

**TEACHING AND LEARNING NARRATIVE TEXT WRITING THROUGH  
STORY MAPPING AT THE FIRST SEMESTER OF THE NINTH GRADE  
OF SMP NEGERI 3 PRINGSEWU IN ACADEMIC YEAR 2018/2019**



**(A Thesis)**

**Submitted as Partial Fulfillment of  
the Requirement for S1-Degree**

**By:**

**NUR LATIFAH**

**NPM: 1411040318**

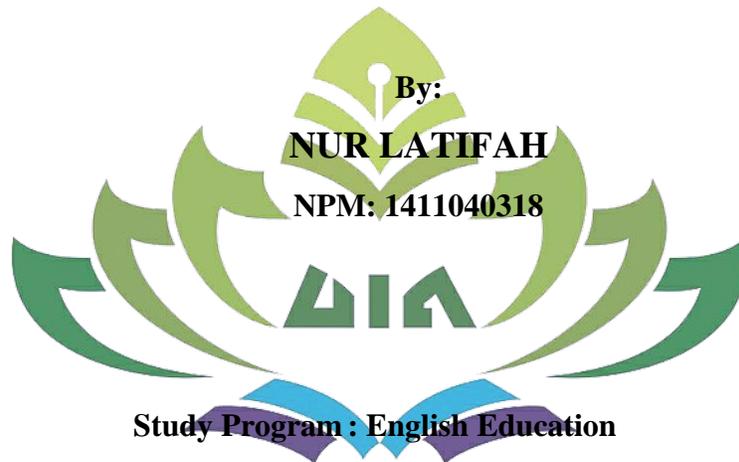
**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITY OF ISLAMIC STATE RADEN INTAN LAMPUNG  
2018/2019**

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UNIVERSITY OF ISLAMIC STATE RADEN INTAN LAMPUNG  
2018/2019**

## ABSTRACT

### TEACHING AND LEARNING NARRATIVE TEXT WRITING THROUGH STORY MAPPING AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMPN 3 PRINGSEWU IN ACADEMIC YEAR 2018/2019

By:  
NUR LATIFAH

In learning English, there are four skills need to mastered by students, there are listening, speaking, reading, and writing. Writing as one of the productive skills is required by the learners to communicate in written form. One of the techniques in teaching writing is story mapping. The objectives of this research were to know and describe the process of teaching and learning narrative writing using story mapping, to know and describe the teacher's problems in teaching narrative writing using story mapping, to know and describe the students' problems in learning narrative writing using story mapping

In this research, the writer used descriptive qualitative research method. The writer chose one of the eight classes of ninth grade who get lowest average score of English subject in writing. the writer chose IX.7 which consisted 32 students. In collecting the data, the writer used three kinds of instruments, they were observation, interview, and questionnaire. The writer used three major phase of data analysis, they were data reduction, data display, and conclusion or verification. The writer conducted the research in two meetings. The writer analyzed the process of teaching and learning narrative writing using story mapping, teacher's problems and students problems in teaching learning narrative writing using story mapping

After analysing the data, there were points of the result. The process of teaching and learning narrative writing using story mapping had been conducted, the process were pre-activity, main-activity and post-activity. The writer found that the teacher's problems in teaching writing through story mapping were the teacher had difficulties to introducing story mapping, giving instruction to create and complete story mapping, difficult to handle the higher number of the students and need much more time to teach writing. The problems faced by students in learning writing using story mapping were that the students confused to develop their ideas because they did not have many vocabularies. Furthermore, the students had problems in capitalization, punctuation, grammatical error, and organization. They also needed too much time to finish their writing.

Keywords: **Descriptive Qualitative Research, Story Mapping, Teaching Narrative Text Writing.**



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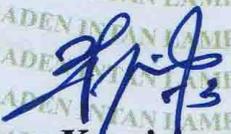
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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Who taught by the pen. He has taught human what he did not know.”<sup>1</sup> (QS.Al-Alaq: 4-5)




---

<sup>1</sup>Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Jaipur: New Johar Offset Printers, 2006), p.323

## DECLARATION

I hereby state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, August 2018

Declared by,

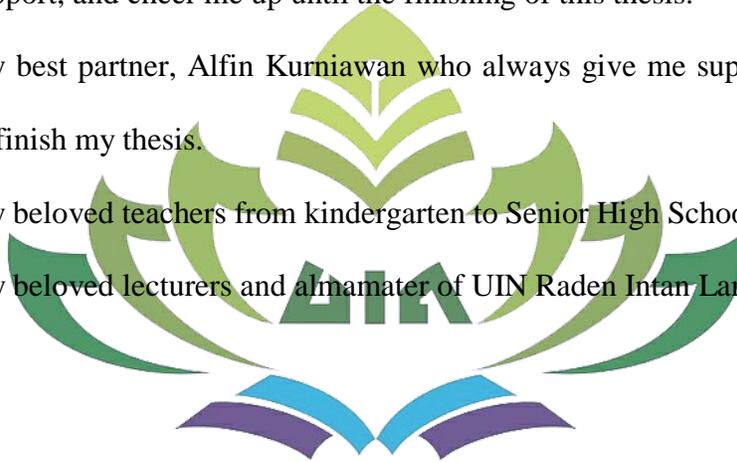
Nur Latifah



## DEDICATION

This thesis is dedicated to:

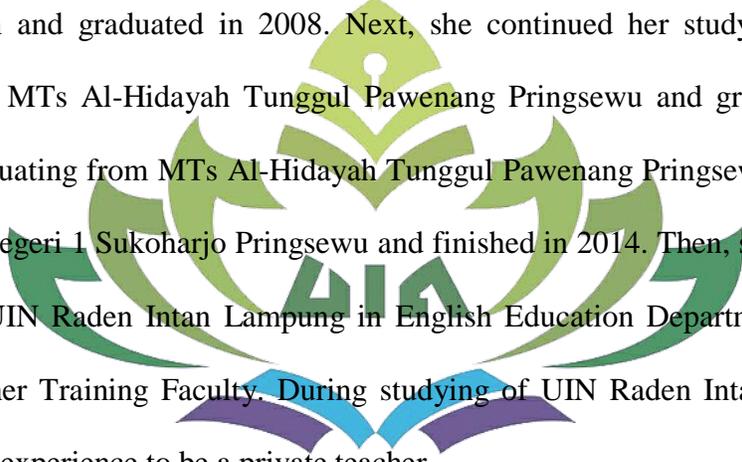
1. My beloved parents, my father Lamto and my mother Samijah who always love me, support me, and pray for my success. Thanks a lot for all the motivation. I love them so much.
2. My beloved sister and nephew, Tri Wahyuni and Aprilia Natasya, who always support, and cheer me up until the finishing of this thesis.
3. My best partner, Alfin Kurniawan who always give me support and solution to finish my thesis.
4. My beloved teachers from kindergarten to Senior High School.
5. My beloved lecturers and almamater of UIN Raden Intan Lampung.



## CURRICULUM VITAE

The writer's name is Nur Latifah. She was born on November 10<sup>th</sup>, 1996 in Bangun Sari, Pesawaran. She is the eldest child of two children of the couple Mr. Lamto and Mrs. Samijah. She has a sister whose name is Tri Wahyuni.

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A large, semi-transparent watermark logo is centered on the page. It features a green and blue design with a central emblem resembling a stylized 'U' or a book, surrounded by decorative elements. The text 'UIN' is visible in the center of the logo.

## ACKNOWLEDGEMENT

First of all, all praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon the great messenger prophet Muhammad S.A.W.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree. For that reason, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

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- 

Finally, the writer realizes this thesis is still far from perfect, so she expects constructive criticisms and suggestions. Any correction, comments, and criticisms for the betterment of this final project are always heartedly welcome.

