A. Research Finding

1. Teaching Narrative Writing for Natural and Social Study Program

Based on result of the research, the researcher has found teaching narrative writing for natural and social study program at eleventh grade of MA NU Banat Kudus in the Academic Year 2012/2013.

To know how teaching narrative writing is, the researcher had interviewed the teacher of English subject to get the information and description that concerned about it. Ms. Hj. Muyassaroh, S. Pd. as the teacher of English subject for natural study program said that teaching writing was different from other skills like speaking, reading, and listening. She felt that teaching writing, especially in narrative was still difficult. The problem is there are many students who think that English was not important and she did not know what their motive exactly. Besides that, the way to arrange and write the word into sentences was different from *bahasa* and her students were lazy to open their dictionary. To solve the problems, she always asked the students to read, read, and read then asked them to write, write, and write. To measured their students' achievement in narrative writing, she gave them a test by giving some clue, picture, some word, some situation, or may be jumble sentences or jumble paragraphs to make students easier to write their opinion, their idea, and their imagination to compose narrative text. Finally, she concluded that narrative was still difficult for her students.[60]

In social study program, the researcher had interviewed Ms. Siti Suasanti, S.Pd. as the teacher of English subject. She said that for learning process on writing activity, there were some many difficulties but sometimes also could run well. It was caused by there were many students in her class

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[60] Teacher Interview transcript with Ms. Hj. Siti Muyassarohi, S. Pd., See in Appendix III.

who still had less vocabularies. The interaction of teacher students in teaching learning activity there could run well. But sometimes, problems appeared because many students still have less vocabularies. It could make them shy and difficult to find what were the words that they meant to write a narrative story. To teach narrative writing, she used media by giving some pictures or may be some guiding question and asked them to watch the film and ask make synopsis based on generic structure of narrative. She had problems in teaching writing especially in narrative. First, her student faced difficulty to find the vocabularies that they need to write narrative because they still have less vocabularies. Second, every student has different capability in English especially in writing. To solve her problems, she guided them to make a good narrative story, gave media to attract them to write a narrative and asked them to read a narrative text and find the difficult word, then check it into their dictionary and memorize it. She gave some assignments to her students to measured their achievement in narrative by asking them to make synopsis from the film or make narrative story when they were child with their own word. For the result of students' achievement in narrative, she said that many different results between every student and the others. Their writing is good when they have good ability. But sometimes if they have low capability, especially in their vocabularies, they will not be good in narrative writing. Because there is standard of minimum mastery learning, so the final score is appropriated with standard of minimum mastery learning.[61]

2. **The Difference of Students' Narrative Writing Skill between those in Natural and those in Social Study Program**

   To know the difference of students' narrative writing skill between those in natural and those in social study program the researcher analyzes the scores of narrative writing gotten from the English teacher as documentation.

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[61] Teacher Interview transcript with Ms. Siti Susanti, S. Pd., See in Appendix III.

a. First Analysis

In this phase, the researcher shows the achievement result of narrative writing between students of natural and social study program of MA NU Banat Kudus in the academic year 2012/2013. To know the score of achievement result in narrative writing for natural and social study program, the researcher presented in this table below:

Table 5
The Score of Narrative Writing of Natural Students

Respondent	Score	Respondent	Score
R-1	70	R-25	73
R-2	80	R-26	77
R-3	76	R-27	80
R-4	73	R-28	73
R-5	76	R-29	76
R-6	76	R-30	80
R-7	80	R-31	76
R-8	76	R-32	70
R-9	88	R-33	86
R-10	76	R-34	80
R-11	50	R-35	66
R-12	76	R-36	73
R-13	80	R-37	66
R-14	73	R-38	73
R-15	86	R-39	70
R-16	80	R-40	83

Respondent	Score	Respondent	Score
R-17	77	R-41	70
R-18	50	R-42	80
R-19	86	R-43	73
R-20	66	R-44	70
R-21	76	R-45	83
R-22	73	R-46	73
R-23	73	R-47	77
R-24	83	R-48	88

