



**IMPROVING STUDENTS' WRITING ABILITY IN NARRATIVE TEXT  
THROUGHSTORY MAPPING TECHNIQUE  
AT GRADE XI SMA N 7 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment  
of the Requirement for the Graduate Degree of Islamic Education (S.Pd ) in English*

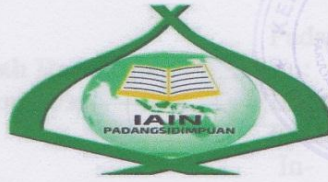
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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2018**



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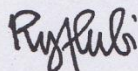
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Maimunah Rangkuti, entitled "**Improving Students' Writing Ability in Narrative Text Through Story Mapping Technique at Grade XI SMA N 7 Padangsidempuan**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

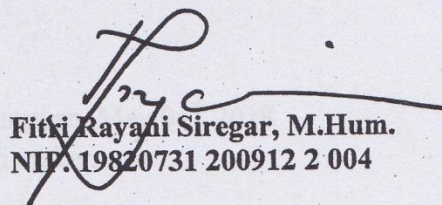
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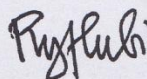
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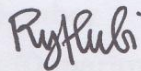
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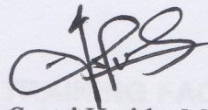
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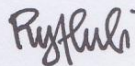
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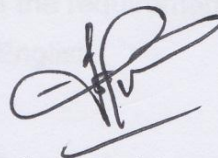


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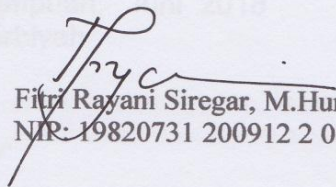
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### LEGALIZATION

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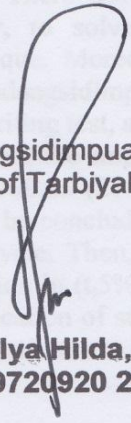
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### ABSTRACT

This research discussed about improving students' writing ability in narrative text through story mapping technique at grade XI SMA N 7 Padangsidimpuan. Most of the students still got difficulties in delivering their idea, confused how to start their writing, and unable to build a sentence or paragraph correctly. The aim of this research is to know the result of using story mapping as an attempt to improve teaching writing of narrative text at grade XI SMA N 7 Padangsidimpuan.

The method that used in this research was classroom action research by implementing the Kurt Lewins's design. There were four steps, they were plan, action, observe, and reflect. Moreover, to solve the writing problems the researcher applied story mapping technique. Moreover, the participants of this research were the class of XI SMA N 7 Padangsidimpuan consisted of 23 students. Meanwhile, the data were derived from writing test, and observation notes.

Based on the research result, showed the improvement mean score of the students. The first test in first cycle was 60.65 (21.73%), and second test in the second cycle was 80.65 (91.30%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Then, the calculation result of  $t_0 = 8.44$ ,  $t_{table}$  with  $df = 22$ , level of signification in ( $t_{5\%} = 6.2$ ). It can be known that the result of  $t_0$  is bigger than  $t_t$ . The application of story mapping technique could improve students' writing ability in narrative text and the hypothesis could be accepted.

**Key words** : *Improving, Students, Writing, Ability, Narrative Text, and Story Mapping Technique.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problems**

In Indonesian education curriculum, the purpose of learning English for students is, to provide them the creativity of using English language as a tool of communication even if it is for talking or writing. Curriculum of English Senior High School, English has four basic language skills. They are listening, reading, speaking and writing. Listening and reading are receptive skills because learners do not need to produce language to do these, they receive and understand it. On the other hand, speaking and writing are productive skills because learners need to do these to produce language.

To develop students' ability in dispensing the information in English, writing could be used as a media. Furthermore, the act of writing is an essential activity for them in their future academic life. Talking about learning English, students use both speaking and writing in order to communicate to another. In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, and conclusion of paragraph.

Writing is a process how to generate the letter, words and sentences. Therefore, students must be able to combine the words that easier to understand by human. Writing disabilities are caused by problems in vocabulary and grammar. However, an understandable and acceptable writing not only depends on

vocabulary and grammar but also has to be well sequenced, cohesive, coherent, and appropriate with its purpose.

In conveying and sharing ideas or opinions, it is good to understand the types of texts used by the writer. There are many kinds of text such as recount, procedure, report, explanation, narrative, descriptive, news item. Narrative is one of the texts that must be learned by students in Senior High School. Narrative is a kind of text which is frequently used in the daily life to tell the past event. In addition, narrative pattern is used to convey someone's experience in his or her life.

A narrative text is a piece of text which tells a story used time order to organize the sentences in the text. In other words, narration is story writing, write about events in order that happen. In other hand, writer use time order to organize his/ her sentence. In the narrative text, writer use time to tell what happen first, what happen next and what happen after that. The text consists of orientation, complication or problems, resolution and coda.

A story mapping is a visual graphic map in which is provided the elements of story such as setting, characters, problems, and resolution. This technique enables students to relate story events and to perceive structure in literary selection in composing narrative text. To apply this technique, the teacher has to give the students the concepts of story mapping, including the steps of writing story mapping. By using story mapping technique, the students have to focus on composing a good narrative text because in writing narrative text, they will write their own story or retell a story based on what they have been read also the

students have to pay attention to the rules of writing and all components of writing especially grammar, structure and the sentence use on writing narrative text.

Based on the explanation above, writing is very important in the education field. Therefore, students need to be exercised and trained in order to have a good writing skill. However, in teaching writing skill is still have some problems, especially when the teacher giving writing text materials to the students at grade XI IPA 3 SMA N 7 Padangsidempuan.

The problems are; students are expected to delivering idea in their written, but many students still get difficulties in delivering their idea, they sometimes confuse how to start their writing, they are confuse how to organize their ideas because they have not motivation to write due to their limited range of vocabulary, and they are unable to build a sentence or paragraph correctly.<sup>1</sup>

First, students are expected to delivering idea in their written, but many students still get difficulties in delivering their idea. In teaching writing the teacher use traditional technique to teach writing. In fact, learning English with the same teaching technique makes the students bored, because the technique is monotonous. That is why teachers need various methods which can increase students' creativity and sense of writing. The teacher should use available resources to develop students' creativity in learning English, especially in writing.

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<sup>1</sup>Arnisah, S.Pd as English Teacher at Grade XI IPA 2 of SMA Negeri 7 Padangsidempuan, *Private Interview at October 31<sup>th</sup>*, 2016.

Second, they sometimes confuse how to start their writing, they are confuse how to organize their ideas because they have not motivation to write due to their limited range of vocabulary. On the other hand, their teacher do not create and think of effective way to motivate and stimulate them in order they can be more excited in following learning process in the classroom.

Third, they are unable to build a sentence or paragraph correctly. Some of them have not understand such as grammar and words structure and they don't have a background knowledge about English. So, they cannot recognize and improve a sentence or paragraph correctly. As a result, students need to spend so much time to finish their writing and may not be able to continue their writing.

According to the problems above, the researcher expects that it needs to be solved. There are many techniques used to English learning especially writing ability, such as listing, outlining, story mapping, sketch and label, that is to develop the knowledge and skill to deal with spoken and written in social context and the researcher choose story mapping. There are reasons why the researcher chooses 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 tell the information about its generic structure, such as characters, setting, goal, event and resolution.

In this research, the researcher proposes story mapping as the teaching technique. Mapping is a part of visual aids. Based on the references that the researcher found about story map, it has been proved to be a beneficial as a

teaching technique. It regards as one of effective tools which supposed to be a good way to turn a broad idea into a limited and more manageable story which actually gives the words closely related to the theme provided. Moreover, story mapping can help students to motivate them in writing. This technique could be effective as prewriting stage of writing process. As Boulliane states that story map is a tool to create a connection of story components using a visual graphic. Those story components are setting, character, problem, and resolution.<sup>2</sup>

From the explanation above, the researcher interested to conducting a Classroom Action Research (CAR) through the title “ **Improving Student’s Writing Ability in Narrative Text Through Story Mapping Technique at Grade XI SMA N 7 Padangsidempuan**”.

## **B. Identification of the Problem**

Based on the background of the problem above, the writer finds some problem as follows:

1. Most of students still get some difficulties in delivering their idea. Therefore, students should be given a suitable technique which can overcome their problem in writing.
2. Students are confused to start their writing.
3. Students are unable to continue a sentence or paragraph correctly.

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<sup>2</sup> Tori Boulliane, *et.al.*, Use Story Mapping to increase Students Grammar Text Comprehension in Elementary with Learning Disabilities, Learning Disability Quarterly Journal, vol.27, 2004, p. 3.accessed at <http://www.ukessay.com/>./April5<sup>th</sup> 2017, 11:15 a.m.

### **C. The Formulation of the Problem**

Based on the statement above, the researcher formulates the problem as follows: “can story mapping technique improve students’ writing ability in narrative text at grade XI SMA N 7 Padangsidempuan?”

### **D. The Aim of the Research**

The aim of this research is to know the result of using story mapping as an attempt to improve teaching technique in learning writing of narrative text.

### **E. The Significances of the Research**

The significances of the research are :

1. To the headmaster, as an information. The headmaster can motivate and give suggestion the teachers to be a professional so they can improve their students’ writing ability.
2. To the English teacher, to provide information about teaching technique which may improve their students’ writing of narrative text in classroom.
3. To other researcher, as a tool to make a comparison of other similar research particularly to compare some technique which are used to improve the students’ ability of English especially to improve the writing ability of narrative text.



## F. Definition of Terminologies

### 1. Improving

Improving is “to make or become better”.<sup>3</sup> Improving is to increase the productivity become better. In this research, improving used to students’ writing ability through story mapping technique at grade XI SMA N 7 Padangsidempuan.

### 2. Writing Ability

Knefel stated people who speak or write must have had some purposes and needs in what they say or write.<sup>4</sup> Writing is one of the elements of skill in language. Then, writing is the mental work of inventing ideas, thinking how to express and organizing into statements and texts that will be clear to a reader. Writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Writing makes a product in the form of written texts which are used to deliver the writer ideas and meanings to the reader.

### 3. Narrative Text

There are two main categories of texts; literary and factual. Within these, there are various text types. Each type has a common and usual way of using language. In this paper, the writer will only discuss one of the texts that is being used for research, that is narrative text. Narrative is a text that tells a story and,

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<sup>3</sup>A.S. Hornby. *Oxford Advanced Learners’ Dictionary of Current English*. (New York: Oxford University Press.19.74), p. 427

<sup>4</sup> Don Knefel, *Writing and Life*, (New York: College Publishing, 1986), p. 4.

in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

Masiello stated that narrative considers as a good text which is useful for students to describe specifically about a picture of critical elements that build a story such as setting, character, sequence of events, resolution and coda.<sup>5</sup>

#### 4. Story Mapping Technique

Story mapping are templates that provide students a concrete framework for identifying the elements of narrative stories.<sup>6</sup> Story mapping is a procedure which trains young students to recognize the basic framework of narrative stories in order to enhance their comprehension of text.

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<sup>5</sup> Lea Masiello, *Writing in Action: A Collaborative Rhetoric for Collage Writers*, (New York: Mcmillan Publishing Company, 1986), p. 108.

<sup>6</sup>Zygouris, Coe V and Glass, C, Story Mapping, *Florida Department of Education: Writing Strategy of the Month Journal*, vol. 2, 2004, accessed at <http://forpd.ucf.edu/strategies/stratStoryM.html>/ October 11<sup>th</sup> 2016, 10:20 a.m.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. The Theoretical Description

In conducting a research, theories are need to explain some concept or terms applied in research concern. The researcher discussed and elaborated some theories which related to the study. The present study conducted on the ground of the theoreticals as follows:

##### 1. The Description of Writing Ability

Writing as a progressive activity. It means that when we first write down something, we have already been thinking about what we are going to say and how we are going to say it. Writing is actually one of language skills which is categorized as a productive one. It is a continuing process of discovering the way to find the most effective language for communicating someone's feelings and thoughts. Writing is also a form of communication to express the thinking or feeling through writing after spoken.

##### a. Process of Writing

Writing is the production of the written word that results in a text in which must be read and comprehended in order for communication to take place. In writing, the writer must always use graphic symbols namely letters or combinations of letters that related to the sound made when speaking. Writing is however not just production of graphic symbols. There is

necessity that the symbols (the letter) put together to form words, sentences, and paragraphs under certain conventions. By writing activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate through his way that is impossible through other means.

Writing is both a physical and a mental act;<sup>1</sup> it means writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental act of inventing ideas, thinking about how to express them, and organizing them into a paragraph that will be clear to a reader. Writing makes a product in the form of written texts which are used to deliver the writer ideas and meanings to the reader. When writing, there are two problematic areas namely what to write and how to write it. A writer must also have good knowledge of other writing mechanics such as process of writing. Process writing in the classroom is highly structure as it necessitates the orderly teaching of the process skills.

There are three stages of the writing process, they are:

- 1) Prewriting; it is discussion and concept development.
- 2) Writing; it is take place in classroom or at home, so students can rely both teacher and students for feedback and support.

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<sup>1</sup> David Nunan, *Practical English Language Teaching First Edition*, (America: The MC.Grow Hill Companies, 2003), p.88.

