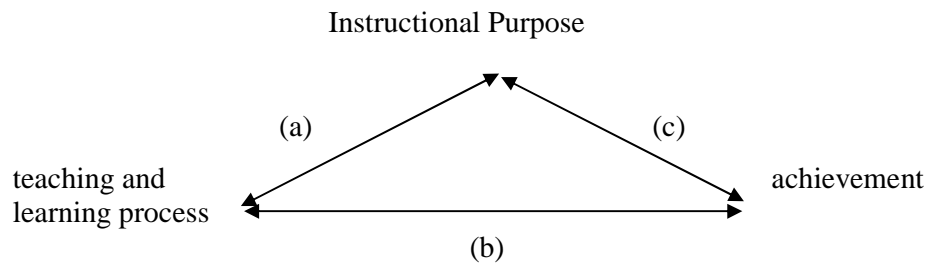
³⁷ Fuad Ihsan, *Dasar-dasar Kependidikan Komponen MKDK*, (Jakarta: Rineka Cipta, 2008), p. 7-10.

³⁸ Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Pelajar, 2010), p.21.



Input of education is student who follows teaching learning process in previous time. In education process, the student have to interacts with education component such as; teacher, material, medium, facilities, learning method, and environment. Transformation process produces the students behavior came after education. Output of education is student's achievement.

Learning and Teaching as a process contains three elements, they are: the purpose of learning (instructional), teaching and learning experience (process), and result learning (achievement). The relation of elements is described as follow³⁹:



From the diagram above, can be concluded that achievement can be gained from an activity was done by students in learning process. It means that teaching learning process is very influence to student's achievement.

6. Measurement of Learning Achievement

An achievement test related directly to classroom lesson, units, or even a total curriculum. Achievement test are limited to particular material addressed in a curriculum within a particular time frame and are offered after

³⁹Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2010), p. 2.

a course has focused on the objectives in question. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future.

The specification for an achievement test should be determined by⁴⁰:

- a. The objective of the lesson, unit or course being assessed.
- b. The relative importance (or weight) assigned to each objective.
- c. The tasks employed in classroom lessons during the unit of time.
- d. Partially issues, such as the time for the test and turnaround time.
- e. The extent to which the test structure lend in self to formative wash back.

There are several reasons why achievement test are made⁴¹:

- a. To measure progress
- b. To diagnose difficulties
- c. To help match tasks, materials and methods to particular needs
- d. To evaluate teaching approaches
- e. To compare students
- f. To maintain and improve standards

There are many techniques that can be used to measure student's learning. The techniques are as follows⁴²:

1) Choice-Type Question

The typically multiple choice item presents a statement or question followed by several alternative responses or answers.

2) Short answer item

Short answer items typically require a single word, phrase, or numerical answer. It requires students to construct a response rather than simply recognizing a best answer and it reduces or eliminates the possibility of getting the right answer by guessing.

⁴⁰H.D. Brown, *Language Assessment: Principle and Classroom Practice*,(USA: Longman,2003), p.48.

⁴¹ Jade Medwell, et. al., *Primary English Teaching Theory and Practice Fourth Edition*,(English: Learning Matters Ltd.,2009), p.168.

⁴² Yogesh Kumar Singh, *Education and Mental Meaurement*, (New Delhi: S.B. Nangia, 2007), p.29.

3) Performance assessments

The recent growth in the interest in essay examination is part of longer movement that is calling for construction of performance assessment that more closely, mirror long-term instructional objectives.⁴³

In Indonesia, the common technique which is usually used is assignment and test. The form of assignment that the teacher usually gives to the students is doing homework. Meanwhile, in test the students are commonly asked to answer a number of questions.

7. Bloom Taxonomy Related to Narrative Writing Achievement

In 1956, Benjamin Bloom and the other researcher published taxonomy of educational objective that very influence on research and educational practice since that. Bloom and his friends categorized the objective from the simple objective to the complex objective or from the factual objective to the conceptual objective. The important character of bloom taxonomy is taxonomy remind us that we want the students have multi level skill. Teacher focuses only on knowledge objective and comprehension objective that can be measured and teacher opinions that the students have not a skilled on more skill before teacher can apply or synthesis those skills.⁴⁴

Bloom and his colleague formulated three domains, named taxonomy:

a. Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. It's called mental skills (knowledge).

Table 2⁴⁵

⁴³ M.C. Alkin, *Encyclopedia Education Research*, (New York: Macmillan Publishing Company, 1982), p.6-8.

⁴⁴ Robert E. Slavin, *Psikologi Pendidikan : Teori dan Praktik*, (Jakarta Barat: PT Indeks, 2011), 9th Ed., p.264-265.

⁴⁵ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2011), p.87.

Category	Key Words (verbs)
Knowledge	Key Words: defines, identifies, labels, matches, mentions, states.
Comprehension	Key Words: changes, gives reason, distinguish, explains, gives an example, predicts, rewrites.
Application	Key Words: changes, computes, demonstrates, discovers, manipulates, modifies.
Analysis	Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers.
Synthesis	Key Words: categorizes, combines, compiles, composes, creates, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, reorganizes, revises, rewrites.
Evaluation	Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, discriminates, evaluates, explains, interprets, justifies, relates, summarizes.

b. Affective Domain

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the

simplest behavior to the most complex. It's growth in feelings or emotional areas (attitude).

Table 3⁴⁶

Category	Key Words (verbs)
Receiving (attending): awareness, willingness receive, controlled or selected attention.	Key Words: asks, chooses, gives, points to, selects, replies.
Responding: acquiescence in responding, willingness to response, satisfaction in response.	Key Words: answers, discusses, greets, helps, practices, presents, reports, selects, tells.
Valuing: Acceptance of value, profetence for a value, commitment.	Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Conceptualization of a value, and organization of a value system.	Key Words: adds, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Characterization by value or value complex: generalized set and characterization.	Key Words: acts, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

c. Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills

⁴⁶ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*, p.86-88.

requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex. It's called manual or physical skills.

Table 4⁴⁷

Category	Key Words (verbs)
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Key Words: copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex	Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats,

⁴⁷ Simpson (1972), Quoted in Google <http://www.nwlink.com/~donclark/hrd/bloom.html>, retrieved on October 08th, 2012

<p>skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Key Words: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>

<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>
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This table shows that three domains above are related to one and another. In narrative writing the students recognize, understand, comprehend, the concept of narrative text and it's including in cognitive domain. To check their comprehension, teacher gives the question to students and they can answer well and it's including affective domain. After the students passed the cognitive and affective domain, they can compose narrative writing as their psychomotor domain.

The researcher gives example instruction that related to three of domains:

a. Cognitive domain

Match the following subject in column A with column B.

b. Affective domain

Identify the generic structure of each sentence and *point to* what generic structure belongs to text.

c. Psychomotor domain

Organize those sentences into good paragraph.

From the example above, three domains which are related to the narrative writing achievement.

C. Hypothesis

Hypothesis is a temporary answer of problems in research until proved from the data which collected.⁴⁸ The researcher adds that hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data.

This research is conducted based on the following hypothesis:

The students of science program reach higher points in achievement of narrative writing skill than the students of social program at eleventh grade of MA NU Banat Kudus in the Academic Year 2012/2013.

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendidikan Praktek*, (Jakarta: Rineka Cipta, 2006), 6th Ed., p.64.