Bandar Lampung, August 2018

The Writer,

Nur Latifah

## TABLE OF CONTENTS

	Page
<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL.....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DECLARATION.....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENT .....</b>	<b>xiii</b>
<b>LIST OF TABLES .....</b>	<b>xvi</b>
<b>LIST OF FIGURES .....</b>	<b>xvii</b>
<b>LIST OF APPENDICES.....</b>	<b>xviii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	6
E. Objectives of Research.....	6
F. Uses of the Research .....	7
G. Scope of the Research .....	7
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Teaching and Learning.....	9
1. Definition of Teaching .....	9
2. Definition of Learning .....	10
B. Writing .....	11
1. Definition of Writing.....	11
2. Characteristics of Written Language .....	13
3. Components of Writing .....	15
4. Writing Process .....	17
5. Teaching Writing .....	19
6. Approaches in Teaching Writing.....	22
7. Problems in Teaching and Learning Writing .....	24
a. Teacher's Problems in Teaching Writing .....	24
b. Students' Problems in Learning Writing .....	29
C. Text .....	34

1. Definition of Text .....	34
2. Kinds of Text .....	35
3. Narrative text .....	38
D. Technique .....	43
E. Story Mapping .....	44
1. Definition of Story Mapping .....	44
2. Advantages and Disadvantages of Story Mapping.....	46
a. Advantages of Story Mapping .....	46
b. Disadvantages of Story Mapping .....	48
3. Procedure of Story Mapping.....	50
a. Procedures of Story Mapping .....	50
b. Procedures of Story Mapping to Teach Narrative Text Writing	43

### CHAPTER III RESEARCH METHODOLOGY

A. Research Design .....	54
B. Research Subject .....	54
C. Research Procedure .....	55
D. Data Collection Technique .....	55
a. Observation .....	56
b. Interview .....	57
c. Questionnaire.....	58
E. Data Analysis .....	59
1. Data Reduction.....	59
2. Data Display.....	59
3. Conclusion Drawing and Verification.....	60
F. Trustworthiness of Data Analysis .....	60

### CHAPTER IV RESULT AND DISCUSSION

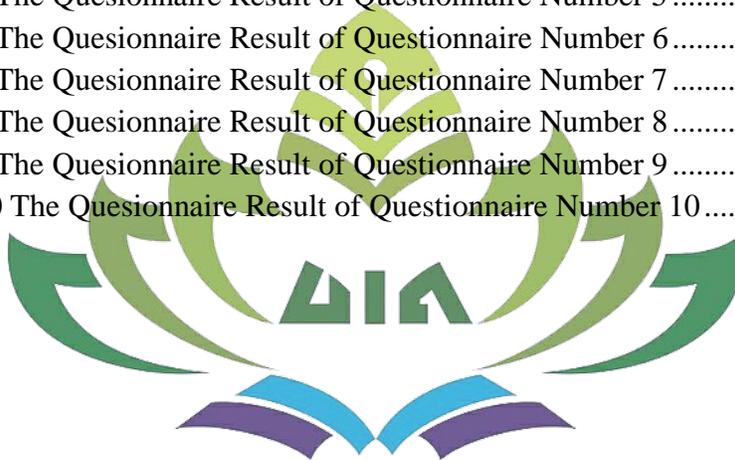
A. Research Implementation.....	68
B. Data Analysis .....	69
1. Data Reduction .....	69
a) Observation.....	71
b) Interview .....	76
c) Questionnaire.....	77
2. Data Display .....	78
a) Observation.....	78
b) Interview .....	82
c) Questionnaire.....	86
3. Conclusion Verification/Drawing.....	90
a) Process of Teaching and Learning Narrative Text Writing Using Story Mapping .....	90
b) Teacher's Problem in Teaching Narrative Text Writing	

Using Story Mapping .....	92
c) Students' Problem in Teaching Narrative Text Writing	
Using Story Mapping .....	93
C. Discussion Finding .....	94
a) Process of Teaching and Learning Narrative Text Writing	
Using Story Mapping.....	94
b) Teacher's Problem in Teaching Narrative Text Writing	
Using Story Mapping.....	97
c) Students' Problem in Learning Narrative Text Writing	
Using Story Mapping.....	98
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	100
B. Suggestion .....	101
1) For the Teacher.....	102
2) For the Students .....	103
3) For the School.....	103
<b>REFERENCES .....</b>	<b>104</b>
<b>APPENDICES .....</b>	<b>107</b>



## LIST OF TABLES

Table 3.1 The Specification of Observation Checklist .....	61
Table 3.2 Interview Guideline.....	62
Table 3.3 Questionnaire Guideline .....	63
Table 4.1 Questionnaire Sheet in the First Meeting.....	78
Table 4.2 Questionnaire Sheet in the Second Meeting .....	80
Table 4.3 The Questionnaire Result of Questionnaire Number 1,2 and 3 .....	85
Table 4.4 The Questionnaire Result of Questionnaire Number 4 .....	86
Table 4.5 The Questionnaire Result of Questionnaire Number 5 .....	86
Table 4.6 The Questionnaire Result of Questionnaire Number 6 .....	87
Table 4.7 The Questionnaire Result of Questionnaire Number 7 .....	88
Table 4.8 The Questionnaire Result of Questionnaire Number 8 .....	88
Table 4.9 The Questionnaire Result of Questionnaire Number 9 .....	89
Table 4.10 The Questionnaire Result of Questionnaire Number 10.....	89



**LIST OF FIGURES**

Figure 1. The Example of Narrative Text .....	42
Figure 2. The Outline of Story Mapping by Shanahan .....	51
Figure 3. The Outline of Story Mapping by Sarah Kartchner Clark.....	52



## LIST OF APPENDICES

Appendix 1a. The Name of Students .....	108
Appendix 1b. Guideline Interview for Preliminary Research.....	109
Appendix 1c. Transcript of Interview Preliminary Research .....	110
Appendix 1d. The Result of Interview Preliminary Research .....	114
Appendix 1e. Guideline Interview for Preliminary Research.....	116
Appendix 1f. Transcript of Interview Preliminary Research .....	117
Appendix 2a. Observation Sheet for English Teacher 1 <sup>st</sup> Meeting .....	121
Appendix 2b. Observation Sheet for English Teacher 2 <sup>nd</sup> Meeting .....	124
Appendix 3a. Field Observation Sheet 1 <sup>st</sup> Meeting.....	127
Appendix 3b. Field Observation Sheet 2 <sup>nd</sup> Meeting.....	128
Appendix 3c. Guideline Interview for the English Teacher .....	129
Appendix 3d. Transcript Interview Research.....	130
Appendix 3e. The Result Interview for the English Teacher.....	134
Appendix 3f. Questionnaire Sheet .....	137



## CHAPTER I INTRODUCTION

### A. Background of the Problem

There are many languages used by people in this world. One of them is English. English is one of the international language used by many people in the world and in many areas of everyday life. According to Patel, English is the international language. International English is the concept of the English language as global means of communication in numerous dialects and the movement towards an international standard for the language.<sup>1</sup> English has been used by almost all countries in the world either as native, second or foreign language. Therefore, using English is the easiest way to communicate with the people from other countries in many aspect of human life such as technology, economy, social, politic and education.

Al-Quran says in Ar- Ruum: 22.<sup>2</sup>

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَآخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ فِي ذَلِكَ

لَايَاتٍ لِلْعَالِمِينَ ﴿٢٢﴾

*“And of His signs is the creation of the heavens and the earth, and variations in your languages and colours: verily in that are Signs for those who know. (QS Ar- Ruum: 22)”*

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<sup>1</sup>M.F Patel, Praveen M.Jain, *English Language Teaching Method (Method, Tool, Technique* (Jaipur: Sunrise Publisher and Distributors, 2008), p.6.

<sup>2</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Jaipur: New Johar Offset Printers, 2006), p.405

This verse implies that we understand the various languages that exist so that it is easy to socialize with others. In addition, language is very important to communicate with people who are different countries with us. At least, there is one language that can be understood equally so that messages and information are conveyed correctly.

In Indonesia, English is a foreign language that is not used every day. Indonesians only learn English from the school like elementary school, junior high school, senior high school and in university. There are four skills in English they are listening, speaking, reading and writing. Listening and reading are used to understand our world, whereas speaking and writing are to express our feeling, need, and desires through speaking and writing.

Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, paragraph by using eyes, brain and hand.<sup>3</sup> Hyland also said, students are expected to convey the ideas, feelings, and knowledge in written language. Writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>4</sup> It means that writing is one of the ways the people do to transmit information and give their views on some topics.

---

<sup>3</sup> Ann Rimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.2.

<sup>4</sup> Ken Hyland, *Second Language Writing* (New York: Cambridge University press, 2003), p.9.

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 narrative, descriptive, recount, procedure, report, explanation, news item, etc. According to Siahaan narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>5</sup> Narrative is a text which tells a story of past events to entertain the audience.

One of techniques which is suitable for students in teaching narrative writing is story mapping. Story mapping is a visual aid, which depicts the settings or of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in literary selections. By sharing personal interpretations of stories through illustrations, students can increase their understanding and appreciation of selections. Story map can be used as frameworks for storytelling or retelling, and outlines of story writing.

According to Khalaf, Story mapping could be used as a visual graphic organizer that draws six elements in narrative text such as setting, characters, sequence of major events and actions of story characters, so that students enable to connect story events and to perceive structure in a story.<sup>6</sup> Story mapping is a technique that uses a graphic organizer to help students learn the elements of the story. By indentifying story

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<sup>5</sup> Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha ilmu, 2008), p.73.

<sup>6</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. Available on <http://www.ccsenet.org/journal/index.php/elt/article/view/37027>, Accessed on Desember 15<sup>th</sup>,2017.

characters, plot, setting, problem and solution, students can easy to write the elements of story.