3) Post writing; it is students share their writing with others, read aloud what they have written, or exchange writing with other students.<sup>2</sup>

Writing processes may be viewed as the writer's tool kit. In using the tools, the writer is not constrained to use them in a fixed order or in stages, and using any tool may create the need to use another. Generating ideas may require evaluation, as writing sentences and evaluation may force the writer to think up new ideas.

b. The important of Teaching Writing

H. Brown Douglas states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand.<sup>3</sup> It can be inferred that teaching writing means showing and helping the students to write, giving them instruction in order for them to write, providing them the knowledge, making them understand the knowledge of writing and know how to write so they will be able to write and produce good written product. The skills need and required in writing are highly complex. The foreign language learners have to pay attention to the higher level skills such as planning and organizing and also to the lower level skills such as spelling, punctuation, and word choice.

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<sup>2</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approach for Teachers*, (New York: Addison-Wesley, 1995), p. 139.

<sup>3</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, Inc 2004), p. 330.

Learning is relatively permanent change in behavioral tendency and learning is the result of reinforced practice. So, in order to improve the students' writing skill, the students have to practice to write and get reinforcement from the teachers.

## 2. The Description of Narrative Text

### a. The Understanding of Text

Before turning into the definition of narrative, it should be better to know first about what a text is. Texts could be built from a unity of some words. Around people life is always connected with word world. As they communicate with other people using either written or spoken media, they have unconsciously created a text. In line with Knefel that stated people who speak or write must have had some purposes and needs in what they say or write.<sup>4</sup> Text which is constructed obviously contains a message of what the speaker or writer want to convey to the listener or reader. Then, they are supposed to be able to interpret its meaning.

Anderson divided text into two main categories; factual and literary. Within each various types has a usual common way of using language. Literary texts attract our imagination and emotion, it includes of Aboriginal dreaming stories, movie scripts, novels, song lyrics, and soap operas.<sup>5</sup> Literary texts tend to be able to touch our feeling. It can make us laugh or

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<sup>4</sup> Don Knefel, *Writing and Life*, (New York: College Publishing, 1986), p. 4.

<sup>5</sup> Mark and Kathy Anderson, *Text Types in English 3*, (Sydney: McMillan), 1997, p. 2.

cry, reflect on our own life story, and regard our opinion or judgment. Literary text categories are separated into three main text types such as, narrative, poetic, and dramatic. Media which can be classified in this category are film, videos, CD and television show.

Another text types is factual text. Factual text such as advertisements, announcements, internet website, current affairs shows, debates, recipes, reports, and instruction.<sup>6</sup> Those texts provide information or ideas, and aim to point out, tell or invite the audience. Factual text generally contains about something which is fact or real rather than the literary text. It describes about the chronological of an event which happens around our environment and explains the reason why and how an event could happen from the beginning to the end.

The various texts are called as genre. According to Swales, genre consists of a category of communicative events which the writers share some set of communicative purpose in their writing.<sup>7</sup> There are several kinds of text based on the generic structure and language feature dominantly used such as Narrative, Recount, Spoof, Report, Description, Procedure, etc.

In this research, the researcher discusses one of genres above that is narrative text. It is one type of texts which is taught in Senior High School level. Students are expected to be able to identify a social function,

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<sup>6</sup> *Ibid*, p. 1.

<sup>7</sup> John M. Swales, *Genre Analysis: English in Academy and Research Settings*, (New York: Cambridge University Press, 1990), p. 59.

schematic structure, and linguistic feature of narrative text. The social function is a moral value which is explicit in the story. The schematic structure is the distinctive beginning, middle and ending structure of genre. And linguistic feature is significant grammatical pattern of text.

b. The Understanding of Narrative Text

Narrative writing has an easy concept which is easy to be created by students because the chronological order in narrative text which provides natural and simple organizational pattern. Therefore, most students have ready to make material such as writing a fiction story that encourage creativity of students to pour their imagination out to their story and writing students personal experiences.<sup>8</sup> From those experiences that students have, they can easily tell their story in form of narrative text. As stated by Hedge, the organization of ideas in narrative text is easy because it follows chronological sequences.<sup>9</sup> Narrative could be an easy text to write because the contents are followed a chronological order of a story. so narrative is different from other types of discourse and it is recommended for writing.

c. The Purpose of Narrative Text

People write a narrative story might be just for pleasure, to attract and get the reader's interest through the story. Besides, they like to write any

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<sup>8</sup> Don Snow, *From Language Learner to Language Teacher: An Introduction to Teach English as a Foreign Language*, (Alexandria: Teachers of English to Speakers of Other Languages (TESOL), 2007), p. 154.

<sup>9</sup> Tricia Hedge, *Writing: Resource Books for Teachers*, (New York: Oxford University Press, 1988), p. 118.



kind of story due to they want to reflect their own experience and the think that the readers may have similar with the story that written by the writer. It is in line with Barbara that stated, “some purposes of narrative are: to entertain, to express feelings, to relate experience, to inform something happened with someone, to inform something which can teach a lesson to the reader, and to persuade”<sup>10</sup>

In addition, Anderson also stated that a Narrative is a text that tells a story and, in doing so, entertains the audience.<sup>11</sup> This is one idea to Anderson’s explanation that narrative is used to present a view of the world that entertains or informs the reader or listener.<sup>12</sup> It is also to entertain the readers or listener by presenting a story.

From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions. Also to deal with actual experiences in different ways; narrative deal with the fiction story that can entertain the readers as well.

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<sup>10</sup> Barbara Fine Clouse, *the Student Writer: Editor and Critic 7th edition*, (New York: McGraw Hill, 2006), p. 186.

<sup>11</sup> Mark Anderson and Kathy Anderson, *Text Types in ....*, p. 3.

<sup>12</sup> *Ibid.* p. 6.

#### d. The Types of Narrative Text

There are two types of narrative text. Buscemi divided narrative into two: fiction and nonfiction.<sup>13</sup> Narrative fiction is written based on author's imagination. It has a purpose to inform people about developments that attract or influence them. The example of narrative fiction are magazine article, newspaper, fairy stories, mysteries, horror stories, myth and legend, adventure stories, fable.

The other type of narrative is nonfiction. Narrative nonfiction is written based on personal experience. All the content is tell about real accidents which are occurred in author's life.

#### e. The Schematic Structures of Narrative Text

In constructing text, the researcher should follow several steps that are commonly used to create a narrative story. The generic structures of narrative texts are orientation, complication, sequence of events, resolution, and Coda.<sup>14</sup>

##### 1) Orientation

This part is commonly mentioned in the first paragraph, it can be called as an introductory part of a story. The narrator let the readers know where and when the story takes place and who are involved in the story called as characters. Every event must be supported by some characters which participated in a story. Characters regard as a particular role in a story. The characters mention such as beautiful, helpful, selfish, faithful, etc. In the part of orientation, students could

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<sup>13</sup> Santi S. Buscemi, *A Reader for Developing Writers*, (New York: McGraw Hill, 2002), p. 341.

<sup>14</sup> Mark Anderson and Kathy Anderson, *Text Types in...*, p. 4.

mention not only adjectives which belongs to the characters but also physical characteristic such as; weight, age, height and so forth.

2) Complication

In this part, the narrator tells us about something that will begin in a series of event. This event will influence toward one or some characters. The complication is a trigger.

3) Sequence of events

This part is where the narrator explains about how the characters react to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flash backs. The audience is given the narrator's point of view.

4) Resolution

This part can be found in the end of the story. The narrator finishes the story by giving readers and listener about a problem solving of complication or the complication is sorted out.

5) Coda

The narrator will put together a coda in the text if there is a moral value or message from the story which could become as learning for both the readers and listeners.<sup>15</sup>

Actually, the most common schematic structure of narrative text which is learned by students is orientation, complication, and resolution. In this following is the example of schematic structures of narrative text:

**The Legend of Beowulf**

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill

**Orientation**

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<sup>15</sup> *Ibid.*

the monster but their words were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armor and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster- he pulled off an arm! Grendel went back to his home in a lake and died.

***Complication***

Grendel's mother was very angry and the next night she went to the castle and killed a knight. In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

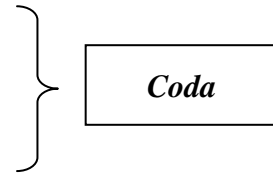
***Complication***

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a

***Resolution***

cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon.

King Beowulf was an old man but he put on his armor again and killed to the dragon.<sup>16</sup>



Taken from *Opportunities Elementary*, 2003

#### f. The Linguistic Features of Narrative Text

There are several language features which are commonly found in the narrative text:

- 1) Noun which identify characters and place in the story.
- 2) Time words that connect event, telling when they occurred.
- 3) Verbs that show the actions that occur in the story.
- 4) Adjectives that provide accurate descriptions of characters and settings.<sup>17</sup>

In this following is the example of language features of narrative text which still connected with the story presented above:

**Table 1**  
**Language Feature of Narrative Text**

No	Linguistic Feature	Example
1	Specific participants	Beowulf
2	Generic Participants	The king, Grendel and Grandels'

<sup>16</sup> Joko Priyana, *et al.*, *Interlanguage: English for Senior High School Students XI*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 83.

<sup>17</sup> Mark and Kathy Anderson, *Text Types in...*, p. 8.

		mother
3	Past Tense	<input type="checkbox"/> There was a horrible monster called Grendel. <input type="checkbox"/> He lived in Denmark.
4		<input type="checkbox"/> He went to the King's castle. <input type="checkbox"/> The monster came into the castle and killed a knight
5	Adverb of Time	Once upon a time, one day, when, next night, In the morning.
6	Adverb of Place	In Denmark, In the castle, In the lake, In a cave.
7	Coordinate Conjunction	And, but.

In the language features mentioned above frequently to be used in writing a narrative text by a narrator. It always involves a character or the number of characters in every story. Similarly, in the story of the legend of Beowulf above, the specific character is Bewoulf. Moreover, it uses time word in that story, for example, “Once upon a time...” And also the last two elements of language feature. Furthermore, language features are served to make students easier in understanding a story in a text. By the use of past tense, it helps students to characterize the type of narrative text itself, so they can differentiate a narrative text from other text types and the readers will know what happened in the story. However, conjunction is also really important to elaborate the characters and setting of that story.

### 3. The Description of Story Mapping Technique

#### a. The Definition of Story Mapping

There are many definitions of story mapping stated by several experts. The term story mapping consists of two different words. They are story and mapping. Based on Hornby in Oxford Advanced learner's Dictionary 'story' is a description of events and people that the writer or speaker has invented in order to entertain people.<sup>18</sup> Story is also regarded as a fiction selection to entertain a reader; as a part of pleasure. On the other side, map is defined as a drawing to describe or give information about something, especially the way it is arranged or organized. So, if the word is added with *-ing*, become mapping, it could be defined as a sketch or drawing that shows location or relation between things or place. In other word it is an action to make a map.

Lewin said that story mapping is a graphic organizer consists of six components which commonly appear in a story; title, characters, settings, main events, problems, and conflicts, and solution or resolution, it helps the writers to make a relation between the stories which they want to write and their knowledge.<sup>19</sup>

Khalaf defined that story mapping could be used as a visual graphic organizer that draws six elements in narrative text such as setting, characters,

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<sup>18</sup> A.S. Hornby. *Oxford Advanced Learners' Dictionary of Current English*. (New York: Oxford University Press.19.74), p. 815.

<sup>19</sup>Larry Lewin, *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in grade 6-12* 1st ed, (New York: Jossey-Bass, 2003), p. 68, accessed at <http://www.ccsenet.org/elt/March 29<sup>th</sup> 2017, 08:20 a.m.>

sequence of major events and actions of story characters, so that students enable to connect story events and to perceive structure in story.<sup>20</sup>

Pamela also stated that story mapping is used to represent some story components in form of graphic visualization which has a purpose to give writers or readers a picture to provide an overview of a story, so that they can make clearly outline the relationships to each other. Those components of story which frequently appears are setting, characters, goal, conflict or sequence of events, and resolution.<sup>21</sup>

Based on the concept of some experts above, story mapping is a graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. After completing individual sections or the entire organizer, students have the ability to print out their final versions for feedback and assessment.

#### b. The Kind of Story Mapping

Farris divided story mapping into two types: graphic story map and bubble map (see figure 2.2 and 2.3). The different colors which fulfill of each element in the story mapping are used to make it more insightful and the teaching learning process become more memorable.<sup>22</sup>

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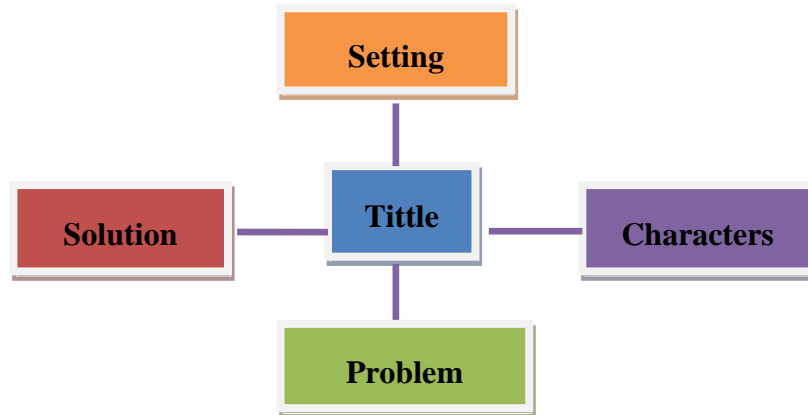
<sup>20</sup> Salem Saleh Khalaf Ibnian, The Effect of Using Story Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL, *Journal of English Language Teaching*, vol.3, 2010, p. 182, accessed at <http://www.ukessay.com/..April 3<sup>th</sup> 2017>, 10:10 a.m.

<sup>21</sup> Pamela J. Farris, Carol J. Fuhler, and Maria P. Walther, *Teaching Writing - a Balanced Approach for Today's Classroom*, (New York: McGraw-Hill, 2004), p. 345.