Table 6
The Score of Narrative Writing of Social Students

Respondent	Score	Respondent	Score
R-1	76	R-25	86
R-2	76	R-26	83
R-3	63	R-27	76
R-4	53	R-28	56
R-5	60	R-29	66
R-6	76	R-30	73
R-7	63	R-31	70
R-8	80	R-32	86
R-9	56	R-33	70
R-10	60	R-34	80
R-11	70	R-35	70
R-12	56	R-36	60

R-13	63	R-37	76
R-14	80	R-38	70
R-15	73	R-39	73
R-16	66	R-40	66
R-17	66	R-41	73
R-18	78	R-42	60
R-19	78	R-43	78
R-20	66	R-44	56
R-21	60	R-45	73
R-22	66	R-46	73
R-23	70	R-47	53
R-24	70	R-48	60

For next, the score enters to table of frequency distribution.

Table 7
Table of frequency distribution of narrative writing for natural

Score	Frequency
50	2
66	3
70	5
73	10
76	9
77	3
80	8
83	3
86	3
88	2

N	48

Table 8
Table of frequency distribution of narrative writing for social

Score	Frequency
53	2
56	4
60	6
63	3
66	6
70	7
73	6
76	5
78	3
80	3
83	1
86	2
N	48

The result of table above showed the highest and the lowest score of achievement narrative writing between natural and social study program:

a) Achievement result of narrative writing for natural study program, the highest score is 90 and the lowest score is 50.

b) Achievement result of narrative writing for social study program, the highest score is 86 and the lowest score is 53.

For next, to know the interval of the data above the researcher used this formula:

1. To determine SUM interval

$M = 1 + 3.3 \log n$

$= 1 + 3.3 \log 48$

$= 1 + 3.3 (1.681)$

44

$$= 1 + 5.5473$$

$$= 6.5473 \approx 6$$

$$R = H - L + 1$$

$$= 90 - 50 + 1$$

$$= 41$$

$$i = \frac{R}{M}$$

$$= \frac{41}{6}$$

$$= 6.83 \approx 7$$

So, the length of interval class is 7 and the number of interval class is 6

Table 9

Table of interval score of narrative writing achievement for natural study program

Interval	Frequency	Percentage
85-90	5	10.416%
78-84	11	22.916%
71-77	22	45.83%
64-70	8	16.6%
57-63	0	0%
50-56	2	4.16%
	N = 48	100%

2. Find out the SUM of interval

$$M = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 48$$

$$= 1 + 3.3 \, (1,681)$$

$$= 1 + 5.5473$$

$$= 6.5473 \approx 6$$

$$R = H - L + 1$$

$$= 86 - 53 + 1$$

$$= 34$$

$$i = \frac{R}{M}$$

$$= \frac{34}{6}$$

$$= 5.67 \approx 6$$

So, the length of interval class is 6 and the number of interval class is 6.

Table 10

Table of interval score of narrative writing achievement for social study program

Interval	Frequency	Percentage
83-88	3	6.25%
77-82	6	12.5%
71-76	11	22.9167%
65-70	13	27.083%
59-64	9	18.75%
53-58	6	12.5%
	N = 48	100%

b. Hypothesis Analysis

Hypothesis analysis is the next analysis is of first analysis. Which is the result score in narrative writing between natural and social study program. That is used to find how the difference between both of them is. To analyze hypothesis, the researcher entered the score of narrative writing both two classes into this table:

Table 11

R	X_1	$X1 - \bar{X1}$	$(X1 - \bar{X1})^2$	X_2	$X2 - \bar{X2}$	$(X2 - \bar{X2})^2$
1	70	-5.33	28.4089	76	7	49
2	80	4.67	21.8089	76	7	49
3	76	0.67	0.4489	63	-6	36
4	73	-2.33	5.4289	53	-16	256

