IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT BY USING STORY MAP TECHNIQUE OF THE EIGHT GRADE STUDENTS AT MTsDDI KEL.BARU TOLITOLI

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ABSTRACT

The objective of the research is to identify whether the use of story map technique can improve students' ability in writing narrative text. This pre-experimental study uses 23 students as a sample. They are grade eight at MTs DDI Kel. BaruTolitoli. The procedure of this research consists of pretest, treatment, and posttest. The researcher gives pretest and posttest to know the use of story map technique can improve the students' ability in writing narrative text or not. The result of the analysis shows that story map technique contributes greatly to the students in comprehending narrative text. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test is 62.30 while in the post-test improve up to 82.09. The data of this research are analyzed by SPSS Program 16. Moreover, the Minimum Mastery Criterion of English lesson is 75 (seventy-five). Then the data of both test are analyze by using T-test, and the result show that the T-test value 7.572 is greater than T-table value 2.074. It can be inferred that story map technique is very effective to improve students' ability in writing narrative text.

Keywords: Improving, reading comprehension, narrative text, scanning technique.

ABSTRAK

Penelitian ini bertujuan untuk menegetahui apakah dengan menggunakan teknik peta cerita ini dapat meningkatkan kemamapuan siswa dalam menulis teks narrative. Penelitian ini mengguanakan pre-experimental dengan menggunakan 23 sample. Mereka adalah kelas VIII Di MTs DDI Kel. Baru Tolitoli. Prosedur dalam penelitian ini terdiri dari pretest, treatment, dan posttest. Peneliti memberikan pretest dan posttest untuk mengetahui penggunaan teknik peta cerita apakah dapat meningkatkan kemampuan siswa dalam menulis teks narrative atau tidak. Hasil dari ananlisis teknik peta cerita menunjukkan bahwa siswa memahami teks narrative. Perbedaan dapat dilihat dari skor pretest dan posttest. Hasil dari pretest 62.30 sedangkan di posttest meningkat 82.09. Penelitian ini menggunakan program SPSS versi 16. Selain itu,KKM pelajaran bahasa inggris adalah 75(Tujuh Puluh Lima). Kemudian kedua data test tersebut menggunakan analisis data T-test, dan hasil dari T-test 7.572 lebih besar daripada hasil T-table

2.074. Jadi teknik peta cerita sanagat effektif untuk meningkatkan kemampuan siswa dalam menulis teks narrative.

Key words: peta cerita, menulis, teks narrative.

1. Introduction

Writing is one of the productive skills that must be mastered by the students besides the other language skills. The purpose of teaching writing is to improve students' ability to function effectively in such written context. Writing skill is one of the media to communicate with the others in which through writing the students can convey some information, express their ideas, thoughts, feelings and opinions in writing form.

Moreover, Writing is the communication of content for a purpose to an audience. Therefore, McDonough and Shaw (2001:8–9) State that writing is a process of encoding or putting message into words carried out with the reader in mind. To be a good writer, it is not easy because the researcher must pay attention to the component of writing in his writing. In addition, Writing is used as a media to communicate because writing is an integrated part of the production of language since the students are required to apply their knowledge. In writing, the students have to pay attention to aspect of writing.

Furthermore, According to Melly (2006:1), one division of the kinds of writing are follows, the first is expository writing (where the writing serves to explain or inform), the second is descriptive writing (writing that serves to show, describe), the third is persuasive writing (arguing for or against an issue), the fourth is creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more) and the last is narrative writing (tells a story).

In line with curriculum 2013 (K13), students of junior high school expected to write short written functional text and simple essay in the forms of recount, narrative, procedure, descriptive and report. Narrative text is one of that should be mastered.

In addition, the expert such as Bushel (2011:1) definition "a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened". Writing a narrative is really just putting what happened to you on a paper. There are several ways to organize sentence in paragraphs. The arrangement of sentence and details depends on the Writer's purpose. There are principally two types of writing that require chronological development: narration and process description. According to Hudak (2008: 4), a narrative paragraph is a group of sentence that tells what happens, how the action happens, and in what order the events occur". Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience.

However, According to Crystal (2008: 481), a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009: 9) states "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event a description of face or of location."

Teaching writing is not easy. Because there are different between spoken and written. There must be several steps to be applied during the writing process. Harmer (2004: 41) explains that there must be five steps at least in teaching writing. The first step in this case is demonstrating. The second stage to go is motivating and provoking. The third step in teaching English writing well is supporting. The fourth step to do after supporting is responding. The last step but not the least is evaluating.To improve the students' writing ability, they usually face problems related to the aspect of writing. According to Haris (1969: 68) opinions that aspect of writing consists of grammar, form, mechanic, vocabulary, and style. But the researcher focused on grammar, mechanic, and vocabulary. Grammar is the structure of the text or sentence. Mechanic means the text has a good punctuation. Vocabulary means the use of word in the text.