<sup>22</sup> *Ibid*, p.3.

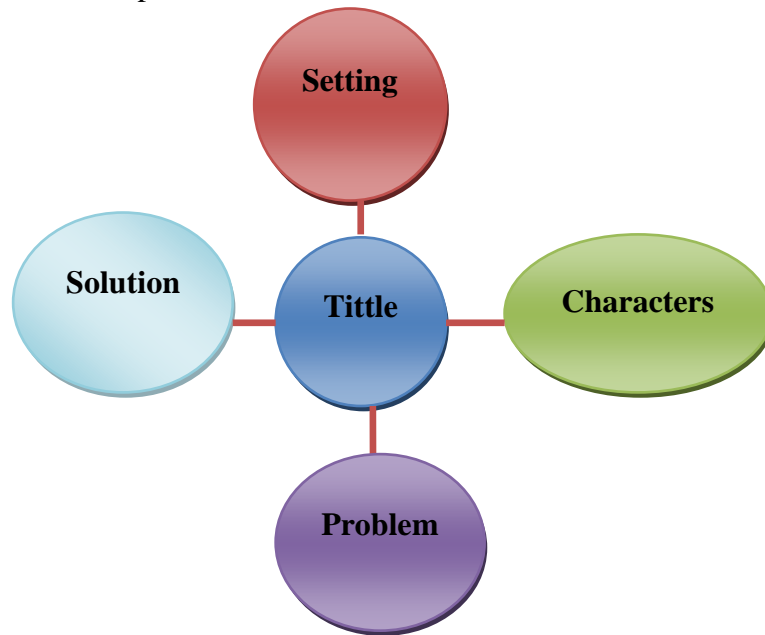


1) graphic story Map



**Figure 1**  
**Graphic Story Map**

2) Bubble map



**Figure 2**  
**Bubble Map**

c. The Procedures of Story Mapping

These are some instructions that have to be followed in writing narrative text by using story mapping. The general procedures are used to prepare a basic story mapping includes the following steps:

- 1) Elicit students' current procedures and strategies for planning before writing. Write a list of ideas on the board.
- 2) Explain the four stages of writing; planning, composing, revising, and editing. Tell the students that they are going to focus on planning and that you are going to share another strategy with them to help them plan their writing.
- 3) Introduce the story mapping as a graphic organizer for planning to write.
- 4) Demonstrate the strategy by partially completing a story mapping for your own story.
- 5) Have students complete a story mapping for their folk tale. Students may work in groups to share ideas and help each other. When students are finished, have pairs exchange their story maps and check that they are complete.
- 6) Have students begin write their stories. Remain them to use story mapping to guide them as they write.

7) Review their stories.<sup>23</sup>

Those are simple procedures in writing using story mapping which could be applied in classroom. It is used as a framework of outlines for story writing.

d. The Advantages and Disadvantages of Story Mapping

Here are several advantages and disadvantages of using story mapping as a technique in teaching narrative text. Zygouris and Glass mentioned some advantages of story mapping in their article:

- 1) Students can use a story mapping as a pre-writing strategy. The teacher can introduce a topic through a complete story map. Students can make or create ideas about what they will.
- 2) Students can use story mapping as a prewriting tool in developing their own stories.
- 3) Students can use their story mapping as notes for oral book reports.
- 4) Students can use story mapping in preparing media presentations.
- 5) Teachers can also use story mapping in writing conferences as a way to help students revise their story writing.<sup>24</sup>

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<sup>23</sup> Anna Uhl Chamot, et al., *The Learning Strategies Hand Book*, (New York: Longman), 1999, p. 217. Accessed at [http://ebooks.cambridge.org/ebook.jsf?bid=CBO9781139524490/](http://ebooks.cambridge.org/ebook.jsf?bid=CBO9781139524490) April 5<sup>th</sup>, 2017.09:20 a.m.

<sup>24</sup> Zygouris, Coe V and Glass, C, *Story Mapping*, *Florida Department of Education: Writing Strategy of the Month Journal*, vol. 2, 2004, accessed at [http://forpd.ucf.edu/strategies/stratStoryM.html/](http://forpd.ucf.edu/strategies/stratStoryM.html) October 11<sup>th</sup> 2016, 10:20 a.m.

On the other side, story mapping has also some disadvantages. They are :

- 1) Story mapping can be applied only for certain kinds of text, such a narrative text, then the maps can be applied to the stories, particularly the shorter text.
- 2) Applying story mapping in teaching narrative text needs a longer time than without using this method. Therefore, this method cannot be used for anytime of teaching.<sup>25</sup>

e. Teaching Narrative Text Using Story Mapping

In this research, the researcher attempts to use story mapping technique in teaching writing of narrative text and find out the effectiveness of the technique. Firstly, the students are given the instruction about what they are going to do and why they should use story mapping in writing of narrative text. The instruction might encourage the students to be more enthusiastic about what they are going to learn and it is important that students should know what they are going to do and gave them ideas when they finished the task.

Next, an example of story mapping is given to the students in which consists of some elements of narrative text such as setting, characters, problem, resolution and coda and explained how to create a story mapping. Then, students had to complete those elements. Students are order to write a

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<sup>25</sup>*Ibid.*

narrative text, the topic is decided by her. Students had to create a story mapping by themselves for their own story before they began their writing. They had to fulfill each elements of narrative text which was provided in the story mapping. In the part of problem, they had to write the chronological of some conflicts which might occur in their story. After they finished in completing their story mapping with their ideas, they might start writing their story with using story mapping as their guideline in writing process.<sup>26</sup> Following the story mapping could make students easier in organizing their thoughts and ideas.

In arranging the lesson plan of the teaching and learning process, the researcher used the syllabus in creating the lesson plan and the test which is used in this research. For the writer, syllabus could help her to guide and arrange the lesson plan (RPP) during the learning teaching process. When she made a test to evaluate the students, syllabus was also useful to use in observing the test whether the test is appropriate or not. The syllabus itself might include the standard of competence, based competence, materials, indicators, time location, learning activities and evaluation.

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<sup>26</sup> Annisa Purwaning Sayekti, Using Story Mapping To Teach Students' Writing Ability of Narrative Text (A Pre-Experimental Study at The Eleventh Grade Students Of Sma Negeri 90 Jakarta), (Script 2014), accessed at <http://www.ukessay.com/..>/March 29<sup>th</sup> 2017,08:20 a.m.

## B. Review of Related Findings

There are relevant studies related to the use of the story-mapping technique in improving students' writing ability. The first study comes from Rosyida Fauzi (2010). This research has purpose to know whether students' understanding of narrative text could be improved by using story mapping or not. The result of the study showed that the students can improve their understanding of narrative text through story mapping strategy. After calculating and analyzing the data, there is significantly effect of story mapping to the students of MA Pembangunan Jakarta, 45 better than 73.<sup>27</sup>

The second study comes from M.Yunus (2008). The participants are 40 students who are the members of class 1.5 SMA Negri 3 Palembang. This study is a classroom action research. Preliminary data are gained by interviewing the class English teacher and the first-year students who are having a problem in reproducing English texts especially short stories. The result of this study demonstrated that the students' scores of writing achievement improved after the application of story mapping and there is a difference in the mean scores of their writing test before.<sup>28</sup>

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<sup>27</sup> Rosyida Fauzi, Improving Students' Understanding of Narrative Text by Using Story Mapping (A Classroom Action Research at the First Grade Students of MA Pembangunan), (Script UIN Jakarta 2010), accessed at <http://www.ukessay.com/>./April 5<sup>th</sup> 2017, 11:30 a.m.

<sup>28</sup> M.Yunus, Improving Students' Skill of Creating Short Story Mapping at SMA Negri Palembang 3, (Script 2008), accessed at <http://www.ukessay.com/>./April 5<sup>th</sup> 2017, 10:20 a.m.

The Third is a study conducted by Salem Saleh Khalaf Ibnian (2010). His study attempted to answer the following questions: What are the short story writing skills needed for tenth grade students in EFL And what is the effect of the using the story-mapping technique on developing tenth grade students' short story writing skills in EFL. This study is an experimental study conducted in Jordan which use 84 tenth grade male students as sample classified into four classes, two served as an experimental group and the other ones as control. The result of this research proved that the story-mapping technique had a positive effect on developing Jordanian tenth grade students' short story writing skills in terms of content and organization, mechanics of writing, language use as well as in skills emerged from creative abilities (fluency, flexibility, novelty and elaboration).<sup>29</sup>

From the study above, it can be concluded that the story mapping technique has an effect on improving the students' writing ability. Those study gave the information how to apply story mapping in the classroom, so it can be practiced by the researcher. So, i believe that the story-mapping technique can be regarded as an effective way to improve students' writing ability.

### **C. Conceptual Framework**

From the previous theories, the researcher conclude that writing can be as an activity to deliver what someone thinking of using hand-printed. Through writing,

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<sup>29</sup> Salem Saleh Khalaf Ibnian, The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL, English Language Teaching. Vol. 3,2010, accessed at <http://www.ccsenet.org/elt/April 3<sup>th</sup> 2017>, 10:10 a.m.

people can share and convey their ideas to another. In conveying ideas, it is important to consider the appropriate text type because there are a lot of texts which must be learned by students Senior High School.

Writing is one of the four skills in English. It is considered as a difficult skill since it involves more language than the other skills. Writing become a problem in SMA N 7 Padangsidempuan surrounding by several aspects that influence this problem. Those aspects are related to the teacher, students, and the learning process. This study concerned with the activation of the story mapping to the students.

#### **D. Hypothesis of the Action**

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "story mapping Technique can improve students' writing ability in narrative text."



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

This research conducted at SMA N 7 Padangsidimpuan. The school is located on Jln. H.T Rizal Nurdin km 5.5 Padangsidimpuan. This research conduct in academic year 2016 /2017. The process of research done from October 2016 up to November 20<sup>th</sup> 2017. The reason of taking the research for this educational level, because this level should master narrative text.

#### **B. Research Design**

In this research, classroom action research (CAR) is applied, which focused on the efforts to improve the real condition of the English teaching and learning process. According to Burns, action research is a research in which in doing the research the researcher involves taking a self-reflective, critical, and systematic approach to explore teaching context.<sup>1</sup> In this research, the researcher looked for the problems in the teaching and learning process to be solved or weaknesses on the teaching and learning process that could be improved. Therefore, in action research, the focus is on process not the product. Action research is not only solving problem but also improving matters.

Based on Gay and Airasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice, action

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<sup>1</sup> Burns, A., *Doing Action Research in Language Teaching: A Guide to Practitioners*, (London & New York: Routledge, 2010), p. 47.

implies doing or changing something.<sup>2</sup> Kemmis and Mc Taggart in Burns state that one of the key principles of action research is collaborative, it means action research involves those who responsible for action in improving that action.<sup>3</sup> In doing this research, the researcher did not work alone; he collaborated with the English teacher to improve the way in teaching English, especially in teaching writing in order to improve the writing ability of the students grade XI in SMA N 7 Padangsidempuan through the story mapping technique.

### **C. Participants**

The participants of this research is classroom XI IPA 2 of SMA N 7 Padangsidempuan in academic year 2016/2017. The total numbers of subjects were 23 students consisting of 11 females and 12 males. There are some reasons why the subject was chosen. Such as; the students of this class had lower ability in English lesson, especially in writing English text, the class had a enough quantity of the students to do research.

### **D. Instrument of Collecting the Data**

There are two kinds of instruments used to get the data in this research. They are test and observation with the students and the English teacher. Observation sheet are used to get qualitative data, and to obtain quantitative data, test form are used.

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<sup>2</sup> L.R. Gay Airasian, *Educational Research* (New Jersey: Prentice Hall Inc, 2009), p.593.

<sup>3</sup> Burns, A., *Doing Action Research...*

## 1. Test

A test as method in measuring a person's ability about knowledge or performance in given domain.<sup>4</sup> Researcher takes the writing evaluation criteria rubric as reference in the process of learning to get student's score. The students will be testing based on the topic. The criteria of the qualification score is present in the following table.<sup>5</sup>

**Table 2**

**The criteria of qualification score**

No.	Criteria	High score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form	20
	Total score	100

## 2. Observation

The observation sheets are used by the collaborator to write field notes.

The observation was conducted during the teaching and learning process. Gay

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<sup>4</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education. Inc 2004), p.03

<sup>5</sup>*Ibid*, p.15

and Airasian pointed out field notes are the observer's record or documenting of what the researcher has see, hear, experience tought about juring and observing session.<sup>6</sup>

By having field notes, the researcher are able to record everything happened in the class during the action. The collaborator also noted the field situation that could not be seen by the researcher in the teaching and learning process. From the field note, the researcher and the collaborator could find the weaknesses and the obstacles in the research.

#### **E. Data Collection Technique**

In gathering the data of this research, there are two techniques used, namely; test and observation. At the first step the researcher observe the teaching and learning process. In observing the teaching learning process, the researcher collect the data in the form of field notes. Furthermore, the researcher did the test to the students to collect the data regarding the problems in English writing. All those steps are done in order to reach the process validity on research study. Planning the action the process validity are expected to be reach. Hence, the researcher have to get discussion with English teacher in order to improve the students' ability in writing narrative texts.

#### **F. Research Procedure**

The personal aim of this research is the improvement of one's learning, while the social aim is an improvement of the situation. In conducting the

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<sup>6</sup>*Ibid.*

collaborative action research, the researcher invited English teacher and the students to work collaboratively. The team worked together in planning, implementing and reflecting the action. Therefore, the model used in action research should be adaptable, according to how teachers' personal ideas and theories about what is happening in their classroom are developing. The cycles in action research also should be successive and open, and allow for as much as feedback and interaction between the cycles as possible. The action research will be conducted in two cycles, depend on the aim of the research study.