5	76	0.67	0.4489	60	-9	81
6	76	0.67	0.4489	76	7	49
7	80	4.67	21.8089	63	-6	36
8	76	0.67	0.4489	80	11	121
9	88	12.67	160.5289	56	-13	169
10	76	0.67	0.4489	60	-9	81
11	50	-25.33	641.6089	70	1	1
12	76	0.67	0.4489	56	-13	169
13	80	4.67	21.8089	63	-6	36
14	73	-2.33	5.4289	80	11	121
15	86	10.67	113.8489	73	4	16
16	80	4.67	21.8089	66	-3	9
17	77	1.67	2.7889	66	-3	9
18	50	-25.33	641.6089	78	9	81
19	86	10.67	113.8489	78	9	81
20	66	-9.33	87.0489	66	-3	9
21	76	0.67	0.4489	60	-9	81
22	73	-2.33	5.4289	66	-3	9
23	73	-2.33	5.4289	70	1	1
24	83	7.67	58.8289	70	1	1
25	73	-2.33	5.4829	86	17	289
26	77	1.67	2.7889	83	14	196

27	80	4.67	21.8089	76	7	9
28	73	-2.33	5.4829	56	-13	169
29	76	0.67	0.4489	66	-3	9
30	80	4.67	21.8089	73	4	16
31	76	0.67	0.4489	70	1	1
32	70	-5.33	28.4089	86	17	289
33	86	10.67	113.8489	70	1	1
34	80	4.67	21.8089	80	11	121
35	66	-9.33	87.0489	70	1	1
36	73	-2.33	5.4289	60	-9	81
37	66	-9.33	87.0489	76	7	49
38	73	-2.33	5.4289	70	1	1
39	70	-5.33	28.4089	73	4	16
40	83	7.67	58.8289	66	-3	9
41	70	-5.33	28.4089	73	4	16
42	80	4.67	21.8089	60	-9	81
43	73	-2.33	5.4289	78	9	81
44	70	-5.33	28.4089	56	-13	169
45	83	7.67	58.8289	73	4	16
46	73	-2.33	5.4289	73	4	16
47	77	1.67	2.7889	53	-16	256
48	88	12.67	160.5289	60	-9	81

$\sum$	= 3616		= 1934.667	= 3312		= 3564

The next step is entering the data to the t-test formula:

a. To determine Mean from each variables (X_1 and X_2) :

$$\bar{X}_1 = \frac{\sum X_1}{N_1}$$

$$= \frac{3616}{48}$$

$$= 75{,}33$$

$$\bar{X}_2 = \frac{\sum X_2}{N_2}$$

$$= \frac{3312}{48}$$

$$= 69$$

b. To determine Standard Deviasi (SD) Variable X_1 and X_2 :

$$S_1^2 = \frac{\sum(X_1 - \bar{X}_1)^2}{n-1}$$

$$= \frac{1934{,}667}{48-1}$$

$$= \frac{1934.667}{47}$$

$$= 41.1631206$$

$$S_1 = \sqrt{S_1^2}$$

$$= \sqrt{41.1632106}$$

$$= 6{,}41584917$$

$$S_2^2 = \frac{\sum(X_2 - \bar{X}_2)^2}{n-1}$$

$$= \frac{3564}{48-1}$$

$$= \frac{3564}{47}$$

$$= 75.8297872$$

$$S_2 \quad = \sqrt{S_2^2}$$

$$= \sqrt{75.8297872}$$

$$= 8{,}70803004$$

c. To determine Composite of Standard Deviasi $=$

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(48-1)(6.415849)^2 + (48-1)(8.70804)^2}{48+48-2}$$

$$= \frac{5498.67664}{94}$$

$$= 58.49656$$

$$S^2 = \sqrt{58.49656}$$

$$= 7.648$$

d. To determine $t_{test} =$

$$t = \frac{\bar{X1} - \bar{X2}}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$= \frac{75.33 - 69}{7.648\sqrt{0.0417}}$$

$$= \frac{6.33}{1.56101803}$$

$$= 4.057$$

e. To measure degree of freedom by df:

$$df = \left(N_{X_1} + N_{X_2}\right) - 2$$

$$= (48 + 48) - 2$$

$$= 96 - 2 = 94$$

c. Final Analysis

Based on the computation above can be known that df value is 94. For checking the criteria t_{table} with significant degree 1% and 5% we can see on the table of t. Because there is no df =94 in the t_{table}, so it use closer t_{score} in the t_{table}, it is df= 90.

