

**IMPROVING STUDENTS' WRITING ABILITY OF NARRATIVE TEXT
THROUGH STORY MAPPING TECHNIQUE AT THE TENTH GRADE
OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2021/2022**

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Abstract: The aim of this research was to improve students' writing ability through Story Mapping Technique at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022. The subject of this research consisted of 35 students. This research was conducted in two cycles by using classroom action research at X MIPA 2. This research focused to improve students' writing ability and students' learning activities. The data was collected through observation sheet and tests. The result of the research was story mapping can improve students writing ability. The result showed cycle II was higher than cycle I. The improvement of the mean score from cycle 1 and cycle II was 0.37. There also an improvement in students' learning activities. It was shown from the mean score of students' learning activities in cycle I was 31.83 with criteria was less active meanwhile in cycle II was 36 with criteria quite active, and so the improvement between both of the cycles was 4.17 points. The result of analyzing data, it could be said that Story Mapping can improve students' writing ability and students' learning activities.

Keywords: *Story Mapping Technique, Writing Ability, Narrative Text*

INTRODUCTION

Writing is one of skills that should be mastered by students of senior high school.

Writing represents what we think. It is because the writing process reflects things, which stay in the mind. We also utilize written language to convey our thoughts in daily activities, but it is difficult to do so successfully because writing is the most complicated. Brown, (2001:336) also claimed that writing is a thinking process. To write well, we must conform to the rules. To mastery writing, people have to know the process of writing and elements of writing such as vocabulary, grammar, organization, punctuation. In conveying and sharing ideas or opinions, it is good to understand the types of texts used by the writer.

In this study, the researcher focusses writing skill in narrative text which is talking about the past and the structure of the narrative text is simple past tense. Narrative text is an imaginative story to entertain people (Wardiman, 2008). The generic structure of the narrative text is orientation, complication, and

resolution (Hasibuan and Ansyari, 2007). Some students still feel difficulty in writing a narrative text. Such as they do not know how to begin the text, they do not know how to organize the text, some of them cannot write the word correctly, and always do mistakes in writing narrative text although they have studied the structure.

Based on the results of interviews from English teachers at SMA Muhammadiyah 2 Bandar Lampung, the writers found that the ability to write students' narrative texts needs to be improved. Limitation vocabulary English can cause students difficult in writing. Students usually use vocabulary which they understand with the words, and also they didn't want to explore find new vocabulary. Moreover experiences which students get and lack less motivation in writing.

According to the problems above, the researcher expects that it needs to be solved. One of strategy able to help the teacher in avoiding the mistakes of the students' writing is Story Mapping. Actually, a story map has the same names as a semantic map, concept map, and mind mapping. By

using a map will be easy to make a simple idea, and a story map is a strategy that emphasizes the use of maps especially in a story text. Story Mapping guides the students to pay attention to the important elements of stories using a specific structure. Li (2007) noted that a story map is a graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. The use of a story map helps the students to get information and organizing of a story after the reading process. There are reasons why the researcher chooses the story mapping technique. First, Story mapping is a graphic or semantic visual representation of a story. Second, the map illustrates ways to show an overview of a story. The last, it also tells the information about its generic structure, such as characters, setting, goal, event, and resolution. Through the use of this technique, the researcher hopes that the students can comprehend the content of English text easily.

METHOD

The method of this research used Classroom Action Research to increase students' writing ability

through story mapping technique. Action research is not only solving the problem but also improving matters. According to Gay and Airasian (2009), classroom action research is a type of practitioner research used to improve practitioner practice. It means that classroom action research is aimed to overcome problems in the teaching-learning process in order to improve educational practice. Murcia (2001:490) states that action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. It means that action research is an approach which is used by the teacher to improve teaching in the learning process by using the procedure of the cycle and repeating the cycle if the target has not been achieved yet. The subject of this research is the students of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2021/2022. The total numbers of subjects are 35 students of X MIPA 2 class.

In this research the writer used two cycles. The cycle consists of planning, action, observation, and

reflection. The cycle is from Kemmis and Mc Taggart in burn (2010:8).

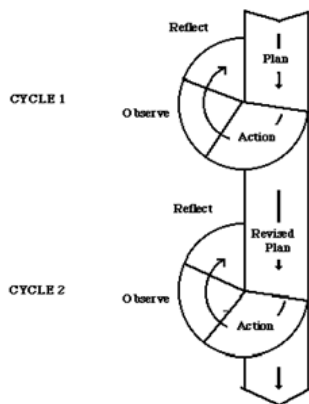


Figure 1

Concept of Action Research CAR Design Model By Kemmis and Mc Taggart

From the figure above, there were four steps in action research that should be done. If the first cycle is finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle.

The instrument of this research is

used writing text. The test is used to measure students' writing ability and to know the effectiveness of the story mapping technique to improve students' writing ability. Weigle (2002) states that the five components presented in the analytical scoring rubric for writing are: content, organization, vocabulary, language use, and mechanics. The writer uses an analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability. The data was collected through the test that had been analyzed by using quantitative analysis.