Kemmis and Mc Taggart in Burns have developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.<sup>7</sup> There are four phases that are used to conduct the action research:

1. Planning

In this step, the researcher analyzed and interpret the themes of the research or study. The researcher identified and analyzed the problems by doing observation in the class. The researcher also conducted the test to the students to get further information about the students' writing skill.

2. Action

After planning the actions, the researcher and the collaborator implemented the actions in the teaching and learning process. In this step, the

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<sup>7</sup> Burns, A., *Doing Action Research...*, p.7.

researcher began to face with the subject of study. The purpose of this step is to solve the problems, which is the students' low writing skill.

### 3. Observation

After acting, the researcher elaborate the type of data, the data collecting procedure, and the instruments that used to collect the data. It is done to know the impact of the technique that had been used and to find out the problem that occurred during the implementation of the technique.

### 4. Reflection

By doing reflecting, the researcher evaluated the process during the research process. The researcher observed whether the action had negative or positive effect to the teaching-learning process. The items that evaluate include change of the students, class, and also teacher.



Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle. Here some explanations about each phase and how it works.

## 1. Cycle 1

### a. First meeting

#### 1) Planning

- a) Arranging the lesson plan that consists of the steps of action.
- b) Determining the lesson material is about the descriptive text.
- c) Designing the procedure teaching reading by using establishing purpose strategy.
- d) Preparing the test in first cycle.
- e) Preparing list of interview to the students.
- f) Preparing worksheet if interview for students in doing interview activity.
- g) Preparing observation note sheet of students' activity in teaching process for observers.

#### 2) Action

- a) Arranging set formation.
- b) Telling the purposes of learning.
- c) Giving the topic for the students.
- d) Introducing the activity performance.



- e) Giving students function to be acted.
- f) Introducing the procedures of establishing purpose strategy.
- g) Presentation.
- h) Tasking students to execute the activity to test the students' reading comprehension.
- i) Encouraging and concluding learning.

### 3) Observation

- a) Observing the execution of Establishing purpose strategy.
- b) Observing students' reading comprehension from the establishing purpose strategy from the presentation

### 4) Reflection

- a) Discuss with the teacher about the action.
- b) Making any decision for the next meeting.
- c) Developing another environment to be stimulated.
- d) Clarifying the problems found in the activity whether in the case of students or teacher.

## b. Second Meeting

### 1) Planning

- a) Analyzing the problem that had been found from first meeting.
- b) Making more a lesson plan.
- c) Preparing the observation work sheet.
- d) Preparing the text and that will be used in teaching learning activity.

- e) Designing the teaching reading procedure by using establishing purpose strategy

## 2) Action

- a) Eliminating the problems which are found in the first meeting by motivating, encouraging, controlling and managing the class.
- b) Reminding previous materials in the last meeting.
- c) Helping students to keep practicing in activity.
- d) Teacher gave the example of descriptive text then discussed it together.

## 3) Observation

The teacher's observation done during the action like:

- a) Teacher monitoring the students' activity when performance begins.
- b) Teacher observed the students as long as the testing.

## 4) Reflection

Reflection is gathered from the result of reading test through the activities in the classroom.

## 2. Cycle 2

The second cycle conducted in two meetings too. Every meeting have done for ninety minutes.

### a. Third meeting

#### 1) Planning

- a) Made the lesson plan that consists of action step.

- b) Made the learning planning approaching by using establishing purpose strategy.
  - c) Prepared the test as the instrument for collecting data in reading comprehension.
  - d) Discussed how is the procedure to apply establishing purpose strategy in reading comprehension.
  - e) Prepared all the material that needed in the teaching learning process, as; lesson plan, media, value criteria and others.
- 2) Action
- a) Told the purpose of learning.
  - b) Explained the aim of the research and establishing purpose strategy to students.
  - c) Conducted the establishing strategy to the students.
  - d) Give the times limitation about 45 minutes for establishing. Monitored every step that have planed.
  - e) Monitored the times that needed in every activity.
  - f) Prepared the solution if you get the problem when the action is doing.
  - g) Collected the worksheet of students
- 3) Observation
- a) Discussed the observations planning with the English teacher
  - b) Observed the researcher conducting in every cycle in learning process directly.

- c) Collect the information about students attitude in discussing activity or following the learning process.
- d) Get the data or information about the situation or condition in learning process.

#### 4) Reflection

- a) Analyzed the data that had get.
- b) Analyzed the weakness and researcher action in conducting the establishing purpose strategy.
- c) Reflected the establishing purpose strategy that is used.
- d) Reflected on the teacher teaching activity.
- e) Reflected the students learning activity

Evaluated or interprets the data have gotten from the class and make the next planning for the next meeting.

#### b. Fourth Meeting

##### 1) Planning

- a) Analyzed the reflection result in the first cycle.
- b) Prepared all the materials, such as lesson plan, instrument and observation of teacher and students activity that would be needed in the teaching-learning process for the third and fourth meetings.
- c) Encoded the problem and progress in the learning process.

##### 2) Action

- a) Eliminated the problem findings in cycle 1 by motivating encouraging, controlling and managing the class.
  - b) Give the text and learning material to the students.
  - c) Applied the establishing purpose strategy to the students.
  - d) Give the times limitation about 45 minutes for establishing.
  - e) Asked the students some preview questions before they start reading the text.
  - f) Interrupted the story in the middle to ask for establishing about what will happen.
  - g) Give the ending and ask for establishing about the beginning.
  - h) Give the students a sentence in the new language and ask them to complete it.
  - i) Give the establishing strategy worksheet.
  - j) Explained to the students to establish better than in the cycle 1.
  - k) Collected the students' worksheet result.
- 3) Observation
- a) Monitored the teaching learning by using establishing strategy.
  - b) Recorded the different is being.
  - c) Discussed the problem in the process of teaching and learning finds the solutions.

#### 4) Reflection

- a) Analyzed the weakness and the teacher progress when establishing strategy has conducted.
- b) Reflected the teaching and learning result of the researcher and students by using establishing purpose strategy.
- c) Evaluate or interprets the data that get from the class.

### **G. Data Analysis**

In this stage, the researcher present and account the research for others. In present account of the research, the researcher show the report that set out the process of the research by discussing the question, describing the context of the research, outlining, and interpreting the finding, and suggestion the feedback project.

To know the mean of students' score for each cycle, the writer applies the following formula:

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

Where : x: The mean of the students.

$\sum x$ : the total score

N: the number of the students.

$$P = \frac{R}{T} \times 100\%$$

Where: P: The percentage of students who get the point 65.

R: The number of students who get the point up 65.

T: The total number of students do the test.

After calculating and scoring students' answer sheets then, their score are classified on the table below.

**Table 3**  
**The Classification Quality of Students Score**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%, it can be categorized into very high.
- b. If the value of mean score 61 – 80%, it can be categorized into high.

- c. If the value of mean score 41 - 60%, it can be categorized into enough.
- d. If the value of mean score 21 - 40%, it can be categorized into low.
- e. If the value of mean score 0 - 20%, it can be categorized into very low.<sup>10</sup>

To test the significances the hypothesis, the researcher used t-test for samples. The formulation of t-test as follow:<sup>11</sup>

$$t = \frac{M_D}{SE_{MD}}$$

Where:  $M_D$  =Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$  = number of difference score between Second Test and First Test

$$D = X - Y$$

$N$  = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$SE_{MD}$  = Standard error from mean of difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$SD_D$  = standard deviation from the difference score between first test and second test.

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<sup>10</sup>Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

<sup>11</sup>Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Rajagrafindo Persada, 2008), p.305-306.



## CHAPTER IV

### RESEARCH RESULT

#### A. Data Description

This chapter finding and discussion based on the analysis of the data collected from implementation of story mapping technique to improve 23 students writing ability in narrative text in each cycle of this research. The research was done at the XI grade of SMA N 7 Padangsidimpuan. Related to research finding; the data were attained from teaching learning process and evaluation. The aim of giving an evaluation was to know how far students writing ability in narrative text through story mapping technique in this action research. Researcher applied quantitative analysis by used formulation of mean score that described the data as follow.

#### 1. Cycle 1

In the first cycle, there was two meetings. The meeting conducted of 90 minutes. Every meetings had done for 2 x 45 minutes. So, two meetings had done for 4 x 45 minutes or 180 minutes. There were some differences of each cycle. Therefore, the researcher made the activities for the first cycle as follow:

##### a. First Meeting

##### 1) Planning

The first meeting was conducted on Saturday, November 11<sup>th</sup> 2017. It was done in XI IPA 2 grade of SMA N 7 Padangsidimpuan,

consisted 23 students. The class would be instructed by the researcher for each meeting during the research done in the classroom, it was done in planning stage. The researcher had to prepare and plan the materials and apply the story mapping technique that would be tough to the students. The researcher made lesson plan based on the syllabus and prepared text that use procedure of story mapping in the text. Then, prepare instruments for students.

## 2) Action

The activity in this stage was the implementation of the lesson plans which mean implementing every step which arranged in the planning stage. The researcher came into the class with English teacher of XI IPA 2, Arnisah, S.Pd. Then, the researcher explained that purpose of this research is to complete data for thesis.

The first step, the researcher greeted the students to open the class and then checked the students' attendance. The researcher explained the purpose was not for teaching like usual but for research. The research gave the learning material to the students about narrative text by using story mapping technique.

The second step, before started the lesson, the researcher asked the students to review about what is a narrative text. There were some students responded that they still remembered the material about narrative text, but a half of them still responded confusedly. Then, the researcher

continued by giving some explanation about narrative text. the researcher also stimulated the students' idea to create an example of the narrative text.

Finally, the researcher was going to the materials. The researcher gave students example of narrative printed text "The Princess and The Pea". Then, explained the procedure of story mapping technique to help students got easy to create a narrative text. Then, the researcher explained the steps to write; planning, organizing, revising, and editing. The researcher gave story mapping technique to students as planning in writing. Next, the researcher explained how to complete the story mapping before writing.

Meanwhile, the researcher asked students to think their last experience, and the researcher asked students to create their last experience into a narrative text by using story mapping technique. After created example of narrative text, the researcher gave timing to finish this activity, and the researcher collected the students writing result.

### 3) Observation

In this research, the researcher observed the students' activity when teaching and learning process. While the researcher was explaining, there were some students who confused about the story mapping, most of students did not enthusiastic when learning writing narrative text, there were some students doing their task were not appropriate with instruction,

there were several students had not finished yet their task and did not collect the task on time. So, in the next meeting, researcher must give more motivation to students.

#### 4) Reflection

The conclusion of applying the action in this meeting was:

- a) There were some students doing their task were not appropriate with instruction. It may be caused the students did not understand yet about the procedure of story mapping technique.
- b) There were several students had not finished yet their task and did not collect the task on time. It may be caused the students were lack interest in doing their task.

From the reflection phase above, the researcher realized that the first cycle was less and there must be more effort to develop student' writing skill in narrative text by using story mapping technique. It can be concluded that, the action needed to change to be improve again in the next meeting.

### **b. Second meeting**

#### 1) Planning

The second meeting was conducted on Monday, November 13<sup>th</sup> 2017. It was done in XI IPA 2 grade of SMA N 7 Padangsidimpuan, consisted 23 students. In this meeting, the researcher analyzed the result from the first meeting, prepared all materials that would be need in

teaching, design the teaching writing procedure through story mapping technique.

## 2) Action

The researcher greeted the students cheerfully to open the class and the students responded it enthusiastically. The researcher then checked students attendance list. In the second meeting, the researcher focused to eliminate the problems which was found in the first meeting by motivating, encouraging controlling and managing the class. But before that the researcher reminded students again about learning material that learn in previous meeting. The researcher presented and explained about the story mapping technique.

The researcher asked students to mention some familiar title of narrative text and list it on the whiteboard. Then, the researcher asked students to choose one of those titles. Next, the researcher made draft of story mapping with the elements; title, characters, settings, problems, solutions on the whiteboard. After that, the researcher asked students to raise their hand to fill the story mapping draft which still empty that appropriate with the title had chosen and do this step until all of elements of story mapping had completed. Then, the researcher asked students to create the narrative text by using those story mapping had completed.

Furthermore, the researcher asked students to create a narrative text about their last experience by using story mapping technique. The

students were doing their task, the researcher walked around the class to make sure that they work individually. After students had done their writing, the researcher corrected their works and gave a marks as first test of first cycle.

### 3) Observation

The students on this meeting look more interest and enthusiastic to write. The students showed the improvement then the previous meeting. The students more calmly and asked to the researcher if they were confuse. More than half of students finished the test on time.

