Story Mapping: An Effective Technique for Improving Students' Writing Ability at Middle School Students

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Abstract: This research aimed to improve the students' writing skill of narrative text by using Story Mapping Technique. The researcher used Classroom Action Research as the design of collecting data. The subject of the research was held in one class with 34 students'. It consisted of 2 cycle, in collecting data the researcher used observation sheet and writing test. The research finding of the learning activities that were improvement from cycle 1 to cycle 2. The writer had the mean score in cycle 1 was 6.28, in cycle 2 obtained the mean score was 7.74. there were increased by 1.46. The result of writing test in cycle 1 that had the mean score was 57.11 but in cycle 2 the mean score was obtained 79.56, there were increased by 23.45. There were improvement of writing test from cycle 1 to cycle 2. The writer found the result of students' completeness in cycle 1 was 41.18% and of the cycle 2 was 79,41% which active categorized. Therefore it can be concluded that the implementation of story mapping technique was successful to improve the students' learning activities and students' writing skill of narrative text at the class eighth of MTS. Raudhatul Mu'minin Bandar Lampung in Academic Year of 2021/2022.
Keywords: narrative text, story mapping technique, writing skill

INTRODUCTION

Writing is the most important to master by students' or all people to write and communicate, through writing students' can express their ideas and thought so that people can read and inspire. Writing is an activity to create a note or information on a media by using letters or symbols to provide information or ideas from the author to the reader by using language that is easy to read (Hastomo, 2019). Moreover, the writing process can also make students' more creative, understand and be able to link old knowledge into new knowledge. Therefore, it is better for students' to be accustomed to writing whatever they are learning, feeling and thinking because if this habit continuous, the students' will always take the initiative to write until it becomes a useful hobby. So, writing can be used to communicate this is very

necessary in teaching and learning activities, especially in school. In writing, students' can express their ideas through oral language. But some students' are not able to write and express their ideas through writing, so not easy to master this skill (Dian, Eka & Zainuddin, 2019).

Mahendra & Rosa (2014) say writing as a process and it more focuses on various classroom activities which are believed to promote the development of skilled language use. Patton (2014) also adds writing is a clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else. Harmer (2004: 86) states that writing is a process that we s often heavily influenced by constrains of genres then these elemants have to be present in learning activities. In addition, Hastomo, Istiara, & Nurchurifiani (2021) state that writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level, find difficult and awkward.

Simpson (2016: 36) who states that the difficulty is due the fact that a writer needs to have enough language and general intellectual kills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentence, paragraphs and essays. So, the difficulties in writing not only in finding ideas, but also how students convey ideas into a good sentence and easy to understand when read. Therefore, when writing must pay attention to writing sub-skills, there are: use the language easy to understand, put the capital letter appropriately, correct punctuation, use appropriate grammar, writing correctly, combine a sentence correctly, and put the paragraph appropriately. To increase interest in learning to write, the teacher must have the technique or strategy of learning. With technique can improve students' learning motivation by Story Mapping Technique because story mapping is a technique that can be used by the teacher in the classroom. Taylor (2009) explains that story mapping is a schema construction technique that involves teaching the relationships of parts of a story with each to draw the attention of the reader. It can be seemed the technique of story mapping can improve their writing and increase their abilities to write a story with the diagram picture.

Alturki (2017) states that a story map is any visual representation of the story plot. It's a map that lays out the story events so that you can see them in order and story map come in variety for forms such as lines. However, Li (2007) suggests that story map are for breaking down big stories as you tell them. The original idea of stories was a simple one. It turned our focus away

from shared documents and toward shared understanding. A common way to use stories is to build a list of them, prioritize them and begin talking about them and then turning them into software one at a time.

In addition, Narkon & Wells (2013) state that six steps to build up and use story mapping, they are: 1) frame the problem, 2) map the big picture, 3) explore, 4) slice out a release strategy, 5) slice out a learning strategy, and 6) slice out a development strategy. Moreover, Boyle and Scanlon (2009: 208) states that story mapping present basics framework for understanding important elements found in narrative stories. Taylor, Alber & Walker (2002) say that story maps are graphic organizer that helps students recognize the main component of the story. Its mean, through story mapping students can identify stories starting from the main character, setting, problems and solutions. That way students can understand the basic framework of narrative story elements are : orientation, complications, and resolution.

Based on the research in the class eighth of MTS. Raudhatul Mu'minin Bandar Lampung. The writer found there are some problems of writing skill that were the students' have difficulty to organized the words into good sentences and the students' confused to moved to past verb. Therefore, the writer decided to solved the problem by conducting Classroom Action Research (CAR) to complete the problem. It was used two cycle to implement Story Mapping Technique in teaching and learning process.

METHOD

In conducting of this research, the writer used descriptive quantitative method. It means that the writer review there were an increased of the students' after implement the Story Mapping Technique. The writer used Classroom Action Research to conduct the students' improvement performance in the classroom to be increased. The Classroom Action Research method must be implemented to solve problems in classroom and the learning process. In addition, this method is an appropriate way to improve the educational process, such as: the teaching process of teachers, students', classroom atmosphere and the teaching and learning process.