RESULT AND DISCUSSION

Result of Students' Writing Test

Cycle I

The mean score was analyzed from the formula:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2445}{35}$$

$$\bar{x} = 68.86$$

Next, the writer used the formula to analyze the percentage of students' learning completeness achieved scores above Minimum Mastery Criteria.

$$P = \frac{\sum P}{\sum N} \times 100\%$$

$$P = \frac{13}{35} \times 100\%$$

$$P = 37\%$$

The percentage of students' learning completeness did not achieve the target score of Minimum Mastery Criteria.

$$P = \frac{\sum P}{\sum N} \times 100\%$$

$$P = \frac{22}{35} \times 100\%$$

$$P = 63\%$$

The result of this research was found on the table below:

Table 1
The Result of Students' Learning Completeness in Cycle I at The Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in The Academic Year 2021/2022

No	K	Cycle I		Information
		The	Learning	
1	≥	13	37%	PASSED
2	≤	22	63%	FAILED

	M	Number of Students	Completeness	
1	≥	13	37%	PASSED
2	≤	22	63%	FAILED

Based on the table, the students who scored more than KKM (78) was 63% and the students who scored less than KKM (78) was 37% the totals were 35 students.

Result of Students' Writing Test Cycle I

The mean score was analyzed from the formula:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2811}{35}$$

$$\bar{x} = 80.31$$

Next, the writer used the formula to analyze the percentage of students' learning completeness achieved scores above Minimum Mastery Criteria.

$$P = \frac{\sum P}{\sum N} \times 100\%$$

$$P = \frac{28}{35} \times 100\%$$

$$P = 80\%$$

The percentage of students' learning completeness did not achieve the target score of Minimum Mastery Criteria.

$$P = \frac{\sum P}{\sum N} \times 100\%$$

$$P = \frac{7}{35} \times 100\%$$

$$P = 20\%$$

The result of this research was found on the table below:

Table 2
The Result of Students' Learning Completeness in Cycle II at The Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in The Academic Year 2021/2022

No	KKM	Cycle I		Information
		The Number of Students	Learning Completeness	
1	≥ 71	28	80%	PASSED
2	≤ 71	7	20%	FAILED

Based on the table, the students who scored more than KKM (78) was 80% and the students who scored less than KKM (78) was 20% the totals were 35 students. Based on cycle 2, the result of learning English better than cycle 1. Finally, the writer analyzed the mean score from the result writing test in cycle I and the result writing in cycle II whether there was an improvement or not by the formula.

$$\langle g \rangle = \frac{s_2 - s_1}{100 - s_1}$$

$$\langle g \rangle = \frac{80.31 - 68.86}{100 - 68.86}$$

$$\langle g \rangle = 0.37 \text{ (improvement)}$$

From the data above, the result of students' writing ability scores in class X MIPA 2 increased from cycle I there was 13 students or 37% who achieved a score above the Minimum Mastery Criteria (78). The result of students' scores in writing test cycle II showed there were 28 students or 80% who achieved the target score of Minimum Mastery Criteria (78).

The Result of Students' Learning Activities

Cycle I	Cycle II	Improvement
Mean	Mean	Mean
31.83	36	4.17

Based on the writing result and analysis discussed before, it was proven that there was improvement of students learning result in class learning action implemented. There was an improvement in students' learning activities. It was shown from the mean score of students' learning activities cycle 1 was 31.83 with the criteria was less active. While the mean score of students' learning activities in cycle II was 36 the criteria were quite active. So, the improvement of students' learning activities in cycle I to cycle II was

4.17 points.

From the calculation, the increasing mean score from the result writing test in cycle I to the result of the writing test in cycle II was 0,37 with the criteria of improvement being fair. The writer discussed that story map can improve students' writing ability. Based on analysis, the writer found that the result of the writing test in cycle II was higher than writing test in cycle 1.

CONCLUSION

Based on the result of the research, story mapping technique can improve students' writing ability and also improve students' learning activities. The writer provided some conclusions as to the result of the research through Story Mapping. There were several improvements reached by the students, not only on their academic score. Dealing with the score that the students got, there

was an improvement.

It is based on the students' writing ability mean score which is in cycle 1 68.86 (37%). There were 13 students or 37% who achieved a score above the Minimum Mastery Criteria. Then, the result of the writing test in cycle II was 80.31 (80%). There were 28 students or 80% who achieved a score above the Minimum Mastery Criteria. The improvement of the mean score from the writing test' result in cycle 1 and cycle II was 0,37. After they got knowledge about story mapping, they can improve what they know in writing skill. they can increase their ability in writing using English language. In writing, students need structure and grammar mastery, vocabulary mastery and also guidelines in writing. Those can support students in writing skill. Students are able to write in English and they can get a good on written.

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