Table 4.6
"t" value on significant degree 1 % and 5 %

t_o	Df	Significant Degree	
		1 %	5 %
4.057	90	2.63	1.99

From the table can be concluded that t_{table} for significant degree 5% is 1.99 and 1% is 2.63. Because t_0 is 4.057, it's mean $t_0 > t_t$, in significant degree 5% or in significant degree 1%. H_0 is unacceptable means alternative hypothesis is acceptable. So, the conclusion is "there is significant difference between students' achievement result of natural study program and social study program in narrative writing".

Based on data collected from questionnaire, the researcher has several analysis about achievement result of narrative writing skill between natural and social student. First analysis is students' intensity for learning narrative text. Scheme of structured interview shows that natural and social student in learning narrative text is high enough. The researcher will give further explanation for this notion:

Diagram 1
Scheme for students' intensity for learning narrative text
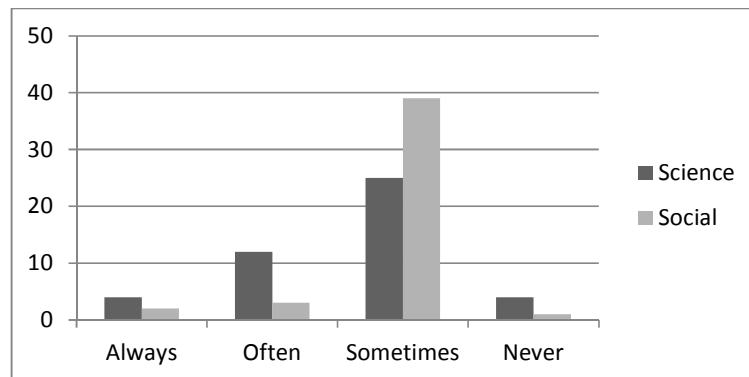
Diagram 1 explains that the number of natural and social student who sometimes learn the material before the teacher has already delivered the material is high.

Second analysis is students' readiness when the teacher will explain the material of narrative.

Diagram 2
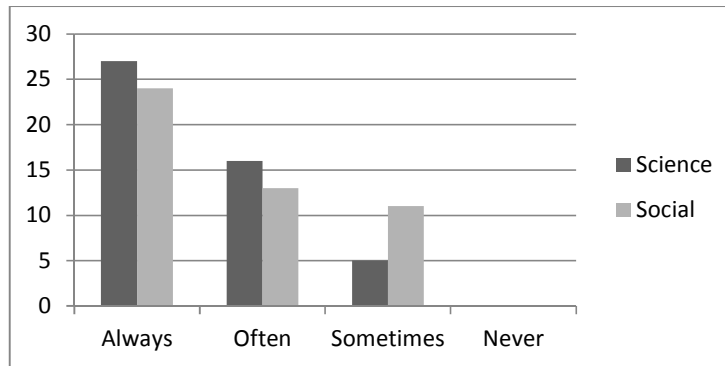Scheme for students' readiness in learning narrative

Diagram 2 explains that the number of readiness of natural and social student is high. Beside, the number who sometimes ready when teacher delivers the material is low enough. There is no one who never ready for natural and social class when their teacher explain about narrative text.

Next analysis is students' seriousness for narrative material. In this scheme, 35 students of natural class who pay attention when the teacher explain it. For social class, there are 23 students who pay attention to their teacher.

Diagram 3
Scheme for students' seriousness in learning narrative text
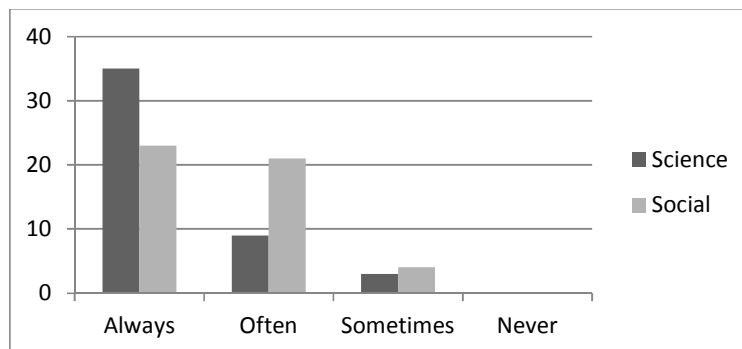
For students' understanding in narrative text will be presented on diagram 4. This scheme showed that almost all natural students who often understand with their teacher's explanation. But, the numbers who sometimes understand with teacher's explanation for social class is high enough.