Based on the problem above, the researcher used story map to solve the problem. According to Saskatoon (2011:1), a story map is a visual description of the setting or the sequence of major events and actions of story characters, 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 map, including the steps of writing story map.

There are some steps of writing story map According to Dodd (2011: 303), a simple for introducing students story structure prior to teaching story mapping is to explain and demonstrate how a story can be reduced to a series of frame detailing factors such as setting, character, time, place, problem, action and resolution or outcome.

In another side that story map has it purpose, refers to Saskatoon (2011: 1) stated that the purpose of story map as follows: To enhance students' interpretative abilities by enabling them to visualize story characters, events and settings, to increase students' comprehension of selections by organizing and sequencing main story events, to develop students' sense of story which will assist storytelling, retelling and writing and to increase students' awareness that story characters and events are interrelated.

By using story map technique, the students have to focus on composing a good narrative text. They will write their own story or retelling a story based on what they have been read. The students have to pay attention to the rules of writing and all components of writing especially grammar, mechanic and vocabulary in writing narrative text.

Based on the researcher experience when having PPL at MTs DDIKel.BaruTolitoli, a number of students still found difficulty in writing narrative text. In fact, the school curriculum expected that students have to mastery the ability in writing narrative text especially how to write the beginning of the text, the event, and the end of the text. Finally, the research question of this research was *can the use story map technique improve the students' ability in writing narrative text?*

2.   Method of the Research

This research applied a pre-experimental method in conducting the research. The researcher used it to find out whether the use of Story Map Technique couldimprove the students' ability in writing Narrative text or not. This research involved one group of students with pre-test, treatment, and post-test design. After conducting several meetings, the students were tested again in post-test to measure the students' writing ability achievement after conducting the treatment. The sample of this research was grade VIII students of MTs DDI Kel. Baru Tolitoli, in academic year 2016/2017. It was determined by applying purposive sampling.

The total numbers of sample were 23 students

3.   Findings and Discussion

3.1 The Result of Pretest

Pretest was given to know the students' ability in writing narrative text before treatment. To know the result of the students score in writing ability, it could be seen on the table below:

Table 1. The Result of Pretest

No	Name	Aspect of Writing			Total Score	Score (X)	X2	Classification
		Grammar	Vocabulary	Mechanic				
1	ARF	2	4	3	9	50	2500	Unsuccessful
2	AHR	3	5	3	11	61	3721	Unsuccessful
3	AINN	2	4	3	9	50	2500	Unsuccessful
4	ALF	4	6	4	14	78	6084	Successful
5	ALFA	2	5	5	12	67	4489	Unsuccessful
6	ANL	3	5	3	11	61	3721	Unsuccessful
7	ART	3	3	3	9	50	2500	Unsuccessful
8	DWS	4	6	4	14	78	6084	Successful
9	FJH	2	4	5	11	61	3721	Unsuccessful
10	FTR	3	3	3	9	50	2500	Unsuccessful
11	HKM	3	5	5	13	72	5184	Unsuccessful
12	IKS	5	5	5	15	83	6889	Successful
13	JSL	2	4	3	9	50	2500	Unsuccessful
14	MRS	3	4	4	11	61	3721	Unsuccessful
15	MHF	2	3	4	9	50	2500	Unsuccessful
16	MHI	3	5	3	11	61	3721	Unsuccessful
17	MOI	4	3	5	12	67	4489	Unsuccessful
18	MHF	2	3	3	8	44	1936	Unsuccessful
19	MHR	2	4	3	9	50	2500	Unsuccessful
20	NRA	4	6	4	14	78	6084	Successful
21	NRN	3	4	4	11	61	3721	Unsuccessful
22	SPS	3	5	4	12	67	4489	Unsuccessful
23	UMM	5	5	5	15	83	6889	Successful
	TOTAL	**69**	**101**	**88**	**258**	**1433**	**92443**	

Based on the data above it can be seen that there were 14 (60.86%) from 23 students got the very poor score, 5 (21.73%) from 23 students got the fair score, 4 (17.39%) from 23 students got the poor score. It means that students need some treatments to improve their ability in writing narrative text.