### 4) Reflection

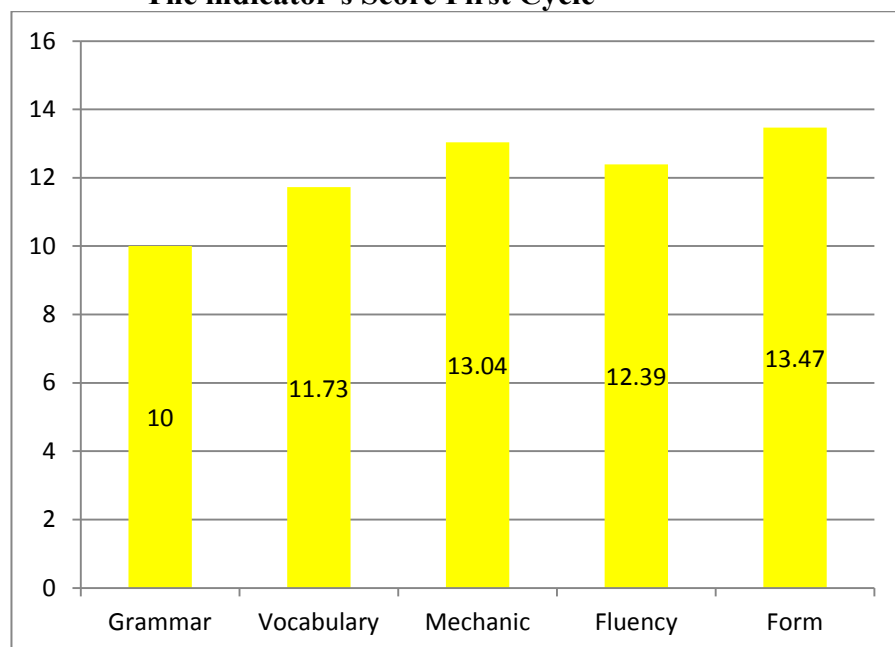
In this meeting, most of students were still confuse to answer the test. Based on the observation most of the students still low motivation. The result of the first test in the first cycle showed the students still fewer to got score above the minimum mastery criterion or KKM. There were 2 students got score 40, 2 student got score 45, 2 students got score 50, 3 students got score 55, 4 students got score 60, 1 student got score 65, 4 student got score 70, 5 students got score 75.

The indicators score in writing paragraph narrative by using story mapping technique could be seen in following table

**Table3**  
**Students' Writing Scores in Cycle 1**

Criteria of writing	Score	Mean
Grammar	230	10
Vocabulary	270	11.73
Mechanic	300	13.04
Fluency	285	12.39
Form	310	13.47

**Figure 3**  
**The indicator's Score First Cycle**



From the figure of students' score above can be seen the students' ability for each indicator of writing ability and the lower ability that the students have achieve is in grammar criteria, the mean score is 10 from maximal score is 20.

### **c. Students' Problems in cycle 1**

There were two factors could influence writing narrative text, they were:

#### **1) Internal Factor**

Firstly, in grammar students did not understand about tenses, it made difficult to construct words in sentence. The researcher gave solution for students by ordering to write the pattern of tenses that needed in the whiteboard. Secondly, in vocabulary students used word based on dictionary directly and they felt difficult to identify adverb, verb, adjective and noun. So, the researcher gave explanation how to identify noun, verb, adjective, and adverb. Thirdly, in mechanic students' system in write English spelling was far from should have been. The researcher suggested students to read and write anymore, look and read the text about English. Fourthly, in fluency students couldn't choice structure and vocabulary consistently appropriate. So, the researcher suggested students to choose the familiar vocabulary and teach how to use dictionary in order to get vocabulary quickly. Finally, in form students were difficult to identify general classification and generic structure in narrative text. Hence, the researcher gave explanation about material as clear as possible to students.



## 2).External Factor

There were 3 students who confused about story mapping. So, the researcher explained again the procedure of story mapping clearly. Then choose the interesting topic based on their want to be discussed. Some students did not enthusiastic when learning writing narrative text. So, the researcher gave some questions for students about “ The Legend of Toba Lake” to made students learn actively. There were 6 students who doing their task were not appropriate with instruction. So, the researcher will change the action on cycle 2. There was 4 students had not finished yet their task and did not collect the task on time. So, the researcher will change the action on cycle 2 to improve students understanding and do their task better.

Based on the explanation above, there were some internal factors that influenced students’ writing ability in class XI IPA 2 SMA N 7 Padangsidempuan. The researcher solved those problems in cycle 2 in order to improve their passion in learning writing skill at classroom.

## 2. Cycle 2

In the second cycle, there were also two meetings. Each meeting conducted of 2 x 45 minutes or there was 90 minutes again. In each cycle there were also some steps must doing by the researcher again, there were planning, action, observation, and reflection. The second cycle conducted on Saturday, 18<sup>th</sup> November and Monday 20<sup>th</sup> November 2017.

### **a. Third Meeting**

#### 1) Planning

The first meeting in second cycle conducted on Saturday, 18<sup>th</sup> 2017. The condition on the second cycle was different with the first cycle, the researcher made changing in this action or in the teaching learning process. Based on the problem on first cycle, most of the students still low motivation, so that the researcher could give high motivation to make the students more interest.

#### 2) Action

The researcher greeted the students and checking the attendance list. The researcher told that the meeting for today would be different than before. Firstly, the researcher showed the picture of “The Legend of Toba Lake” story. Then, the researcher make draft of story mapping with the elements on the whiteboard. The researcher continued by asking them what is the title of the story. So, the students answered it enthusiastically. Next, the researcher asked the students to fill the elements of story mapping until complete on the whiteboard. So, the students do the learning process more actively more than first cycle. The last, the researcher asked students to build a narrative text by using those story mapping.

When the students began to write their text, the researcher also began to observe again what happened in the classroom as long as

teaching learning process. The researcher observed the students that they had gotten the improvement than previous cycle. The researcher did not forget to ask them about their difficulties. The students showed the improvement where the students more calmly and even any directly and it avoid annoying in the classroom.

The researcher asked the students to collect their writing result and the researcher reminded the students to make their writing draft as clear and good as possible. Then, the researcher closed the lesson by giving conclusion about narrative text by using story mapping technique and invited the students to pray together.

### 3) Observation

In this meeting, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and followed the writing lesson, they enjoyed doing exercise. The students also more enthusiastic to learn about the material and students had collected their task on time.

### 4) Reflection

The reflection was carried out after do observation students. The researcher felt satisfied for the effort to improve the students writing skill of narrative text had been realized. The students could understand how to make narrative text, and could explore their ideas easily.

**b. Fourth Meeting**

## 1) Planning

The second meeting on second cycle conducted on Monday, November 20<sup>th</sup> 2017. In this meeting the researcher would give the first test in first cycle about learning material as learn previous to the students.

## 2) Action

The researcher entered the classroom. The researcher greeted the students warmly. It aimed to relax them before they did the test. Besides, it aimed to remind them about narrative text briefly. The researcher then checked their attendance list. There were no students was missing at that day. In this meeting, the students had to write a narrative text. It was to write about their experience. Their writing was scored as the test of second cycle.

The researcher continued to explain narrative text, generic structure, language feature and explain story mapping, how to make narrative text through story mapping technique. The researcher and students made draft of story mapping on the whiteboard and discuss what title will create become narrative text. The researcher and all of students agreed to choose “The Legend of Toba Lake” story that will be create in narrative text. Then, the researcher asked one student to fill part of draft of story mapping on whiteboard and continued by each student until the text complete.

Meanwhile, the researcher asked students to think their last experience, and the researcher asked students to create their last experience into a narrative text by using story mapping technique. In doing this test, the students had to apply what they had learned about the narrative text in the previous meetings.

After they were ready, the researcher instructed them to start writing the narrative text. The researcher walked around to control them. Sometimes the researcher asked some of them to be quiet. When the researcher informed to students that there were ten minutes left, they seemed panic. Finally time was up, the researcher gave thanks to the students and close the class, then went outside the classroom.

### 3) Observation

The researcher directly observed the students to see and to give comments and suggestions towards their peer writing result. The students showed the improvement in writing narrative text through story mapping technique result more effectively. The students on this last meeting look more interest and enthusiastic to write. The students did their test actively and all of students finished the test on time.

### 4) Reflection

As the reflection from the second test, after calculating the result of students writing ability test that had done in the second cycle showed that: Second test in second cycle, the score of the students improve from first

cycle. From the test result can be concluded that 2 students got score 70, there were 4 students got 75, there were 8 students got 80, there were 7 students got 85, and there were 2 students got 90.

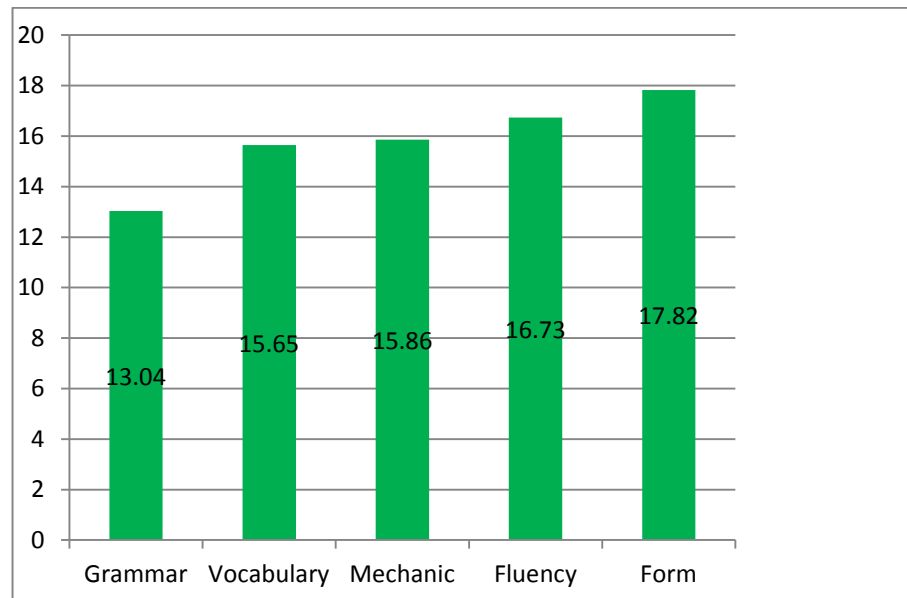
**Table 4**  
**Students' Writing Scores in Cycle 2**

Criteria of writing	Score	Mean
Grammar	300	13.04
Vocabulary	360	15.65
Mechanic	365	15.86
Fluency	385	16.73
Form	410	17.82

From the table of students' achievement in writing ability above, it could be seen the students writing scores for each indicator through story mapping technique. The researcher made the conclusion that story mapping technique in teaching writing narrative text improved the students of writing ability at grade XI IPA 2 SMA N 7 Padangsidempuan. Most of the students showed the good improvement in the writing ability indicators; grammar, vocabulary, mechanic, fluency and form.

From the total number of students that there were 23 students in class XI, and there were 2 students who didn't pass Minimum Mastery Criterion (KKM). The mean score of the second cycle was 80.65 and the percentage was 91.30%. The students' improvement in writing narrative text by using story mapping technique could be seen through following graph:

**Figure 4**  
**The Indicators' Scores Second Cycle**



From the figure above, can be seen that every indicators' score in second cycle improved than first cycle.

### c. Students problem in cycle 2

From the result finding had done in the second cycle, the students problems had been solved by several problem solving that researcher had applied in second cycle as follow:

#### 1) Internal Factor

Firstly, in grammar there were some students still did not understand about tenses, it make difficult to construct words in sentence.

So, the researcher gave solution for them by ordering to write again the

pattern of tenses. It showed that the students improved. Secondly, in vocabulary also there were students still difficult to identify word from adverb, verb and noun. Hence, the researcher gave explanation how to identify noun, verb, adjective, and adverb. Thirdly, in mechanic students have system to write English spelling that far from should have been

The researcher suggested students to read and write anymore, look and read the text about English. Fourthly, in fluency students use the unfamiliar vocabulary. So, the researcher suggested students to choose the familiar vocabulary. Finally in form students were difficult to identify general classification in narrative text. The researcher gave explanation about material as clear as possible to students. It showed that the students improved that can be seen from students' problem in cycle 1 had solved in cycle 2.

## 2) External Factor

All of students more enthusiastic than first cycle and they had motivation in learning process. There were 3 students who confused about story mapping. So, the researcher explained again the procedure of story mapping clearly. Then choose the interesting topic based on their want to be discussed. Some students did not enthusiastic when learning writing narrative text. So, the researcher gave some questions for students about "The Legend of Toba Lake" to made students learn actively. There were 6 students who doing their task were not appropriate with



instruction. So, the researcher will change the action on cycle 2. There was 4 students had not finished yet their task and did not collect the task on time. So, the researcher will change the action on cycle 2 to improve students understanding and do their task better. So, students have improved that first cycle.

Therefore, the problems in cycle one could be solve successfully. Hopefully, the students were able to survive their behavior same as cycle 2 in despite of this researcher had been finished in doing research.

### **B. The Comparative Result of Action**

The comparative score of students' ability in writing narrative text between cycle 1 and cycle 2 showed that, the mean score in the cycle 1 was 60.65 (21.73 %), then in cycle 2 the mean score 80.65 (91.28) it mean that mean score increased from the score 60.65 become 80.65 it was passed the Minimum Mastery Criterion (KKM) 75, it could be seen from the percentage of the students who got the score above. From the data above, the researcher would like to give some explanation toward the actions have done. The first test was done in the last meeting of cycle 1 and the second test was done in the last meeting of cycle 2.

The first test in the first cycle was about "The Legend of Toba Lake". In this test the students still fewer to got score above the minimum mastery criterion or KKM. There were 2 students got score 40, 2 student got score 45, 2 students got score 50, 3 students got score 55, 4 students got score 60, 1 student got score 65, 4 student got score 70, and 5 students got score 75.

Based on the passed on minimum mastery criterion were 21.73 % students from 23 students in class XI IPA 2 who still confused about story mapping technique. So, the researcher made the second cycle to improve students writing narrative text by using story mapping technique with the other trick in teaching learning process. There was the formula to calculate mean score:

$$\begin{aligned} Mx &= \frac{\sum f x}{N} \\ &= \frac{1395}{23} \\ &= 60.65 \end{aligned}$$

Then, researcher calculated the percentage of students who passed Minimum Mastery Criterion (KKM). The researcher used formula as follow:

$$\begin{aligned} P &= \frac{R}{T} \times 100\% \\ P &= \frac{5}{23} \times 100\% \\ P &= 21.73\% \end{aligned}$$

Second test in second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. In other word, there were two students who still got score below the KKM as it 70. But their score had improved from first cycle. From the test result can be concluded that 2 students got score 70, there were 4 students got 75, there were 8 students got 80, there were 7 students got 85, and there were 2 students got 90.