There were some previous research about teaching writing by using story map, one of the research was conducted by Abidin from Yogyakarta State University, he says in his thesis entitled *Using Story-Mapping Technique To Improve The Writing Ability*. Story mapping technique can help the students in the writing process namely planning, drafting, revising (editing) and final version. It can help the students in generating their ideas to write. The story mapping also helps the students to improve their skills in organizing the text because it helped them remember the elements in the narrative text.<sup>7</sup>

The second research was conducted by Yantu from Gorontalo State University, she says in her thesis entitled *Developing Students' Ability In Writing Narrative Text By Using Story Map Technique*. Using story map technique, the students focused on composing a good narrative text because in writing narrative text they will write their own story or retelling a story based on what they have read before. The students had to pay attention to the rules of writing and all components of writing especially grammar, structures, and sentences used in writing narrative text.<sup>8</sup>

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<sup>7</sup>Teddy Ansyah Abidin. *Using Story-Mapping Technique To Improve The Writing Ability*. S-1 Thesis (Yogyakarta: Yogyakarta State University, 2014), p.81. available at <http://eprints.uny.ac.id/19824/1/Teddy%20Ansyah%20Abidin%2009202241050.pdf>, accessed on January 04<sup>th</sup>, 2018.

<sup>8</sup>Yuni Fatha Siskawaty Yantu. *Developing Students' Ability In Writing Narrative Text By Using Story Map Technique*. S-1 Thesis (Gorontalo: Gorontalo State University, 2013), p.3. available at [http://www.academia.edu/23171951/developing\\_students\\_ability\\_in\\_writing\\_narrative\\_text\\_by\\_using](http://www.academia.edu/23171951/developing_students_ability_in_writing_narrative_text_by_using)

Based on preliminary research conducted at SMPN 3 Pringsewu, the writer found that teaching and learning narrative text writing by using story mapping has been applied there. From the result of interview, the teacher said some students found difficulty in writing. The students do not have many vocabularies, it happens because they do not interested and lazy to learn new vocabularies. Moreover, the students also felt confused and difficult to develop their ideas when they want to write. For example, they have ideas in Indonesia language but they felt confused and difficult to write their ideas in English language. If the students have many vocabularies, they can easily twrite and develop their ideas in English language.<sup>9</sup>

As such, the writer wants to know the teaching and learning process of English subject in SMPN 3 Pringsewu by observing the story map used by English teacher in teaching narrative text writing and story map as technique in teaching learning process. In addition, the writer wants to find information about the causes of the students and the problem faced by the teacher and students in teaching learning process of narrative text writing.

Based on backgroud above, the writer conducted a research entitled Teaching and Learning Narrative Text Writing through Story Mapping at the First Semester of the Ninth Grade of SMPN 3 Pringsewu in Acedemic Year 2018/2019.

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[\\_story\\_map\\_technique\\_a\\_research\\_conducted\\_at\\_the\\_2\\_nd\\_grade\\_of\\_sma\\_negeri\\_2\\_limboto\\_2012\\_2\\_013\\_academic\\_year\\_yuni\\_fatha\\_siskawaty\\_yantu\\_321\\_405\\_056](#), accessed on January 04<sup>th</sup>, 2018.

<sup>9</sup>Solah, English Teacher of SMPN 3 Pringsewu, *an Interview*, January 10<sup>th</sup>, 2018, Unpublished.

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

Based on the background of the above, the writer identified the problems as follows:

1. The students do not have many vocabularies.
2. The students felt confused and difficult to develop their ideas to write a narrative story.

## **C. Limitation of the Problem**

The limitation of the problem was the process of teaching and learning narrative text writing through story mapping and the problem of teacher and students in teaching and learning narrative text writing by using story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019.

## **D. Formulation of the Problem**

Based on the identification and the limitation above, the writer formulated the problems as follows:

1. How was the process of teaching and learning narrative text writing by using story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019?
2. What were the students' problems in process of teaching narrative text writing by using story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019?

3. What were the teacher's problems in process of teaching narrative text writing by using story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019?

#### **E. Objectives of the Research**

The objective of the research can be formulated as follows:

1. To know and describe the process of the teaching narrative text writing through story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019.
2. To know the students' problem in learning narrative text writing through story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019.
3. To know the teacher's problem in teaching narrative text writing through story mapping at the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019.

#### **F. Use of the Research**

This research can be used :

1. Theoretically

For the theoretical, the result of this research are expected to support the previous theories about teaching and learning narrative text writing by using story mapping.

## 2. Practically

- a) For the students, it is expected that the students are more interested and motivated in learning English so that their English narrative text writing will be developed and it will give positive effect on their English achievement.
- b) For the teacher, it is expected that the teacher can improve their creativity in teaching and learning process so that the goal of the learning can be achieved.
- c) For the school, it is expected that this research will give motivation for the school for observe in teaching learning process.

## G. Scope of the Research

The scope of the research as follows:

### 1. Subject of the Research

Subjects of the research were the students and teacher at the first semester of the ninth grade of SMPN 3 Pringsewu.

### 2. Object of the Research

Object of the research was the process of teaching and learning narrative text writing through story mapping.

### 3. Place of the Research

The research conducted in SMPN 3 Pringsewu.

### 4. Time of the research

Time of the research conducted the first semester of the ninth grade of SMPN 3 Pringsewu in academic year 2018/2019.

## CHAPTER II REVIEW OF LITERATURE

### A. Teaching and Learning

#### 1. Definition of Teaching

Teaching is a process done by the teacher to share their experience, knowledge and material preparation the aim of teaching can be reached. Teaching can also defined as providing opportunities for students to learn. However, students may not always learn what the teacher intend to teach and some times they may also learn notion which teacher do not intend them to learn.

Teaching is a kind of activity to transfer knowledge to other people. According to Harmer teaching means to give (someone) knowledge to instruct or to train (someone).<sup>1</sup> In addition, Brown says that teaching is guiding and facilitating, enabling the learner to learn, setting the conditions for learning.<sup>2</sup> It means that teaching is giving knowledge to someone get best result and setting the conditions for learning.

According to Sprinthal that teaching demands a combination of three elemets: trasmiting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level

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<sup>1</sup>Jeremy Harmer, *How to Teach English* (Harlow: Longman,1998), p.24.

<sup>2</sup>H Douglas Brown, *Principles of Langaue Learning and Teaching* (Fourth Edition) (San Francisco: Longman, 2000), p.7.

and goal of the teacher selects before.<sup>3</sup> The teacher gives knowledge and information to students by using interpersonal relationship.

Based on explanation above, the writer concluded that the teaching is a process of transferring experience, knowledge, information from teacher to students, setting the conditions for learning and manage three elements: transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationship.

## 2. Definition of Learning

Learning is process of change from not know to know. According to Patel, learning can be defined as the way through which the art of using skill and practice is given to learn.<sup>4</sup> Learning is a way through which the art of using skill, such as listening, speaking, reading, and writing.

In addition, Brown says that learning is acquiring of getting of knowledge of a subject or skill by a study, experience, or instruction.<sup>5</sup> Therefore, success in learning English by study, experience, or instruction will realize if the students are able to be mastered in skill by doing more practice in learning process.

Breaking down the components of the definition of learning, we can extract domains of research inquiry, as follows:

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<sup>3</sup>Richard C. Sprinthall, *Educational Psychology Development Approach* (Canada: Wesley Publishing Company, 1977), p.382.

<sup>4</sup>M.F Patel, Praveen M.Jain, *English Language Teaching Method (Method, Tool, Technique* (Jaipur: Sunrise Publisher and Distributors, 2008), p.36.

<sup>5</sup>H Douglas Brown, *Principles of Language Learning and Teaching* (Fourth Edition) *Op.Cit*, p.18

1. Learning is acquisition or “getting”.
2. Learning is retention of information of skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior.<sup>6</sup>

These concepts can also give way a number of subfields within the discipline of psychology, there are acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning style and strategies, theories of forgetting, reinforcement, and the role of practice.<sup>7</sup> The concepts of learning become every bit as complex as the concepts of language.

Based on explanation above, it can be concluded that learning is a process of students to get knowledge, experience, instruction, and understand the lesson of the subject that the teacher give to them. Moreover, learning can be defined as changes in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill and changing attitude.

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<sup>6</sup>*Ibid*, p.7.

<sup>7</sup>*Ibid*

## B. Writing

### 1. Definition of Writing

Writing is an action-a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.<sup>8</sup> In learning writing, students not only learn about how to make a good writing, but also the students should know how to make their writing better than before.

Al-Quran says in Al- Alaq: 4-5.<sup>9</sup>

الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Who taught by the pen. He has taught human what he did not know(QS Al- Alaq: 4-5)”

Writing is a skill by far most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.<sup>10</sup> It means that writing ability is important in learning foreign language. The students’ writing ability is very needs improving for success in skill, especially writing.

According to Nunan that writing can be viewed as involving a number of thinking processes which are down upon in varied complex ways an individual composes, transcribes, evaluates, and revises. Writing has evolved in societies as a result of

<sup>8</sup>Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York: Longman, 2005), p.5.