RESULTS AND DISCUSSION
Results
The Result of Data in Cycle 1

Teaching writing through Story Mapping Technique was the solution to solve the problem in MTS. Raudhatul Mu'minin Bandar Lampung. Story Mapping Technique made the students' knowledge more increased because the students' can organize words into sentence or sentence into paragraph, students' did not find the difficulty to express their ideas in good writing, their

used grammar acceptable, the students' easy to express their ideas through story mapping. The data from cycle 1 of the students' learning writing outcomes can be seem in the table below:

Table 1. The Result of Writing Test in Cycle 1

| NO | KKM | CYCLE 1 | | |
		The Number of Students'	Completeness	Information
1	>75	14	58.82%	Completeness
2	<75	20	41.18%	Incompleteness

Based on the result of cycle I in the table 1 and the criteria of students' learning achievement that was 58,82% that the complete result was on the poor criteria. Therefore, it was clear that the used Story Mapping Technique was unsuccessful because there was obtained 41,18% to incomplete the criteria.

The Result of Data in Cycle 2

The used of Story Mapping Technique in cycle II was successful because gained the good criteria of learning outcomes. The students' could make the good sentences on the paragraph. The data from cycle II of students' learning writing outcomes can be seem in the table below:

Table 2. The Result of Writing Test in Cycle 1

| NO | KKM | CYCLE 1 | | |
		The Number of Students'	Completeness	Information
1	>75	27	79.41%	Completeness
2	<75	7	20,59%	Incompleteness

Based on table 2, the result of cycle I and the criteria of students' learning achievement was 79,41% that the complete result was on the high criteria. Therefore, it was clear that the used Story Mapping Technique was successful because there was obtained 79,41% to complete the criteria.

Discussion

Writing is the process to express the ideas in the sentences to be a good paragraph, so the writer must arrange the sentence well so that easily understood by readers. On the other hand, before the writer write a story must have to thinking and organizing, rethinking, and reorganizing. Because writing not only to produce text, also to communication with other in a social act. It supported by Staal (2000) states that writing is a process that we often heavily influenced by constrains of genres then these elements have to be present in

learning activities. In addition, Mahendra & Rosa (2014) state that writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. It means that writing is a form to convey an activity and to communicate with other through an interesting and organized writing, so that readers are interested to see and read it.

Li (2007) explains that story mapping could be used as a visual graphic organizer that draws elements and action of story characters so that students enable to connect story events and to perceive structure in a story. In line with Mathes, Fuchs & Fuchs (1997) state that a story map is any visual representation of the story plot. It's a map that lays out the story events so that you can see them in order and story map come in variety for forms such as lines. Taylor (2009) suggests that story map are for breaking down big stories as you tell them. The original idea of stories was a simple one. It turned our focus away from shared documents and toward shared understanding. A common way to use stories is to build a list of them, prioritize them and begin talking about them and then turning them into software one at a time.

Based on the data analysis, it can be seen that there were improvements from the cycle I and cycle II. Both of students' writing skill and learning activities of students' were improved on each cycle. It seemed on writing test in the cycle 1 the mean score was 57.11 but in cycle 2 the mean score was 79.56 it passed the Minimum Mastery Criteria. The students' learning activities also was improved from 6.28 to 7.74 it means that the implementation of story mapping can improve the students' achievement from less active to active. The process of teaching and learning of the first cycle was not satisfied because the students were not active to understanding the material and to follow the instruction, while in the second cycle the students' be active on follow the lesson and can write the story well.

Mahendra & Rosa (2014) state that six steps to build up and use story mapping, they are: 1) frame the problem, 2) map the big picture, 3) explore, 4) slice out a release strategy, 5) slice out a learning strategy, and 6) slice out a development strategy. Moreover, Dian, Eka, & Zainuddin (2019) state that story mapping present basics framework for understanding important elements found in narrative stories. Harmer (2005) states that story mapping keep us focused on users and their experience, and the result is a better conversation, and ultimately a better product. Taylor (2009) says that story maps are graphic organizer that helps students recognize the main component of the story. The students' were active and their score of writing test were good. Therefore, the implementation of story mapping technique can improve the students' writing skill and their learning activity.

CONCLUSION

The writer conducted the research of teaching writing skill at the class eighth of MTS. Raudhatul Mu'minin Bandar Lampung by using Story Mapping Technique and it was obtained the conclusions as follows: First, related to the students' attitude to the lesson, it can be seen from the comparison between the average score in the first cycle and the second cycle. In the fist cycle the average score was 6.28. While in the second cycle the average score was 7.74 it was higher than the first cycle. Second, there was a significant improvement dealing with the score that the students' got. The use of story mapping technique improves the class eighth of MTS. Raudhatul Mu'minin achievements in learning English especially in writing. It can be seen from the comparison between the average score of test in cycle 1 was 57.11 and in the cycle 2 was 79.56. Of the cycle 2 that was higher than the score test of cycle 1. Therefore, Story Mapping Technique was a good technique to improve students' learning activities and writing skill of the students' on narrative text.

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