From the total number of students that there were 23 students in class XI IPA 2, and there were 2 students who didn't pass Minimum Mastery Criterion

(KKM). The mean score of the second cycle was 80.65 and the percentage was 91.30%. The calculation of the students score in the second cycle as follow:

$$\begin{aligned} Mx &= \frac{\sum f x}{N} \\ &= \frac{1855}{23} \\ &= 80.65 \end{aligned}$$

To know the calculation of percentage students who passed Minimum Mastery Criterion (KKM) in cycle 2 the researcher used formula as follow:

$$\begin{aligned} P &= \frac{R}{T} \times 100\% \\ &= \frac{21}{23} \times 100\% \\ &= 91.30\% \end{aligned}$$

Students' writing ability improved significantly. The improvement was 60.65(21.73%) in first cycle and 80.65 (91.30%) in the second cycle.

**Table 5**  
**Comparative of Percentage Student's Comparison Study**

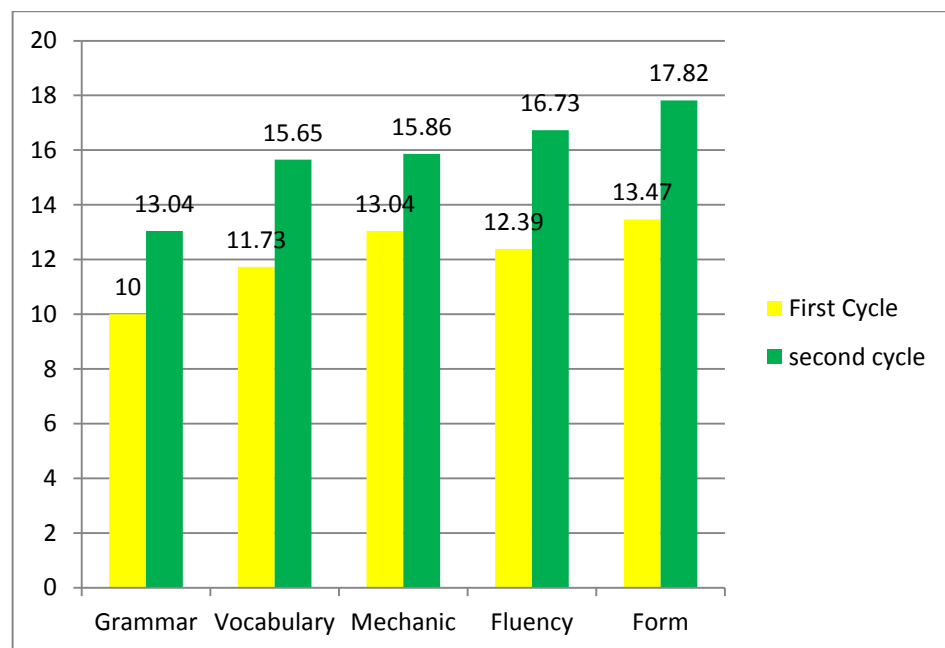
No.	Student's Initial	Cycle 1 First Test	Cycle 2 Second Test
1	AJH	*75	90*
2	A	*75	80*
3	AM	50	75*
4	AP	50	75*
5	ARS	*75	85*
6	ASH	*75	80*
7	ASN	40	80*
8	DA	*75	85*
9	DFL	45	90*
10	FAN	40	70
11	FN	55	85*
12	MH	70	85*
13	M	55	85*

14	NT	45	70
15	NT	55	80*
16	RBS	70	80*
17	RH	70	85*
18	RP	60	80*
19	SP	60	80*
20	SP	60	85*
21	Y	65	80*
22	M	60	75*
23	RS	70	75*
	Total	1395	1855
	Mean: $M = \frac{\sum f x}{N}$	60.65	80.65
	Percentage: $P = \frac{R}{T} \times 100\%$	21.73	91.30%

*\*The students who passed the KKM (75) in first cycle and second cycle*

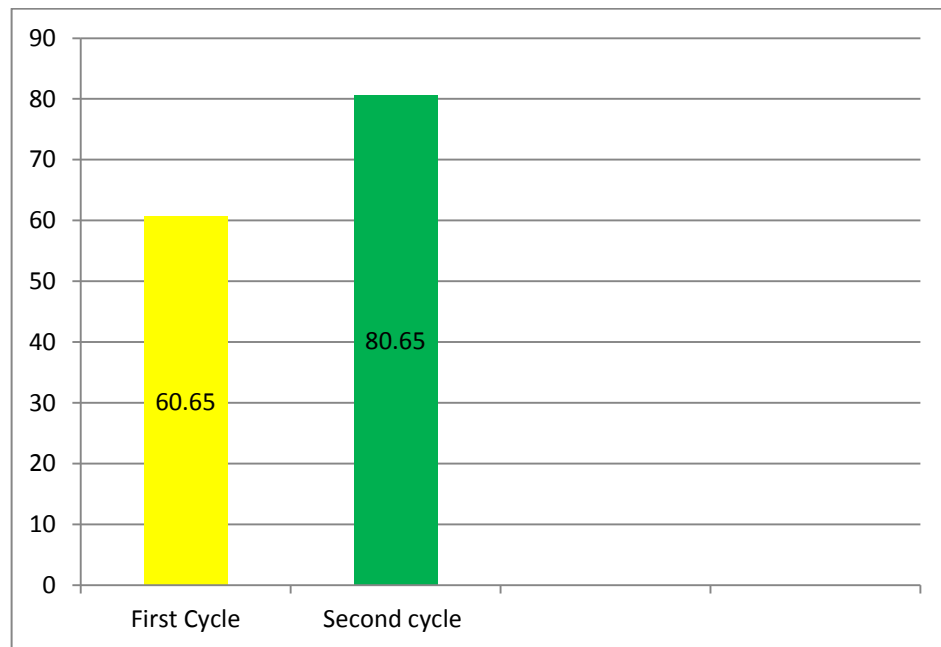
The researcher also provided the graph that showed comparative of students; achievement between first cycle and second cycle that could be seen below:

**Figure 5**  
**The Comparative of Indicators Score in First Cycle and second Cycle**



From the figure above can be seen that every indicators score improved. Grammar in first cycle 10 become 13.04 in second cycle, vocabulary in first cycle 11.73 become 15.65 in second cycle, mechanic in first cycle 13.04 become 15.86 in second cycle, fluency in first cycle 12.39 become 16.73 in second cycle, and form in first cycle 13.47 become 17.82 in second cycle. So, all of indicators were improve.

**Figure 6**  
**The Comparative Mean Score of First Test and Second Test**



From the figure above, can be seen that students' mean score improved from 60.65 in first cycle become 80.65 in second cycle.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

**Table. 6**  
**The Difference Between Cycle 1 and Cycle 2**

No	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\Sigma D=D-MD$	$\Sigma D^2$
1	AJH	75	90	15	-4.6	21.16
2	A	75	80	5	-14.6	213.16
3	AM	50	75	25	5.4	29.16
4	AP	50	75	25	5.4	29.16
5	ARS	75	85	10	-9.6	92.16

6	ASH	75	80	5	-14.6	213.16
7	ASN	40	80	40	20.4	416.16
8	DA	75	85	10	-9.6	92.16
9	DFL	45	90	45	25.4	645.16
10	FAN	40	70	30	10.4	108.16
11	FN	55	85	30	10.4	108.16
12	MH	70	85	15	-4.6	21.16
13	M	55	85	30	10.4	108.16
14	NT	45	70	25	5.4	29.16
15	NT	55	80	25	5.4	29.16
16	RBS	70	80	10	-9.6	92.16
17	RH	70	85	5	-14.6	213.16
18	RP	60	80	20	0.4	0.16
19	SP	60	80	20	0.4	0.16
20	SP	60	85	25	5.4	29.16
21	Y	65	80	15	-4.6	21.16
22	M	60	75	15	-4.6	21.16
23	RS	70	75	5	-14.6	213.16
<b>Total</b>		<b>1395</b>	<b>1855</b>	<b>450/23</b>	<b>210.4/23 =</b>	<b>2745.6</b>
<b>Mean:</b>		<b>60.65</b>	<b>80.65</b>	<b>= 19.6</b>	<b>9.15</b>	<b>8/23 =</b>
<b><math>X = \frac{\sum fx}{n}</math></b>				<b><math>M_D =</math></b>		<b>119.38</b>
<b>Percentage:</b>		<b>60.65</b>	<b>91.65</b>			
<b><math>P = \frac{R}{T} \times 100\%</math></b>		<b>%</b>	<b>%</b>			

Steps of calculating the data:

$M_D$  = Mean of difference

$$\begin{aligned}
 M_D &= \frac{\sum D}{N} \\
 &= \frac{450}{23} \\
 &= 19.6
 \end{aligned}$$

$\Sigma$  = Number of difference Score Between Second Cycle and First Cycle.

$$D = X - Y$$

$N = 23$  Students

$SD_D =$  Standard Deviation from the Difference Score Between First Test and Second Test.

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ &= \sqrt{\frac{2745.68}{23} - \left(\frac{9.15}{23}\right)^2} \\ &= \sqrt{119.4 - 0.39} \\ &= \sqrt{119.01} \\ &= 10.91 \end{aligned}$$

$SE_{MD} =$  Standard error from mean of difference

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\ &= \frac{10.91}{\sqrt{23-1}} \\ &= \frac{10.91}{\sqrt{22}} \\ &= \frac{10.91}{4.7} \\ &= 2.32 \end{aligned}$$

$$t_0 = \frac{MD}{SE_{MD}}$$

$$t_0 = \frac{19.6}{2.32}$$

$$t_0 = 8.44$$



*Degrees of freedom* (df) =  $N-1 = 23-1 = 22$

The calculation result of  $t_0 = 8.44$ , with  $df = 22$ , level of signification in “Table Nilai t” ( $t_{5\%} = 6.2$ ). it can be known that the result of  $t_0$  is bigger than  $t_t$ . Based on the result, it means that there is a significant improvement between students’ writing learning process result in the first cycle and second cycle.

Finally, The calculation result of  $t_0 = 8.44$ , with  $df = 22$ , level of signification in “Table Nilai t” ( $t_{5\%} = 6.2$ ). It can be known that the result of  $t_0$  is bigger than  $t_t$  ( $8.44 > 6.2$ ). Based on the result, it means that there is a significant improvement between students’ writing learning process result in the first cycle and second cycle. So, the hypothesis is accepted, it means that using story mapping technique can improve students’ writing narrative text ability at grade XI IPA 2 SMA N 7 Padangsidempuan.

### **C. Discussion of the Research Finding**

Story mapping technique in writing ability gave opportunity for students more interactive. The students have done gained their new ideas, made relationship between ideas to develop their topic. In other hand, story mapping technique guide the students to develop their imagination and idea in writing process to make paragraph.

Furthermore, based on related findings in this research, story mapping technique is a good technique in teaching learning. Firstly, Rosyida Fauzi script entitled “Improving Students’ Understanding of Narrative Text by Using Story

Mapping (A Classroom Action Research at the First Grade Students of MA Pembangunan)”.<sup>1</sup> The aim of research is to know whether students’ understanding of narrative text could be improved by using story mapping or not. After calculating and analyzing the data, there is significantly effect of story mapping to the students of MA Pembangunan Jakarta, 45 better than 73.

Secondly, M.Yunus has done research in SMA Negri 3 Palembang with the title” Improving Students’ Skill of Creating Short Story Mapping”.<sup>2</sup>The research design in classroom action research (CAR). Base on the data analysis, this study demonstrated that the students’ scores of writing achievement improved after the application of story mapping and there is a difference in the mean scores of their writing test before.

Thirdly, a script of Salem Saleh Khalaf Ibnian “The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students’ Short Story Writing Skills in EFL”.<sup>3</sup> This study is an experimental study conducted in Jordan which use 84 tenth grade male students as sample classified into four classes, two served as an experimental group and the other ones as control. The result of this research proved that the story-mapping technique had a positive effect on

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<sup>1</sup>Rosyida Fauzi, Improving Students’ Understanding of Narrative Text by Using Story Mapping (A Classroom Action Research at the First Grade Students of MA Pembangunan), (Script UIN Jakarta 2010), accessed at <http://www.ukessay.com/>./April 5<sup>th</sup> 2017, 11:30 a.m.

<sup>2</sup>M.Yunus, Improving Students’ Skill of Creating Short Story Mapping at SMA Negri Palembang 3, (Script 2008), accessed at <http://www.ukessay.com/>./April 5<sup>th</sup> 2017, 10:20 a.m.

<sup>3</sup>Salem Saleh Khalaf Ibnian, The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students’ Short Story Writing Skills in EFL, English Language Teaching. *Vol. 3*,2010, accessed at <http://www.ccsenet.org/elt/>April 3<sup>th</sup> 2017, 10:10 a.m.

developing Jordanian tenth grade students' short story writing skills in terms of content and organization, mechanics of writing, language use as well as in skills emerged from creative abilities (fluency, flexibility, novelty and elaboration).

From the review of related finding above, the researcher also found the result that story mapping technique improve the students ability in writing narrative text at classroom XI IPA 2 SMA N 7 Padangsidimpuan. The result found during the research. The learning activity was more comfortable for students where they could use their critical thinking while learning and teaching process. Finally, students writing ability improved significantly. The improvement of students ability was **60.65 (21.73%)** in first cycle and **80.65 (91.30%)** in the second cycle.