<sup>9</sup> Abdullah Yusuf Ali, *The Holy Qur’an Arabic Text With English Translation*, (Jaipur: New Johar Offset Printers, 2006), p.597

<sup>10</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 1998), p.79

cultural changes creating communicative needs which cannot be readily met by the spoken language.<sup>11</sup> It means that writing have varies process in development to creating communicative needs readily the which cannot be met by spoken language.

In addition, Heaton says that writing are complex and sometimes difficult to teach, requiring mastery not only of gramatimatical devices but also conceptual and judgmental elements.<sup>12</sup> Writing skill is not really easy to be done because writing skill must be consider not only gramatical but also the elements of writing.

Moreover, Writing is a complex process, and most of the research literature recognizes the difficulty it poses for students. It seems reasonable to expect, then, that the teaching of writing is complex as well.<sup>13</sup> Writing is a thinking process in which idea are arranged and combine with complex knowledge of target language structure, vocabulary, organization, content and language use.

Based on explanation above, it can be concluded that writing is an activity to express their ideas and thoughts in written form. Moreover, writing is a skill that can improve other component of language such as vocabulary, spelling, and grammar so the students not only learn about how to make a good writing, but writing is not easy to do, the students need more practice to be a good writer and successful in writing, because practices makes perfect.

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<sup>11</sup>David Nunan, *Language Teaching Methodology* (New York: Prentic Hall, 1991), p. 84.

<sup>12</sup>J.B Heaton, *Writing English Language Test* (New York: Longman, 1988), p. 135.

<sup>13</sup>Vicki Urquhart & Monette McIver, *Teaching Writing in the Content Areas* (Alexandria: Library of Congress Cataloging, 2005), p.6.

## 2. Characteristics of Written Language

There are some characteristics of written language as follows:

### a) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates certain power, the power to emend, to clarify, and to withdraw.

### b) Production time

There are bad and good news. The good news is that given appropriated stretches of time, a writer can become indeed a good writer by developing efficient processes for achieving the final product. The bad news is that most of the educational contexts require students writing within time limitations or writing for display.

### c) Distance

One of the biggest problems that a writer faces is anticipating the intended audience. That anticipation ranges from audience general characteristics to how words, phrases, sentences, and paragraphs are going to be interpreted. The distance factor has to have cognitive empathy. This means that good writers can read their own writing from the perspective of the mind of the targeted audience.

### d) Ortography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

e) Complexity

Good writers must be good at some activities like: remove redundancy, combine sentences, make references of other elements in a text, and create syntactical and lexical variety.

f) Vocabulary

Everything from single greetings to full blown essays are written by mastering a few dozen of letters and other written symbols. Writers must take advantage of the richness of English vocabulary.

g) Formality

Wheter a student is filling out a questionnaire of writing a full-blown essay, the conventions of each form must be followed.<sup>14</sup>

Based on explanation above, it can be concluded that written language have seven characteristics. They are permanence, production time, distance, ortography, complexity, vocabulary and formality. Permanence is written down and delivered in its final form to its intended audience. Production time is good or bad news that given appropriated stretches of time. Distance is one of the biggest problems that a writer faces is anticipating the intended audience. Ortography can refer to the study of letters and how they are usde to express sounds and form words. In complexity, vocabulary and formality the writer must be good to combine sentences using many vocabularies.

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<sup>14</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (Second Edition)* (San Fransisco: Longman, 2000), pp. 341-342

### 3. Component of Writing

Writing is an activity to express their idea and thought in written form. In writing, there are five aspect that must be ordered by writer. It is needed to give clearly of information that as the writer means. Writing has some component that should be attended. There are some components of writing as follows:

#### a. Content

The component of writing should be clear to readers. So, the readers can understand that message conveyed and gain the information from it.

#### b. Organization

The process of organization materials in writing involves coherence, order of important, general to specific, specific chronological order and spatial parent.

#### c. Vocabulary

One of the requirements of good writing always defines on the effective use of words play dual roles, to communicate and to evoke, to let the readers to perceive and feel.

#### d. Language Use

Language use of writing involves correct usage end points of grammar. There are many points of grammar such as verbs, nouns, agreements.

#### e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately.<sup>15</sup>

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<sup>15</sup>Blanka Frydrychova Klimova, *Evaluating Writing in English as a Second Language* (Hradec Kralove: Procedia- Social and Behavioral Sciences, 2011), p.392, available at [https://Evaluating\\_Writing\\_in\\_English\\_as\\_a\\_Second\\_Language.pdf](https://Evaluating_Writing_in_English_as_a_Second_Language.pdf), accessed on April 19<sup>th</sup> 2018

It means that in doing writing, the students have to attend the five component of writing in order to create good writing. Mechanics are conventions of print that do not exist in oral language, including spelling, punctuation, and capitalization. Students have to consciously learn how to mechanics in written language. When we are write something the content should be clear to readers. So, the readers can understand that message conveyed and gain the information from it. Organization is the structural framework for writing. Organization is important to effective writing because it provides readers with a framework to help them fulfill their expectations for the text. The next component of writing is vocabulary choice, vocabulary can make your writing more powerful and effective so it can help you easy to say what you mean. The last and not less important is grammar. Grammar is important because it provides informations that helps the readers comprehension. It is the structure that convey precise meaning from the writer to the audience.

#### **4. Writing Process**

Writing process is the stages a writer goes though in order to produce something and its final written form. This process may, of course, be effected by the content (subject-matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium it is written in (pen and paper, computer word files, etc).<sup>16</sup> Writing is a process of our maid to produce a good written which is affected by the content or type of writing. The writer must know how to write well and how to writing process in order that the reader can understand about our writer.

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<sup>16</sup>Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p.4.

In practicing writing, the writers have to follow the steps to make their writing more effective and they should follow the process writing in order their writing well. Here are steps of writing process by Harmer:

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. For others a few jotted words maybe enough. Still other may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of consciousness about what food is needed before writing it on the piece of paper.<sup>17</sup> During planning a writer will choose a manageable topic, identify a purpose and audience, draft a sentences that express the main idea, gather information about the topic, and begin to organize the information.

b) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts maybe produced on the way to the final version.<sup>18</sup> During drafting, the writers put an ideas into complete thoughts, such as sentences and paragraphs. The writer organize an ideas in a way that allows the reader to understand his or her message. Moreover, the writer will compose an

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<sup>17</sup>*Ibid.*

<sup>18</sup>*Ibid, p.5.*

introduction to the piece and develop a conclusion for the material. At the end the writer will have complete a draft.

c) Editing

Once writers have produced a draft they then, usually, read through what have they written to see where it works and where it doesn't Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction.<sup>19</sup>

Editing is an on-going process, not a one time event. When the writer edits, his or her checking the piece for errors. These are typically error in spelling, punctuation, capitalization and grammar.

d) Final Draft

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final draft. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.<sup>20</sup> The last step in this process is final draft, where the writer produce a final version that has been edited in the previous step.

Based on explanation above, it can be concluded writing is a process that involves at least four steps: planning, drafting, editing, and final draft. Planning is anything yo do before you write a draft. Drafting accurs when you put your ideas into sentences and

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<sup>19</sup>*Ibid*

<sup>20</sup>*Ibid*

paragraph. In editing you should be checking the piece error in spelling, punctuation, capitalization and grammar. The last is final draft, we have produce our final draft.

## 5. Teaching Writing

Teaching writing is not about transferring knowledge from the tacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and to select the word that appropriate the use in paragraph of a text. Teaching how to write is one of the most important skills that teacher impart to their students. When teaching writing, the teacher should be sure to select resources and support matterials that not only aid them in teaching how to write, but that will also be the most affective in helping their students learn to write.

Harmer states that by far the most important reason for teaching writing of course is that a basic of language skills. Therefore, teaching writing to student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.<sup>21</sup> However, many teachers agree that in the classroom, writing should be given much attention as reading, speaking, and listening. Yet, many teachers and students alike consider writing to be most difficult subject of language skill to learn. As a teacher we should be able to train and to guide the students to make good writing.

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<sup>21</sup>*Ibid*, p.1

Based on explanation above, it can be concluded that teaching writing is teaching the students the way to write in foreign language. Teaching writing is also as a process intruction how to organize our ideas to learn and to practice the art of putting word together in well-formed sentence, paragraph, and text. In lesson plan from the English teacher, the teacher will teach about narrative text (see appendix). In addition, Brown states that there are types of writing class performance:

1) Imitative, or Writing Down

Beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code.<sup>22</sup> To produce written language, the students must attains skill in the fundamental basic taks of writing letter, word, punctuations and very brief sentences. This category includes ability to spell corectly in the English Spelling system.

2) Intensive, or Controlled

Writing is sometimes used as production made for learning, reinforcing or testing grammatical; concept. The intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.<sup>23</sup> Intensive are skills in producing appropriate vocabulary withing a context, collocatations, idioms and correct gramatical features.