Diagram 4
Scheme for students' understanding in learning narrative text
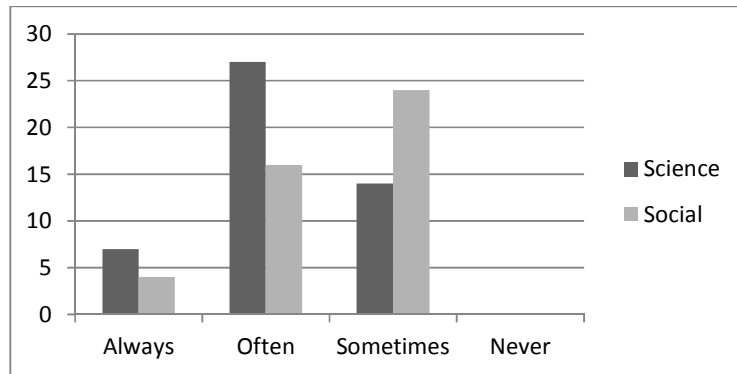
Fifth analysis is students' opinion about teacher's method in delivering narrative. Almost all students in natural and social class said that the teacher's method in delivering narrative text is interesting. For further explanation, the researcher described in this diagram:

Diagram 5
Scheme for Students' opinion about teacher's method in delivering narrative
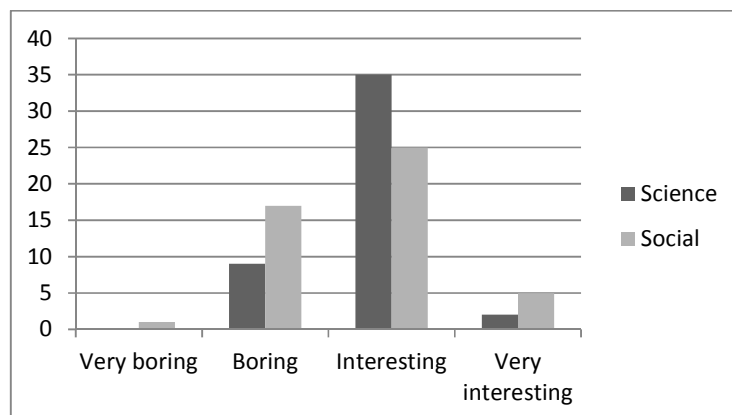
For scheme below said that, almost the student of both two classes is interesting with narrative. Although there are some students who feel very boring with narrative.

Diagram 6
Scheme for students' opinion about narrative text
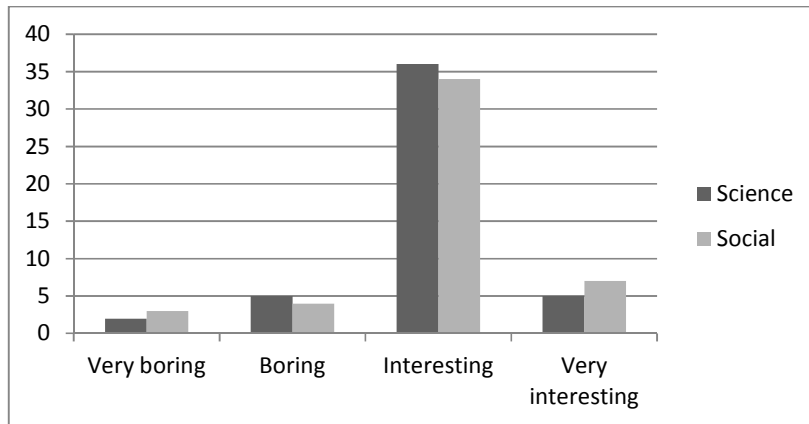
For students' opinion in learning narrative will be presented in the next diagram:

Diagram 7
Scheme for students' opinion for in learning narrative
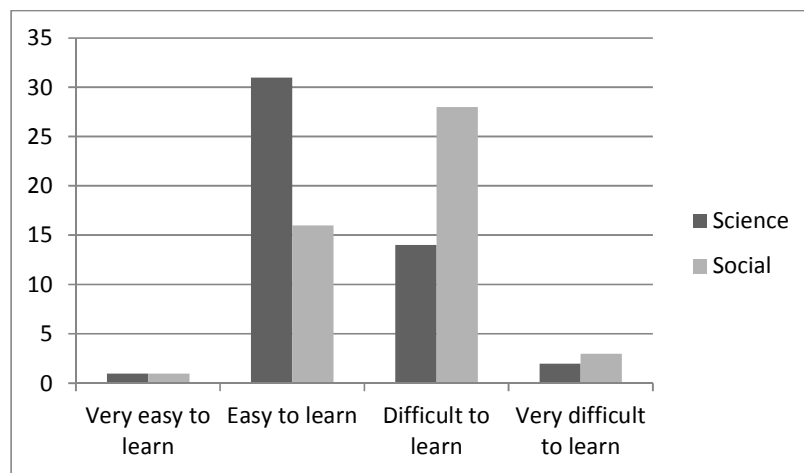
Only one student from each study program who has opinion that learning narrative is very easy. There are some difference opinion in learning narrative between natural and social study program. Natural students said that

learning narrative is easy to learn, and social students said that learning narrative is difficult to learn.

The last scheme is about students' difficulties in composing a narrative. The number of difficulties is high enough in both two classes. For further explanation, this diagram is:

Diagram 8
Scheme for students' difficulties in composing narrative
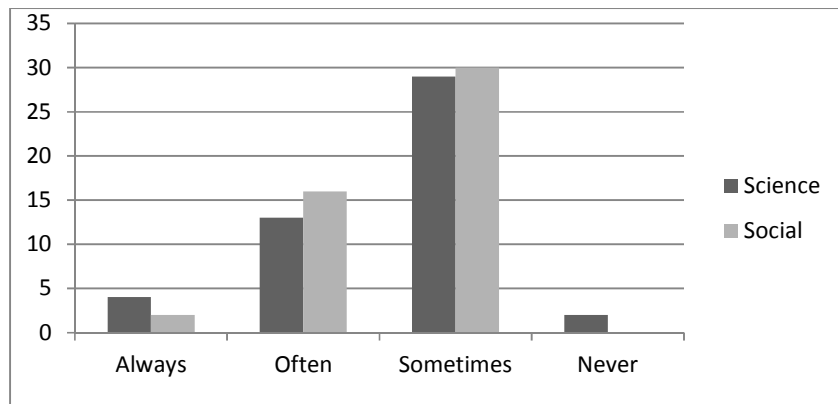
These diagrams above are from the result of structured interview between the researcher and the students. For know the students' comprehension in narrative text, the researcher also interviewed them. Totally, the students' comprehension of both two classes is good enough. They can explain about the definition of narrative, the purpose of narrative, the generic structure of narrative, and the language future of narrative. But, some students have some difficulties when compose narrative text. The problem is about some of them still have low vocabularies and still confuse about the tenses. The sheet of interview attached in appendix.

B. Discussion

Based on the computation above, $t_0 > t_t$ in significant degree 5% or in significant degree 1%. So, the conclusion is there is significant difference between students' achievement result of natural study program and social

study program in narrative writing at eleventh grade of MA NU Banat Kudus in the academic year 2012/2013.

Based on the factors of affecting achievement, there were some reasons why students' achievement result of natural study program higher than students' achievement result of social study program in narrative writing skill.

1. Students' motivation of natural program was higher than students social study program. Motivation determines the student's level of paying attention during class and the assiduity with which she does her worksheet and revises what she has been taught during the day. It certainly has a deep influence on effectiveness on learning. It can be seen on diagram 2 and diagram 3.

2. 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. It presented on diagram 5, 6, 7.

3. 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 needs 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.

C. Limitation of research

The researcher realized that there were some hindrances and barriers in doing this research. Some limitations of this research were:

1. Due to relative short time of the research, this could not be done fully.

2. The research was limited at eleventh grade of natural and social study program of MA NU Banat Kudus in the academic year of 2012/ 2013 as respondents. So that when the same research will be gone in other study program/schools, it was still possible to get different result.

3. The implementation of the research process was less smooth; this was more due to lack of experience and knowledge of the researcher.