#### **D. The Threats of the Research**

When doing the research, the researcher found that some threats in this research. The researcher found that some students were less in English learning motivation. It could be seen from the observation sheet, there were some students in the first cycle students didn't have motivation when learning writing narrative text, students didn't have full attention when learning writing narrative text, students didn't answer the question actively, students didn't enthusiastic when learning writing narrative text, students didn't doing all the task, students didn't collect the task on time and students doing their task were not appropriate with instruction.

Then, when the learning process, some students made class be noisy that make another students didn't have concentration because they didn't hear what explained by researcher, so it became most of students did not understand and confused with the material. In order to researcher made solution as give motivation and most pay attention to students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to the hypothesis, the researcher have been got the answer that story mapping technique improved students' writing ability at grade XI IPA 2 SMA N 7 Padangsidimpuan. It based on the students writing mean score was in cycle 1 were 60.65 (21.73%) become 80.65 (91.30%) in cycle 2. Then, of  $t_0 = 8.4$ ,  $t_{table}$  with  $df = 22$ , level of significant in  $t_{table}$  5% is 6.2. It can be known that the result of  $t_0$  is bigger than  $t_t$ , it is  $8.44 > 6.2$ . Therefore, the hypothesis could be accepted because the score of the students activity in learning process by using story mapping technique showed the improvement at classroom XI IPA 2 SMA N 7 Padangsidimpuan.

#### B. Suggestion

The researcher would give some suggestions of this research to good input for next researcher who want to do the related action. The suggestions are:

1. For the headmaster, the headmaster can motivate and give suggestion to the teachers to be a professional so they can improve their students' writing ability more.
2. For the English teacher, become the reference to teach writing even if it in the different kind of text. Story mapping technique is able to improve the students' ability in writing. So, the researcher suggested to apply various

activities, model and strategy in teaching learning narrative text by using story mapping.

3. For the students, it hoped that students more interest and motivated after using story mapping technique in writing.
4. For researcher, story mapping technique should be applied in teaching writing text caused by story mapping is a simple way to get students attention in building their understanding of narrative text. Therefore, the other researcher may conduct the action research by using story mapping technique also in other aspects of study.

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## APPENDIX I

### RPP Rencana Pelaksanaan Pembelajaran (Cycle I)

Nama sekolah	: SMA N 7 Padangsidempuan
Subjek	: Bahasa Inggris
Jenis text	: Narrative Text
Aspek/skill	: Writing
Kelas/semester	: XI/1
Alokasi waktu	: 2 x 45 menit

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#### A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

#### C. Indikator :

Siswa dapat :

1. Mengidentifikasi makna teks narrative.
2. Mengidentifikasi informasi tertentu dari cerita narrative.
3. Menyusun ide atau topic dengan menggunakan tehnik story mapping.

#### D. Tujuan Pembelajaran :

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:

1. Mengetahui makna teks narrative.
2. Mengetahui informasi tertentu dari cerita narrative.
3. Dapat menyusun ide atau topic menggunakan tehnik story mapping.

#### E. Sumber Belajar

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Printed text mengenai narrative text.

## **F. Materi Pembelajaran : Narrative text**

### **G. Langkah-langkah Pembelajaran :**

1. Kegiatan pendahuluan.
  - a. Mengucapkan salam (greeting) dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
  - b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
  - c. Memberi motivasi belajar.
  
2. Kegiatan Inti
  - a) Guru menimbulkan prosedur dan strategi pada siswa untuk perencanaan sebelum menulis. Tuliskan daftar ide-ide di papan tulis.
  - b) Guru menjelaskan langkah-langkah menulis; perencanaan, penyusunan, meninjau ulang, dan pengeditan. Guru memberi tahu siswa bahwa mereka harus focus pada perencanaan dan guru membagikan strategi lain untuk membantu mereka merencanakan tulisan mereka.
  - c) Guru memperkenalkan tehnik story mapping sebagai organisator grafik untuk perencanaan menulis.
  - d) Guru menunjukkan strategi dengan melengkapi story mapping untuk ceritamu sendiri.
  - e) Setelah siswa melengkapi story mapping untuk dongeng mereka. Guru meminta siswa bekerja kelompok untuk berbagi ide-ide dan membantu satu sama lain. Ketika siswa telah selesai, guru meminta setiap pasangan kelompok menukar story maps mereka dan memeriksa bahwa mereka telah melengkapinya.
  - f) Setelah siswa memulai menulis cerita mereka. Guru mengingatkan siswa untuk menggunakan story mapping untuk panduan mereka menulis.
  - g) Guru meninjau cerita-cerita siswa.
  
3. Kegiatan Penutup
  - a) Guru menyimpulkan materi yang telah dipelajari.
  - b) Guru menutup pelajaran dengan doa dan salam.

## H. Penilaian

### The indicator of value

NO	Criteria	High score	Total score
1	Grammar	20	20
2	Vocabulary	20	20
3	Mechanic	20	20
4	Fluency	20	20
5	Form	20	20
	TOTAL SCORE	100	100

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## Appendix II

### LEARNING MATERIAL (Cycle 1)

#### **Bacaan Narative “The Legend of Toba Lake”**

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free. (Orientation)

Batara Guru Sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it. (Complication)

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told about it. (Complication)

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily. Then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba. (Resolution)

## APPENDIX III

### RPP Rencana Pelaksanaan Pembelajaran (Cycle II)

Nama sekolah	: SMA N 7 Padangsidimpuan
Subjek	: Bahasa Inggris
Jenis text	: Narrative Text
Aspek/skill	: Writing
Kelas/semester	: XI/1
Alokasi waktu	: 2 x 45 menit

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#### A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

#### C. Indikator :

Siswa dapat :

1. Mengidentifikasi paragraph narrative.
2. Menemukan ide melalui tehnik story mapping
3. Menyusun ide atau topic untuk menyusun paragraph narrative.

#### D. Tujuan Pembelajaran :

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi paragraph narrative mengenai The Princess and the Pea
2. Menemukan ide melalui tehnik story mapping.
3. Memilih dan menyusun ide untuk menyusun paragraph narrative.

#### E. Sumber Belajar

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary.
3. Printed text mengenai narrative text.

**F. Materi Pembelajaran :** Narrative text

**G. Langkah-langkah Pembelajaran :**

1. Kegiatan Pendahuluan
  - a. Mengucapkan salam (greeting) dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
  - b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
  - c. Memberi motivasi belajar.
  
2. Kegiatan Inti
  - a. Guru menimbulkan prosedur dan strategi pada siswa untuk perencanaan sebelum menulis. Tuliskan daftar ide-ide di papan tulis.
  - b. Guru menjelaskan langkah-langkah menulis; perencanaan, penyusunan, meninjau ulang, dan pengeditan. Guru memberi tahu siswa bahwa mereka harus focus pada perencanaan dan guru membagikan strategi lain untuk membantu mereka merencanakan tulisan mereka.
  - c. Guru memperkenalkan tehnik story mapping sebagai organisator grafik untuk perencanaan menulis.
  - d. Guru menunjukkan strategi dengan melengkapi story mapping untuk ceritamu sendiri.
  - e. Setelah siswa melengkapi story mapping untuk dongeng mereka. Guru meminta siswa bekerja kelompok untuk berbagi ide-ide dan membantu satu sama lain. Ketika siswa telah selesai, guru meminta setiap pasangan kelompok menukar story maps mereka dan memeriksa bahwa mereka telah melengkapinya.
  - f. Setelah siswa memulai menulis cerita mereka. Guru mengingatkan siswa untuk menggunakan story mapping untuk panduan mereka menulis.
  - g. Guru meninjau cerita-cerita siswa.
  
3. Kegiatan Penutup
  - a. Guru menyimpulkan materi yang telah dipelajari.
  - b. Guru menutup pelajaran dengan doa dan salam.

## H. Evaluation

### The indicator of value

NO	Criteria	High score	Total score
1	Grammar	20	20
2	Vocabulary	20	20
3	Mechanic	20	20
4	Fluency	20	20
5	Form	20	20
	TOTAL SCORE	100	100

**English Teacher**

**Arnisah, S.Pd**  
**NIP: 19690602 199512 1 002**

**Padangsidempuan, Juni 2017**  
**Researcher**

**Maimunah Rangkti**  
**Nim: 13 340 0058**



## **Appendix IV**

### **LEARNING MATERIAL**

#### **Bacaan Narative “The Princess and the Pea”**

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. He would have liked very much to have a real princess. (Orientation)

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it. It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. (Complication)

In the morning she was asked how she had slept. "Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that. (Resolution)

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it. (Coda)

## APPENDIX V

### List of instrument for test ( Cycle I)

#### 1. Pengantar

- a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/I mengenai writing ability in narrative text !
- b. Jawaban ini tidak mempengaruhi kedudukan anda disekolah ini !

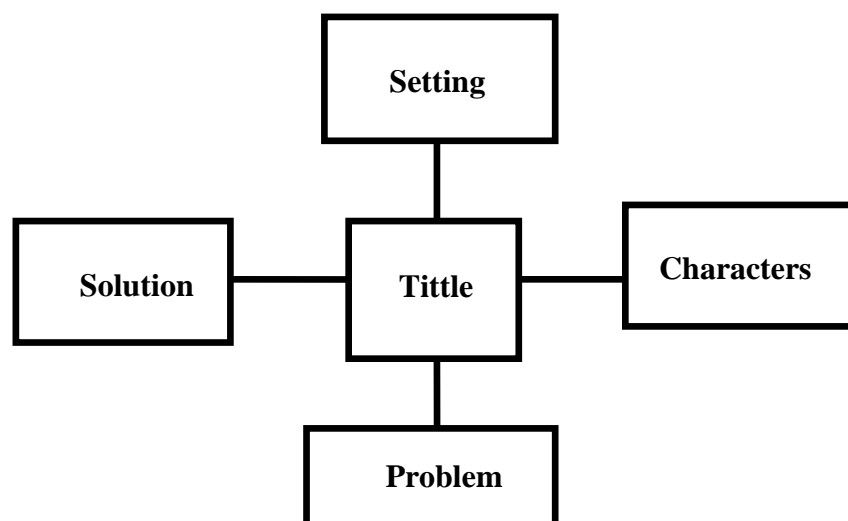
#### 2. Petunjuk

- a. Buat paragraph tentang narrative text menggunakan story mapping technique !
- b. Apabila ada yang kurang jelas tanyakan langsung kepada pengawas !
- c. Waktu yang tersedia 2 x 30 menit !

#### 3. Soal

Make a paragraph of narrative text about Cinderella!

#### Narrative text





## APPENDIX VI

### List of instrument for test ( Cycle II)

#### 1. Pengantar

- c. Instrument ini hanya bertujuan untuk mengambil data dari siswa/I mengenai writing ability in narrative text !
- d. Jawaban ini tidak mempengaruhi kedudukan anda disekolah ini !

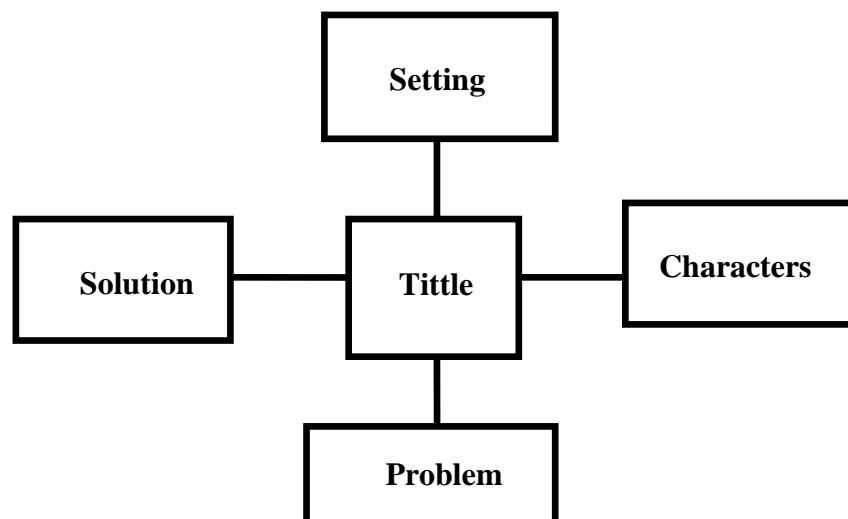
#### 2. Petunjuk

- d. Buat paragraph tentang narrative text menggunakan story mapping technique !
- e. Apabila ada yang kurang jelas tanyakan langsung kepada pengawas !
- f. Waktu yang tersedia 2 x 30 menit !

#### 3. Soal

Make a paragraph of narrative text about Malin Kundang !