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<sup>22</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (Second Edition) *Op.Cit* p. 343

<sup>23</sup>*Ibid*, p. 344

### 3) Self-Writing

A significant a proportion of class room writing may be devoted to self-writing or writing which only the self in mind as audience.<sup>24</sup> The students try to write what they think, then put in their writing, and make themselves an audience.

### 4) Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.<sup>25</sup> The students answer exercises, essay examinations, and even research report.

### 5) Real Writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those messages.<sup>26</sup> In the last type, aims to fully communicate the desired message to the readers.

Based on the explanation above, it can be concluded that teaching writing should be well constructed. When the teacher teaches writing in the classroom, it has many activities that the students do in learning. The teacher not only teaches how to write, but also guide the students to know first kinds of writing they are going to write, the purpose of their writing, and who will be the readers. These all should in interesting ways.

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<sup>24</sup>*Ibid*

<sup>25</sup>*Ibid*

<sup>26</sup>*Ibid*, p. 346.

## 6. Approaches in Teaching Writing

According to Harmer there are approaches in teaching writing as follows:

### a) Process and Product

In the teaching of writing we can either focus on the product of that writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of task and in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, i.e. an approach with values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself).

### b) Genre

A lot of writing within a discourse community is very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognise poetry formats and we know what a formal letter should look like. Genre represents norms of different kinds of writing.

### c) Creative Writing

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of achievement and that the most people feel pride in their work and want it to be read.

d) Writing as a Cooperative Writing

Cooperative writing works well whether the focus is on the writing process or, alternatively, on genre study. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than is when writers work on their own.

e) Building the Writing Habit

Some students are extremely unconfident and unenthusiastic writers. There may be many reasons for this: perhaps they have never written much in their first language (s). Perhaps they think that they don't have anything to say and can't come up with ideas.

f) Writing for Learning and Writing for Writing

We need to make a distinction between writing for learning and writing for writing if we are to promote writing as a skill. Writing for learning is the kind of writing we do to help students learn language or to do test them on that language.<sup>27</sup>

Based on explanation above, it can be concluded that approaches in teaching writing have six stages. They are Process and product, genre, creative writing, writing as cooperative writing, building the writing habit, and writing for learning and writing for writing.

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<sup>27</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition) (Cambridge: Pearson Education Limited, 2007), pp.257-260

## 7. Problems in Teaching and Learning Writing

### a. Teacher's Problem in Teaching Writing

Teaching or learning how to write successfully gets even more complicated and challenged for both language teacher and students. Students do not write very often and most of what they write in the classroom. The teacher should be clear on what skills he or she is trying to develop. According to Harmer, teaching writing is more than just dealing with feature. It is about helping students to communicate real message in appropriate manner. Teacher and students need to know how it talks about language at various points during learning and teaching.<sup>28</sup> It means that the teacher should know to make students easily to understand writing well. However, there are six problems in teaching writing that explained by Thakur. Those can be described as follows:

#### 1. Over-crowded class

Teacher of English experience a lot of problems in handling such as big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.<sup>29</sup> Teaching in an over crowded class can make the teacher frustrating, overwhelming, and stressfull, beacuse the teacher will be more difficult to monitor student progress.

#### 2. Lack of Competent Teacher

Incompetent teachers are the main source of trouble as far as teaching of English in school. They are either trained in old methods and have never cared to look for something batter in new techniques or there are those who receive new insight but

<sup>28</sup>*Ibid*, p.34.

<sup>29</sup>Jyoti Thakur, *Challenges and Prospect in Teaching English*, (Punjab: Chitkara University, 2013), p. 128

never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer the subject while under training.<sup>30</sup> It means that the teacher competent is important in process taching and learning in the classroom. If the teacher is not competent, it will be difficult to give or transfer knowledge to students, and students will also be difficult to accept what the teacher say.

### 3. Faulty Method of Teaching

Teaching of English suffers from the faulty methods of teaching. In most of the school, the translation method is sole favorite with teacher. The teachers picks up the reader, translates the paragraph, writer the meanings of difficult words on the blackboard and assign some homework and that is all.<sup>31</sup> In teaching method is also very influential to the success of the learning process. The teacher should be teach using suitable method because students will more easily accept what the teacher teach if the teacher use suitable method in teaching and learning process.

### 4. Non Availability of Good Text-books

The text books of English used in school are sub-standard. The books are edited or written by those who are not actual practicing teacher. No effort is made to select beforehand graded vocabulary for use in the text books.<sup>32</sup> Textbook is one of the media that serves to transform knowledge to the students. So, textbook must be suitable with the syllabus and matterial and the teacher should be able to select the textbook according to the student's ability.

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<sup>30</sup>*Ibid*

<sup>31</sup>*Ibid*

<sup>32</sup>*Ibid*

##### 5. Apathy to New Techniques and Procedure

Most of the teachers working in middle and high school are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new generation of teacher is being given training in new methods but the teacher fail miserably when they are actually put on the job.<sup>33</sup>When teaching the teacher must be creative, especially to selection techniques for teaching and learning process. Teachers should always update the latest learning techniques according to the times, but must use the proper procedure.

##### 6. Inadequate Provision of Teaching

A general survey of teaching in school would reveal the most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcard which can greatly help them in teaching their subject well.<sup>34</sup> Many schools do not provide the facilities required in the learning process. Lack of facilities required will be hinder the learning process.

Based on explanation above, it can be concluded some problem faced by teacher in teaching writing there are over-crowded class, lack of competent teacher, faulty method of teaching, non availability of good text-books, apathy to new techniques and procedure and inadequate provision of teaching. Over-crowded class can make the teacher difficult to monitor student progress. The teacher must have competence in teaching, the teacher will be easy to give or transfer knowledge to students. A teacher also must know the interest techniques in teaching, using the interesting and

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<sup>33</sup> *Ibid*

<sup>34</sup> *Ibid*

suitable of learning media so that students do not feel bored when the learning process and teachers must be able to select the textbook according to the students' ability.

In addition Alzubark states that the teacher problems in teaching writing, can be described as follows:

a) The topics in text books are not attractive

The topics in the text books for writing skills are not attractive and persuasive enough which make it quite discouraging to teach writing skills to the students.

b) Credit hours

More credit hours should be added to teaching writing skills so that the problem of writing skills in the classroom can be eradicated.

c) The higher number of students

The higher number of students in each class is a barrier for lecturers to achieve their teaching goals for teaching writing skills.

d) Teacher competence

Teacher competence in using devices or equipments for learning writing skills will assist the attainment of writing skills in the classrooms.

e) Intensive writing exercise

Intensive writing exercises and teachers' regular assessment of the material will identify the the students' weaknesses in learning the English language writing skills.<sup>35</sup>

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<sup>35</sup> Amin Ali Alzubark, Exploring the Problems Faced by the Teachers in Developing English

From the explanation above, it can be concluded that some of problems faced by teacher in teaching writing are topics in the textbooks are not attractive, credit hours, the higher number of students, teacher competence and intensive writing exercises.

### **b. Students' Problem in Learning Writing**

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context.<sup>36</sup> However, in the practice of learning writing in the class, there are some obstacles, which often happen in the process of learning writing. The students' problems means that is learning writing not just writing but it needs organization ideas, linguistics, structure of sentences, and so on. These difficulties may vary in cause, nature, intensity and duration. These are some problems faced by the students in learning writing such as:

#### **a. Capitalization Problem**

The capitalization appears that source of this problem is neither from mother tongue nor from L.2 interference. Using capital letters correctly is a writing norm which is required in all language. It is a pedagogical problem which can be

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Writing Skills for the Students in Saudi Arabia, *International Journal of English Language Teaching*, Vol.4, No.10, December 2016, p. 15-19, available at [www.ejournal.org](http://www.ejournal.org), accessed on February 24<sup>th</sup>, 2018.