3.2 The Result of Posttest

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. To know the result of the students score in writing ability, it can be seen on the table below:

Table 2. The Result of Posttest

No	Name	Aspect of Writing			Total Score	Score (X)	X2	Classification
		Grammar	Vocabulary	Mechanic				
1	ARF	4	6	4	14	78	6084	Successful
2	AHR	4	5	6	15	83	6889	Successful
3	AINN	5	5	5	15	83	6889	Successful
4	ALF	5	6	5	16	89	7921	Successful
5	ALFA	4	5	5	14	78	6084	Successful

6	ANL	3	6	5	14	78	6084	Successful
7	ART	3	5	6	14	78	6084	Successful
8	DWS	5	6	6	17	94	8836	Successful
9	FJH	4	5	3	12	67	4489	Unsuccessful
1 0	FTR	4	6	5	15	83	6889	Successful
1 1	HKM	4	5	4	13	72	5184	Unsuccessful
1 2	IKS	4	6	5	15	83	6889	Successful
1 3	JSL	5	6	5	16	89	7921	Successful
1 4	MRS	4	5	6	15	83	6889	Successful
1 5	MHF	4	6	5	15	83	6889	Successful
1 6	MHI	5	5	5	15	83	6889	Successful
1 7	MOI	4	5	5	14	78	6084	Successful
1 8	MHF	4	5	3	12	67	4489	Unsuccessful
1 9	MHR	5	5	6	16	89	7921	Successful
2 0	NRA	5	6	5	16	89	7921	Successful
2 1	NRN	5	6	5	16	89	7921	Successful
2 2	SPS	4	6	4	14	78	6084	Successful
2 3	UMM	5	6	6	17	94	8836	Successful
	TOTAL	**99**	**127**	**114**	**340**	**1888**	**15616 6**	

From the data above, it can be seen that there were 7 out of 23 students (30.43%) got good score, 13 out of 23 students (56.52%) got fair score and 3 out of 23 students (13.04%) got poor score. Based on the result of the post-test above the researcher concluded that students score in post-test higher than pre-test.

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of story map technique could improve students' writing ability in narrative text of the eight grade students at MTs DDI Kel. Baru Tolitoli or not.

The first step of this research was conducted the pretest. In pretest data, the researcher got th the ability in writing narrative text scores of each students as sample. Based on the score, the researcher found that the most of the students got unsuccessfully score. Total of the student who got unsuccessfully

score was 18 students and the student who got success score was 5 students. The highest percentage of the data in the pretest was 60.86% with 14 students and classified into very poor grade, the second highest was 21.73 % with 5 students and classified into fair grade, and the lowest percentage was 17.39 % with 4 students and classified into poor grade.   In the second step of this research, researcher conducted the treatment. It was done in four meetings. Researcher taught the students as sample of this research by using story map technique. This technique was applied in order to train students could comprehend well the writing text.

From the four meeting times of treatment, the researcher taught the students by following procedures were as follow:

a. First meeting

The researcher explained the definition of narrative text. Then, the researcher introduced story map technique as one strategy to learning writing narrative text. And the first procedures of story map technique namely the setting. Then the researcher asked the students to write the first paragraph of narrative text by using the first procedures of story map technique.

b. Second meeting

In this part, the researcher next explained the second procedures of story map technique namely the goal and the problem. Then the teacher asked the students to write.

c.   Third meeting

In this part, the researcher next explained the third procedures namely the event. After that, the teacher asked the student to write the next paragraph of narrative text by using the third procedures of story map technique. In this writing the students make how many events in their story.

d. Fourth meetings

In this part were the last procedures of story map technique, namely the ending, then the teacher asked the students to write the second paragraph of narrative text by using the last procedures of story map given (the ending). In this writing the students should make clear what the ending is and how to solve the problem in their story. After the all of procedures finished, the teacher revised the student's work, next concluded and evaluated the material of learning.

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got unsuccessfully score was 3 students. And the student who got success score was 20 students. The highest percentage of the data in the posttest was 56.52% with 13 students and classified into fair grade, the second highest percentage was 30.43% with 7 students and classified into good grade. And the last percentage was 13.04% with 3 students and classified into poor.

Thus, those generic structures become a frustrating thing for student. It is due to the fact that most students do not understand what is orientation, complication and resolution on this reason. In line with these problems, the researcher would like to propose an alternative solution to deal with the problem, by applying th story map technique in teaching writing.

The description of the data collected through the objective test showed that the students' ability in writing narrative text had significant improvement. It also was supported by mean score of the students in pretest was 62.30 classified as poor classification, and the mean score of students in posttest was 82.09 classified as fair classification. The value of t-test was greater than t-table ($7.572 \geq 2.074$). Based on t-test, the researcher could conclude that there was significant difference between the result of pretest and posttest. It means that students' ability in writing narrative text got improved. This implies that story map technique was one of the some effective ways to improve the students' ability in writing narrative text.

5. Conclusion

Based on the result of the data analysis in the previous chapter, there is significance improvement between the result of pretest and posttest, where the mean score of posttest is 82.09 It is higher than the mean score of pretest that is 62.30. It also can be seen from the t-test, the result is $2.074 < 7.572$. It is caused by the application of story map technique as long the treatment time.

The application of story map technique in teaching learning process can change students' perception that learning English is difficult and boring because when story map technique was applied in the class, the students more active and excited. Finally, the researcher can draw a conclusion that the students' ability in writing narrative text of grade VIII students at MTs DDI Kel. Baru Tolitoli in academic year 2016/2017 can be improved by using story map technique

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