#### Narrative text





## APPENDIX VII

### SITUATION OF LEARNING PROCESS IN CYCLE 1



## SITUATION OF LEARNING PROCESS IN CYCLE II



**APPENDIX VIII****Students Writing Narrative Text Scores in First Cycle**

No	Students Initial	Indicators					Test Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AJH	10	15	15	20	15	*75
2	A	5	15	20	20	15	*75
3	AM	15	10	5	10	10	50
4	AP	5	5	5	15	20	50
5	ARS	10	10	20	15	20	*75
6	ASH	10	15	15	15	20	*75
7	ASN	10	5	5	10	10	40
8	DA	10	15	15	15	20	*75
9	DFL	10	10	5	10	10	45
10	FAN	5	5	10	15	5	40
11	FN	5	10	15	10	15	55
12	SP	15	15	10	15	15	70
13	MH	15	15	10	5	10	55
14	Y	10	10	5	5	15	45
15	NT	15	5	20	5	10	55
16	RH	10	10	15	20	15	70
17	M	10	15	15	15	15	70
18	RBS	10	10	15	10	15	60
19	RP	10	15	15	10	10	60
20	SP	10	15	15	10	10	60
21	NT	10	20	15	10	10	65
22	M	5	15	15	10	15	60
23	RS	15	10	20	15	10	70



Total Score	230	270	300	285	310	1395
Mean	10	11.73	13.04	12.39	13.47	60.65
Percentage						21.73 %

*\*Students who passed the KKM (75) in first cycle*

**APPENDIX IX****Students Writing Narrative Text Scores in Second Cycle**

No	Students Initial	Indicators					Test Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AJH	15	20	15	20	20	90*
2	A	10	15	20	20	20	80*
3	AM	15	15	15	15	15	75*
4	AP	15	15	15	15	15	75*
5	ARS	15	15	20	20	15	85*
6	ASH	15	15	15	15	20	80*
7	ASN	15	10	10	20	20	80*
8	DA	15	20	15	15	20	85*
9	DFL	20	15	15	20	20	90*
10	FAN	10	15	15	15	15	70
11	FN	10	10	10	20	20	85*
12	SP	15	15	15	20	20	85*
13	MH	15	15	15	20	20	85*
14	Y	15	15	15	10	15	70
15	NT	15	20	15	15	15	80*
16	RH	15	20	15	15	15	80*
17	M	15	15	20	15	20	85*
18	RBS	15	15	15	15	20	80*
19	RP	15	15	20	15	15	80*
20	SP	10	15	20	20	20	85*
21	NT	15	20	15	15	15	80*

22	M	10	15	15	15	20	75*
23	RS	10	15	20	15	15	75*
Total Score		300	360	365	385	410	1855
Mean		13.04	15.65	15.86	16.73	17.82	80.65
Percentage							91.30%

*\*Students who passed the KKM (75) in second cycle*

## APPENDIX X

### Problems and Solution of Internal Factors in Cycle 1

No.	Internal Factors	Problems	Solution
1	Grammar	Students did not understand about tenses, it made difficult to construct words in sentence.	The researcher gave solution for students by ordering to write the pattern of tenses that needed in the whiteboard.
2	Vocabulary	Students used word based on dictionary directly and they felt difficult to identify adverb, verb, adjective and noun.	The researcher gave explanation how to identify noun, verb, adjective, and adverb.
3	Mechanic	Students' system in write English spelling was far from should have been.	The researcher suggested students to read and write anymore, look and read the text about English.
4	Fluency	Students couldn't choice structure and vocabulary consistently appropriate.	The researcher suggested students to choose the familiar vocabulary and teach how to use dictionary in order to get vocabulary quickly.
5	Form	students were difficult to identify general classification and generic structure in narrative text	The researcher gave explanation about material as clear as possible to students.

## APPENDIX XI

### Problems and Solution of External Factors in Cycle 1

No.	Internal Factors	Problems	Solution
1	Students who made noisy in the classroom	There were 3 students who made noisy in the classroom because her friends did not want hearing them.	The researcher ordered the students to stop making noisy and gave advice to them.
2	Students who slept in the classroom	-	-
3	Students who asked permission	There was one student who asked for permission.	The researcher gave 3 minutes for permission
4	Students who sat on the move	There was one student who move to his friend seat.	The researcher asked him to back to his seat and asked him give appreciate to everyone and tell to all of students that it didn't good behavior.

## APPENDIX XII

### Problems and Solution of Internal Factors in Cycle 2

No.	Internal Factors	Problems	Solution	Progress
1	Grammar	There were some students still did not understand about tenses, it made difficult to construct words in sentence.	The researcher gave solution for students by ordering to write again the pattern of tenses that needed in the whiteboard.	The students improved
2	Vocabulary	There were students still difficult to identify word from adverb, verb and noun	The researcher gave explanation how to identify noun, verb, adjective, and adverb.	The students improved
3	Mechanic	Students' system in write English spelling was far from should have been.	The researcher suggested students to read and write anymore, look and read the text about English.	The students improved
4	Fluency	Students couldn't choice structure and vocabulary consistently appropriate.	The researcher suggested students to choose the familiar vocabulary and teach how to use dictionary in order to get vocabulary quickly.	The students improved
5	Form	students were difficult to identify general classification and generic structure in narrative text	The researcher gave explanation about material as clear as possible to students.	The students improved

## APPENDIX XIII

### Problems and Solution of External Factors in Cycle 2

No.	Internal Factors	Problems	Solution	Progress
1	Students who made noisy in the classroom	-	-	All of students more enthusiastic than first cycle and they had motivation in learning process.
2	Students who slept in the classroom	-	-	it same with the cycle 1
3	Students who asked permission	-	-	No one student asked for permission caused they were interest to do their task
4	Students who sat on the move	-	-	No one student who sat on the move

## APPENDIX XIV

### Observation Sheet

#### Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name : SMA N 7 Padangsidempuan  
Subject Matter : English  
Class : XI IPA 2  
Cycles : I

No	Activities	Yes	No	Notes
<b>A. INTRODUCTION</b>				
1	Researcher says greeting and introducing patiently	✓		
2	Researcher check the attendance list	✓		
3	Researcher give motivation before learning material	✓		Should be improved
<b>B. ACTION</b>				
4	Researcher explains about learning material	✓		Should explained clearly
5	Researcher give printed text about lesson as media while teaching process	✓		
6	Researcher gives some question about text	✓		
7	Researcher introduce story mapping technique by discuss procedure of story mapping technique	✓		Should explained clearly
8	Researcher write the procedure of story mapping technique at the whiteboard	✓		
9	Researcher ask students to generating paragraph of narrative text by using story mapping technique	✓		
<b>C. CLOSE</b>				
10	Researcher concluding the lesson	✓		
11	Researcher give motivation and give thanks after class was over	✓		

Co-teacher

Arnisah, S.Pd  
Nip. 19690602 199512 1 002



## APPENDIX XV

### Observation Sheet

#### Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name : SMA N 7 Padangsidempuan  
Subject Matter : English  
Class : XI IPA 2  
Cycles : II

No	Activities	Yes	No	Notes
<b>D. INTRODUCTION</b>				
1	Researcher says greeting and introducing patiently	✓		
2	Researcher check the attendance list	✓		
3	Researcher give motivation before learning material	✓		Improved
<b>E. ACTION</b>				
4	Researcher explains about learning material	✓		More clearly
5	Researcher give printed text about lesson as media while teaching process	✓		
6	Researcher gives some question about text	✓		
7	Researcher introduce story mapping technique by discuss procedure of story mapping technique	✓		More clearly
8	Researcher write the procedure of story mapping technique at the whiteboard	✓		
9	Researcher ask students to generating paragraph of narrative text by using story mapping technique	✓		
<b>F. CLOSE</b>				
10	Researcher concluding the lesson	✓		
11	Researcher give motivation and give thanks after class was over	✓		

Co-teacher

Arnisah, S.Pd  
Nip. 19690602 199512 1 002

**APPENDIX XVI****Observation Sheet****Indicator List of Problematic Factor in Teaching Learning Process at First Cycle**

No	Names of Students	Activities			
		Students who sat on the move	Students who slept in the classroom	Students who asked for permission	Students who made noisy in the classroom
1	AJH				
2	A				
3	AM				
4	AP				✓
5	ARS				
6	ASH				
7	ASN				
8	DA				
9	DFL			✓	
10	FAN				
11	FN				
12	SP				
13	MH				
14	Y				
15	NT	✓			
16	RH				
17	M				
18	RBS				
19	RP				✓

20	SP				✓
21	NT				
22	M				
23	RS				
TOTAL		1 student	-	1 student	3 students

**Co-Teacher**

**Arnisah, S.Pd**  
**Nip. 19690602 199512 1 002**

**Researcher**

**Maimunah Rangkti**  
**NIM. 13 340 0058**

**APPENDIX XVII**

**Observation Sheet**

**Indicator List of Problematic Factor in Teaching Learning Process at Second Cycle**

No	Names of Students	Activities			
		Students who confused about story mapping	Students who did not enthusiastic when learning writing narrative text	Students who doing their task were not appropriate with instruction	Students who had not finished yet their task and did not collect the task on time.
1	AJH				
2	A				
3	AM				
4	AP				
5	ARS				
6	ASH				
7	ASN				
8	DA				
9	DFL				
10	FAN				
11	FN				
12	SP				
13	MH				
14	Y				
15	NT				
16	RH				
17	M				

18	RBS				
19	RP				
20	SP				
21	NT				
22	M				
23	RS				
TOTAL					

**Co-Teacher**

**Researcher**

**Arnisah, S.Pd**  
**Nip. 19690602 199512 1 002**

**Maimunah Rangkuti**  
**NIM. 13 340 0058**

## APPENDIX XVIII

### The Calculation of Students Mean Score in Cycle 1

Interval Class	F	X	Fx
70-75	9	72	648
64-69	1	66	66
58-63	4	60	240
52-57	3	54	162
46-51	2	48	96
40-45	4	43	172
1=6	N= 23	-	1384

$$\begin{aligned} Mx &= \frac{\sum fx}{N} \\ &= \frac{1384}{23} \\ &= 60.17 \end{aligned}$$

Where :      x      : The mean of the students.

$\sum x$     : the total score

              N      : the number of the students.

## APPENDIX XIX

### The Calculation of Students' Score Percentage in Cycle 1

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{5}{23} \times 100\% \\ = 21.73\%$$

Where: P : The percentage of students who get the point 75

R : The number of students who get the point up 75

T : The total number of students do the test.

## APPENDIX XX

### The Calculation of Students Mean Score in Cycle 2

Interval Class	F	X	Fx
90-93	2	91	182
86-89	-	87	-
82-85	7	83	581
78-81	8	79	632
74-77	4	75	300
70-73	2	71	142
1=6	N= 23	-	1837

$$\begin{aligned}Mx &= \frac{\sum fx}{N} \\ &= \frac{1837}{23} \\ &= 79.86\end{aligned}$$

Where :        x        : The mean of the students.

$\sum x$     : the total score

                 N        : the number of the students.



## APPENDIX XXI

### The Calculation of Students' Score Percentage in Cycle 2

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{21}{23} \times 100\% \\ = 91.30\%$$

Where: P : The percentage of students who get the point 75

R : The number of students who get the point up 75

T : The total number of students do the test.

## **CURRICULUM VITAE**

### **A. Identify**

Name : Maimunah Rangkuti  
Reg. Num : 13 340 0058  
Place / Birthday : Tombang Bustak / Maret, 30<sup>th</sup>, 1994  
Sex : Female  
Religion : Islam  
Address : Tombang Bustak, Kecamatan Kotanopan,  
Kabupaten Mandailing Natal

### **B. Parents**

Father's Name : Kasir Rangkuti  
Mother's Name : Siti Syariah Caniago

### **C. Education Background**

1. Elementary school : SD N 142650 Tombang Bustak
2. Junior High School : SMP N 1 Kotanopan
3. Senior High School : SMK N 2 Kotanopan
4. Institute : IAIN Padangsidempuan (2013)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDEMPUN  
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Telp (0634) 22080 Fax (0634) 24022

nomor : In. 14/E.6a/PP.00.9/ 10 /2016 Padangsidempuan, 20 Oktober 2016  
tipe : Biasa  
sifat : -  
keperluan : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:  
Bapak/Ibu:  
1. **Rayendriani Fahmei Lubis, M.Ag**  
2. **Fitri Rayani Siregar, M.Hum**

Di-  
Padangsidempuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : **MAIMUNAH RANGKUTI**  
Nim : **13 340 0058**  
Fak/Jurusan : **FTIK/TADRIS BAHASA INGGRIS-2**  
Judul Skripsi : **Improving Student's Writing Ability in Narrative Text Through Story Mapping Technique at Grade XI SMA N 7 Padangsidempuan**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag  
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Fitri Rayani Siregar, M.Hum  
NIP. 19820731 200912 2 004

Wakil Dekan  
Bidang Akademik

Dr. Lelya Hilda, M.Si  
NIP.19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~  
PEMBIMBING I

BERSEDIA/~~TIDAK BERSEDIA~~  
PEMBIMBING II

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NIP. 19710510 200003 2 001

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NIP. 19820731 200912 2 004



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Nomor : B - 1907 /In.14/E.4c/TL.00/11/2017  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

01 November 2017

Yth. Kepala SMA N 7 Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Maimunah Rangkuti  
NIM : 13 340 0058  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing Ability in Narrative Text Through Story Mapping Technique at Grade XI SMA N 7 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Bidang Akademik

M.Si.

0020 200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 7**  
Jl. Jend. Abdul Haris Nasution, Kec. Padangsidempuan Batunadua Kode Pos 22074  
E-mail : [smn7psp@gmail.com](mailto:smn7psp@gmail.com)  
**KOTA PADANGSIDIMPUAN**

**SURAT KETERANGAN RISET**  
Nomor : 071 / 312 / SMA.07/2017

Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidempuan Kota Padangsidempuan Provinsi Sumatera Utara menerangkan bahwa :

Nama : **MAIMUNAH RANGKUTI**  
NPM : 13 340 0058  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

Benar telah melakukan Penelitian di SMA Negeri 7 Padangsidempuan dalam rangka penyelesaian Skripsi dengan Judul Penelitian.

**“Improving Students’ Writing Ability in Narrative Text Through Story Mapping Technique at Grade XI SMA N 7 Padangsidempuan ”.**

Demikian surat ini kami perbuat untuk dapat dipergunakan seperlunya.



Padangsidempuan, 21 November 2017

Kepala Sekolah

**Ervin Wryadi, S.Pd, M.Pd**  
NIP. 19731218 200502 1 001