<sup>36</sup>Jeremy Harmer, *How to Teach English*, Op. Cit. p.24

handled appropriately by professional teachers in school.<sup>37</sup> Many students difficult to understand how to use of capital letters, sometimes they are still many use small letters at the beginning of a new paragraph and use capital letters in the middle of a sentence. Finally, failure to use writing norms appropriately may lead to misinterpretation of information.

b. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.<sup>38</sup> In this problem, many students confuse how to use punctuations correctly. For example, in using full stop, this means stop, and must be used correctly. The commas which are used extensively in order to help the readers convey the intended meaning in long sentences are not adequately used.

c. Inexplicitness or Fuzziness

Writing feature which are necessary in order to help the readers to understand the intended meaning were inadequately used. For example, the relationships of elements within and across the sentences were not effectively explained.<sup>39</sup> In the problem of inexplicitness or fuzziness may be happen because unfavorable teaching and a poor learning environment or from the poor social background of

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<sup>37</sup>Yohana P. Msanjila, *Nordic Journal of African Studies Problems of Writing*, Kishawili: Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania, 2005, p. 18, Available on <http://www.njas.helsinki.fi/pdf-files/vol14num1/msanjila.pdf> , accessed on January 19<sup>th</sup>, 2018

<sup>38</sup>*Ibid*, pp.19-20

<sup>39</sup>*Ibid*, p.20

the students themselves. If there are good language teachers with relevant resource materials and the students are willing to learn the skills of writing, such writing problems may be reduced to a great extent.

d. Poor Organization or Illogical Sequence

Like the problem of inexplicitness, poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of wide reading and writing habit and involvement in discussion and debates.<sup>40</sup> In order for the readers to understand the intended written messages, the sentences and paragraphs should be systematically organized and logically arranged. So, this problem is as serious as the problem of inexplicitness or fuzziness that must be resolved.

e. Spelling Problem

This problem can only be minimized but we cannot say with certainty it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalist, and academics.<sup>41</sup> In this problem, usually the wrongly spelled word because they make the words difficult to understand especially for the readers and hence it becomes difficult for them to decipher the intended meaning.

f. Grammatical Errors

The grammatical errors found in the corpus are what Richard calls the intralingual and developmental errors. Intralingual errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete

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<sup>40</sup>*Ibid*,p.21

<sup>41</sup>*Ibid*,p.22

application of rules and failure to learn condition under which rules apply. Developmental errors, on the hand, illustrate that learner's attempt to try to build up hypotheses about the target language from his limited knowledge learnt in school or naturally acquired.<sup>42</sup> In this problem, may arise as a result the poor social background of the students themselves. Besides that, it happens because the use of very long sentences and in consequence some students fail to relate the grammatical particles.

Based on explanation above, the problems in learning writing faced by the students includes capitalization problems, punctuation problems, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors.

In addition according Alfaki, In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problems to write, some problem as follows :

a. Grammatical problem

Learner have a number of problem in their attemps to write in second language. Students have problem with subject verb agreements, pronoun references, and connectors.

b. Problem of sentence structure

Students who have problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination.

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<sup>42</sup>*Ibid*

c. Problem of word choice

A good writing or composition should be consist of appropriate and varied range of vocabularies used along grammar and varied range of sentence structures.

d. Cognitive problem

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content, and organization.

1) Punctuation problem

Punctuation has never been standard to the extent as spelling, makes it is problematic.

2) Capitalization problem

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings. However, learners have problem in using capitalization properly.

3) Spelling problem

Due to the influence of other languages, varian pronounciations and other historical reason, the English spelling system which has become inconsistent is complex for students.

4) Content problem

Learners of English as a second or foreign language also face problem of exploring ideas and thought to communicate with others.

### 5) Organization problem

Learners have problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse.<sup>43</sup>

Based on the explanation above, it can be concluded that the students problem in learning writing are grammatical errors, problem of sentence structures, problem of word choice, and cognitive problem. The cognitive problem includes punctuation, capitalization, spelling, content, and organization.

## C. Text

### 1. Definition Text

A text is a meaningful linguistic unit in a context. A text both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse.<sup>44</sup> It means that text is a arranging of words to give a message to somebody in written or spoken.

A text is any completed act of communication such as greeting friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>45</sup> Furthermore,

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<sup>43</sup>Ibrahim Mohamed Alfaki, University Students English Writing Problems: Diagnosis and Remedy, *International Journal of English Language Teaching*, Vol.3, No.3, (Atbara, Sudan: Nile Valley University, May 2015), pp. 45-46. Available at <http://www.eajournals.org/wp-content/uploads/University-Students-English-Writing-Problems-Diagnosis-and-Remedy.pdf>, accessed on february 14<sup>th</sup>, 2018.

<sup>44</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu,2008), p.1

<sup>45</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd,2005), p.29.

Anderson states that text is when these words are put together to communicate a meaning, a piece a text is created.<sup>46</sup> It means that text is arranging of word in sentences to create a paragraph of a text. The text is one of the ways that the people do to communicate with the other people in order to share information, knowledge in written or spoken .

From the explanation above, it can be concluded that text is arranging of words in written or spoken that should provide appropriate true information based on kinds of text written. It has function to give information or information about something to readers.

## 2. Kinds of Text

According to English Syllabus for junior high school there are many kinds of the text taught in junior school. The examples genre of texts are follows:

### a) Recount text

Recount text is to retell events for purpose of infroming or entertaining.

#### 1) Generic structure:

- Orientation : provides the setting and introduce participants.
- Events : tell what happened, in what sequence.
- Re-orientation : opitional-closure of events.

#### 2) Significant gramatical features:

- Focus on spesific participants.

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<sup>46</sup>Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Macmillan, 1997), p.1

- Use of material processes
- Use past tense
- Focus on temporal sequence

b) Report text

Report is to describe the way things are, with reference to a range natural, made, and social phenomena in our environment.

1) Generic structure:

- General classification : tells what the phenomenon under discussion.
- Description : tells what the phenomenon under discussion is like in term of: Parts (and their fuctions), qualities, and habits of behaviours, if living: uses, if non-natural.

2) Significant gramatical features:

- Focus on generic participants.
- Use of relational processes to states what is and that which it is.
- Use simple present tense.
- No temporal sequence.

c) Procedures text

Procedure text is a text that explains or helps us how to make or use something.

1) Generic structures

- Goal : showing the purposes.
- Material : telling the needed materials.
- Steps : describing the steps to achieve the purpose.

2) Significant gramatical features

- Using temporal conjunction.
- Using temporal.
- Using imperative sentence.
- Using simple present tense.

d) Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

1) Generic structures

- Orientation : sets the scene and introduces the participants.
- Evaluation : a stepping back to evaluate the plight.
- Complicaton : a crisis
- Resolution : the crisis is resolved, for better or for worse.
- Re-orientation : optional

2) Significant gramatical features:

- Focus on spesific and ussually individualized participants.
- Focus of matterial processes.
- Use of relational processes and mental processes
- Use past tense.

e) Descriptive text

Descriptive text is a text that decribes person, place or thing.

1) Gereneric structure:

- Identification : identifies phenomenon to be described.
- Description : describes parts qualities and characteristics.

2) Significant gramatical features:

- Focus on spesifict participants.
- Use adjective and adverb.
- Use simple present tense.<sup>47</sup>

Based on explanations above, it can be concluded that there are many kinds of the text such as recount text, report text, procedure text, narrative text and descriptive text. The kinds of the text must be mastered by the students in learning writing. In this research, the writer only focuses in narrative text as the form of writing that will be investigated.

### 3. Narrative Text

The story in narrative should relate within stories and has function to entertain the reader. According to Smalley and Ruetten that narrative describe a sequence of the events or tell a story, in other word narrative describe an experience. The logical arragement of idea and sentences in narrative is chronological- according to time order.<sup>48</sup> Narrative is a text which describe a story that has happened in the past.

Narrative is text, which tells a story and in doing so, entertains or informs the reader or listener.<sup>49</sup> In addition, Siahaan and Shinoda says that narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. It deals with the problematic events

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<sup>47</sup>Yuniar Bestiana and Machis Achyani, *Big Book Bahasa Inggris: Metode Terbaik Meraih Nilai 10* (Jakarta Selatan: Penerbit Cmedia Imprint Kawan Pustaka,2017), pp.275-323

<sup>48</sup>Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skills Rhetoric And Grammar For Esl Students* (Second Edition) (New York: Macmillan Publishing Company, 1986), p.58

<sup>49</sup>Mark Anderson and Kathy Anderson, *Text Type in English, Op.Cit*, p.6

which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>50</sup>

It means that narrative is a piece of text which tell a story to inform, amuse, and entertain the reader or listener.

According to Wardiman and Jahur that narrative is a text which tells a story to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution..<sup>51</sup> It means that the story in narrative text not only the fiction but also the real story. To write a narrative text there are some component shat should be mastered by the writer to make the narrative text better and can amuse or entertain the reader.

There are several things which we need to know about narrative text, they are social fuction, generic structures, and significant gramatical features. The explanations of them are bellow:

### 1. Social Function

To amuse, entertain and to deal with actual or vicarous experiences in different ways, narrative deal with problematic events which lead the crisis or turning point of some kind, which in turn finds a resolution.

### 2. Generic Structures of Narrative Text

a. Orientation : Sets the scene and introduces the participants.

Where and when the story happened and introduces the participants of the story: who and what is involved in the story.

<sup>50</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure, Op.Cit*, p.73.

<sup>51</sup>Artono Wardiman and Masduki B. Jahur, *English in Focus for Grade IX Junior High School* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.94.

a. **Complication** : a crisis arises/problem in the story.

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

b. **Resolution** : resolution of the problem in the story/closing the story, ending the story.

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

c. **Re-orientation/Coda** : summarizes the moral values taken from the story.

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

d. **Gramatical features**

a. Focus on specific and usually individualized participants.

b. Use of material processes (and in this text behavioral and verbal process)

c. Use of relational processes and mental processes.

d. Use of temporal conjunctions and temporal circumstances.

e. Use of past tense.

e. **Kind of narrative text, they are:**

a. **Fable** is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer and crocodile, the Ants and the Grasshoper, etc.).

b. **Legend** is a story that is based on the fact but often includes exaggerations about the hero, (sangkuriang, malin kundang, the story of toba lake, etc.).

- c. Fairy tale is a humorous story that tells about impossible happenings, exaggerations the accomplishment of hero, (Cinderella, Snow white, Pinoccio, etc.).
- d. Folk tales, an old story that reveals the custom of culture.<sup>52</sup>

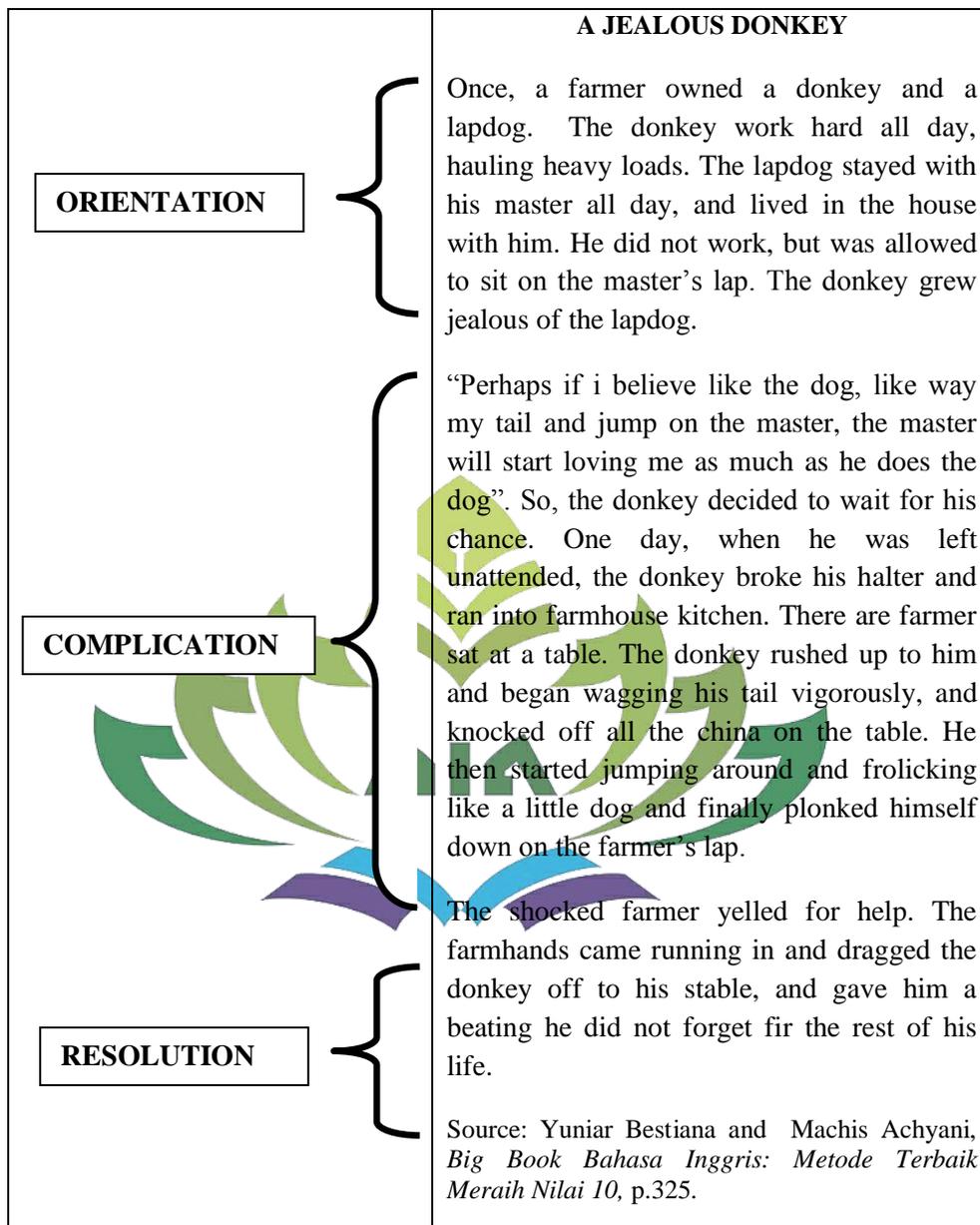
Based on explanations above, it can be concluded narrative text is a text which tells problematic story in the past to entertain and inform the readers or listeners. The narrative text consists of four-part they are orientation, complication, resolution, and coda. Orientation is where and when the story happened and introduces the participants to the story: who and what is involved in the story. The complication is part tells the beginning of the problems which leads to the crisis (climax) of the main participants. Resolution is the problem (the crisis) is resolved. And the last is a coda, summarizes the moral values taken from the story.

Below is the one of example of narrative text. According to Bestiana and Achyani it is called fable.<sup>53</sup> Fable is a short piece of fiction that features animals in the role of the protagonist and usually includes or illustrates a moral. A fable can also have other inanimate object, mythical creatures, or forces of nature as main characters.

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<sup>52</sup>Yuniar Bestiana and Machis Achyani, *Big Book Bahasa Inggris: Metode Terbaik Meraih Nilai 10, Op.Cit*, pp. 319-323.

<sup>53</sup> *Ibid*, p.325.



**Figure 1.**  
The Example of narrative text

### D. Technique

Technique is an implementation, which is taking place in the classroom. According to Brown that techniques are the specific activities manifested in the classroom that are consistent with a method. Technique refers to the various activities that either teacher or students perform in the classroom.<sup>54</sup> It means that technique is an implementation spesific activities in the classroom. A technique can help teacher to improve the student's ability in teaching learning process.

Technique is implementational, meaning that a technique is something that actually take place in language teaching and learning in the classroom. All activities that take place in a language class are techniques.<sup>55</sup> Techniques not only include the presentation of language material but also the repetition of the material.

According to Nagaraj that techniques are closely related to method and approaches: different theories about the nature of language and how to languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (techniques).<sup>56</sup> It means that techniques are not used to certain methods. To some extent, different methods way have other different techniques.

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<sup>54</sup>H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, *Op.Cit*, p.14

<sup>55</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu,2006), p.14

<sup>56</sup>Geetha Nagaraj, *English Language Teaching Approaches Methods Techniques* (Jaipur: Orient Longman Private Limited,1996), p.98

Based on the explanation above, it can be concluded that technique is a set of activities which is presented in the classroom to accomplish certain goal in teaching foreign language. Technique can help teacher to improve students' ability in mastering the language. In other words, techniques are useful to be applied in the classroom so that teaching process is facilitated. Technique is a kind of methods to make lesson is more understood by the students.

## **E. Story Mapping**

### **1. Definition of Story Mapping**

There are many definitions of story mapping stated by several experts. According to Tabatabaei story mapping theoretically rooted in the scema building approach to writing.<sup>57</sup> In addition Mathes and Fuchs says that story map is designed to illustrate to students that all elements of a story are related. Thus, the map provides students with a visual schema for how to most stories are organized and integrated.<sup>58</sup> It means that story mapping is a technique that use schema or map to identify graphic organizer to help students learn the elements of story.

According to Ghosn that story mapping is a visual depiction of the setting, characters and the sequence of events of a story.<sup>59</sup> In addition Li says that story mapping is a technique that use a story map to introduce the basic structure and essential elements

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<sup>57</sup>Omid Tabatabaei, *The Effect of Story Mapping on Writing Performance of Irian EFL Learner*, (Irian: Islamic Azad University, 2012), available at [http://jfl.iaun.ac.ir/article\\_4204.html](http://jfl.iaun.ac.ir/article_4204.html), accessed on January 23<sup>rd</sup>, 2018.

<sup>58</sup>Patricia G. Mathes, Douglass Fuchs, Lynn S. Fuchs, Cooperative Story Mapping, *Remedial and Special Education*. Vol. 18 No.1 February 1997. P.22, available at <http://journals.sagepub.com/doi/pdf/10.1177/074193259701800105>, accessed January 23<sup>rd</sup>, 2018.

<sup>59</sup>Irma-Kaarina Ghosn, *Storybridge to Second Language Literary* (New York : United States of America, 2013), p.147

of story. A story map is a graphic display of the structure of story.<sup>60</sup> It means that story mapping is a visual depiction of the setting or the sequence of major events and actions of story characters. Story mapping can be used as frameworks for storytelling or retelling, and as outlines for story writing.

Boulineau et.al stated that story maps provide a visual-spatial display for key information in narrative (i.e fiction text).<sup>61</sup> In addition, according to Sidekli, story maps have been used in order to improve the story writing skills of teacher candidates in written expression courses.<sup>62</sup> It means that story mapping can used to teaching writing. students learn how to identify character, setting, sequence of events, and resolution by using story map before write a story.

According to Boyle and Scanlon, story map present a basic frame work for understanding important elements found in narrative stories.<sup>63</sup> In addition, Schaefer says that story maps are graphic organizer that help students recognize the main component of the story. The come in all shapes and sizes. In the early stages of writing development, story maps helps students identify the main characters, setting,

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<sup>60</sup>Daqi Li, Effect of Story Mapping and Story Questions on the Story Writing Performance of Students in Learning Disabilities, *A Dissertation*. May, 2000. p.11, available at <https://ttu-ir.tdl.org/ttu-ir/bitstream/handle.pdf?sequence=1>, accessed January 23<sup>rd</sup>,2018.

<sup>61</sup>Tori Boulineau, *et.al*, *Use of Story-Mapping to Increase the Story Grammar Text Comperhension of Students with Learning Disabilities*, Vol.27 Spring 2004, available at <http://journals.sagepub.com/doi/abs/10.2307/1593645>, accessed on January 23<sup>th</sup>,2018.

<sup>62</sup>Sabri Sidekli, Story Map: How to Improve Writing Skills, *Educational Reasearch and Reviews*, Vol. 8(7), pp. 289-296, April 10<sup>th</sup>, 2013, p. 290, available at <http://www.academicjournals.org/journal/ERR/article-abstract/FCBB1624610>, accessed on January 23<sup>rd</sup>,2018.

<sup>63</sup>Joseph Boyle and David Scanlon, *Methods and Strategies for Teaching Students with Mild Disabilities: A case-Based Approach*, (Canada : Nelson Education, 2009), p.208

problem and solution.<sup>64</sup> It means that the story mapping is a basic frame work which can help students to understanding elements of narrative story such as character, setting, sequence of events and resoultion.

Based on the definitions above, it can be concluded that story mapping is a visual graphic map in which is provided the elements of story such as setting, characters, problems, and resolution which are presented to help the writers associate the whole content of the story, so that they can easily manage their ideas as they write the story. Story mapping is useful to be used by students as an outline of students' writing. In writing of narrative text, story mapping can create not only writers' creativity, but also help the writers develop their thoughts appropriate with the theme provided in writing of an imaginative story or telling their experience to the readers.

## **2. Advantages and Disadvantages of Story Mapping**

### **a. Advantages of Story Mapping**

There are several advantages 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-reading. The teacher can introduce a book through a complete story map. By deleting some events, students can make predictions about what they think will happen in the story.
2. Students can use their story mapping as notes for oral book reports.

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<sup>64</sup>Lola M. Schaefer, *Teaching Narrative Writing: The Tools that Work for Every Students* (New York: Schoolastic Professional Books, 2001), p.47

3. Students can use story mapping in preparing visualizing presentations.
4. Students can use story mapping as a prewriting tool in developing their own stories.
5. Teachers can also use story mapping in writing conferences as a way to help students revise their story writing.<sup>65</sup>

Based on explanation above, it can be concluded that advantages of story mapping by Zygouris and Glass have five part. Students can use story mapping as a pre-reading strategy, after that the students use story mapping as note. Students also can use story mapping as media presentations. The story mapping is also as tool to develop their ideas in writing and it help students revise their story writing.

In addition, Kurniawan also mentions some advantages of story map technique as follows:

1. The story mapping is a highly effective, practical way to help students organize story content into a coherent whole.
2. It is an effective technique for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).
3. Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.
4. These concrete representations aid students in visualizing the story.

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<sup>65</sup>Zygouris, Coe V and Glass, C, Story Mapping, *Florida Department of Education: Reading Strategy of the Month Journal*, vol. 2, 2004, p. 2. Available at <http://olc.spsd.sk.ca/De/PD/istr/strats/storymapping/index>, accessed on January 25<sup>th</sup>,2018.

5. Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.
6. It enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.<sup>66</sup>

Based on the explanation above, Kurniawan mentions six advantages of story mapping. Story mapping helps students organize their story. This technique can improve comprehension of materials that are above their instructional. The teacher can easy to teach and to know part of story. And than the students can easy to see their ideas about a story and its anable to students get more information of story.

#### **b. Disadvantages of Story Mapping**

There are some disadvantages of story mapping as below:

1. This technique it wouldn't work if the teacher as the instructors introduce this technique in lack creation. It means that the teacher should be able to increase their imagination in order to make students interest with this technique. For example, if the teacher just ask student to fill the graphic organize without another instruction it will be bored for students

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<sup>66</sup>Ashadi Kurniawan, Improving Students' Reading Comprehension On Narrative Text Through Story Mapping, *Journal of English Language Teaching*, vol.3, 2010, p. 182, available at <https://media.neliti.com/media/publications/213619-improving-students-reading-comprehension.pdf>, accessed on January 25<sup>th</sup>, 2018.

2. If the teacher want to retell a story, they should to finish reading the text before, because without reading first, there is no summary that can catch by the reader (teacher).
3. Students with wrong auditory but weak visual skill may not profit from this technique.
4. This story map will appropriate to be applied in teaching narrative and recount text.
5. The students only focus on the drawing of their story mapping, they can waste their time to write because they spend much time in making their story mapping.<sup>67</sup>

Based on the explanation above, it can be concluded that story mapping has five disadvantages. The teacher should be able to increase students' imagination in order to make them interest with story mapping. The teacher and students should finish reading the text before tell by using story mapping. This technique cannot be applied to other types of text such as descriptive, news item, report because story mapping only requires elements of the story such as narrative and recount text. And the last the students only focus on the drawing of their story mapping, so they spend much time to start write their story.

As the solution to the disadvantages of teaching using this story mapping, the first teacher should be able to improve students' imagination of a story for example by telling them to imagine the conflict that occurs in the characters in the story, the

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<sup>67</sup>Alif Sufi, *The Importance of Story Mapping*, availabet at [http://www.academia.edu/The\\_Importance\\_of\\_Story\\_Mapping](http://www.academia.edu/The_Importance_of_Story_Mapping), accessed on January 25<sup>th</sup>, 2018.

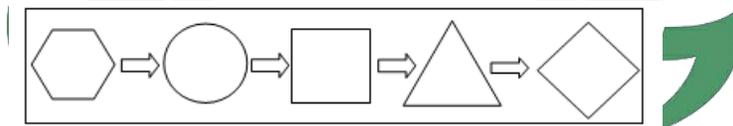
second so that students more easily retold a story before teachers should tell the story first students are more likely to remember the stories they will relate to, the third students have to improve their understanding of a story, and the last thing that students do not just focus on making the story map teachers should be able to split the time between creating, completing story mapping and writing complete stories based on story mapping.

### 3. Procedures of Story Mapping

#### a. The Procedures of Story Mapping

Prior states the procedure of story mapping as follow:

1. Post a large sheet of bulletin-board paper or card paper for all to see.



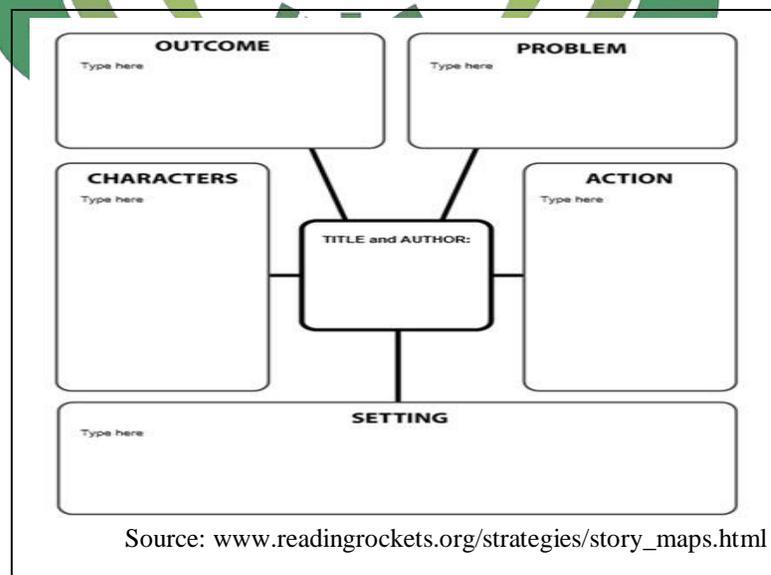
2. The begin by drawing a circle or a square. The first event of the story is written inside the shape (allow the students to offer their ideas for the events to be written on the map).
3. Draw an arrow following the shape and then draw another shape and write the next story event inside it.
4. Continue in this manner until the map is complete.
5. You can also provide a flow card for students to create their own story maps.
6. Have students refer to the story structure sheet of the writer notebook.<sup>68</sup>

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<sup>68</sup> Jennifer Overend Prior, *Jumbo Book of Writing Lessons* (New York: Teacher Created Resources, 2005), p.54

Based on the explanation above, there are six steps of story mapping. The first, post a large sheet of bulletin board paper or card paper. The second, draw a story map circle or square, the first events of the story are written inside the shape and write the next story events inside it. The last, until the map complete and write a story in the notebook based on the map.

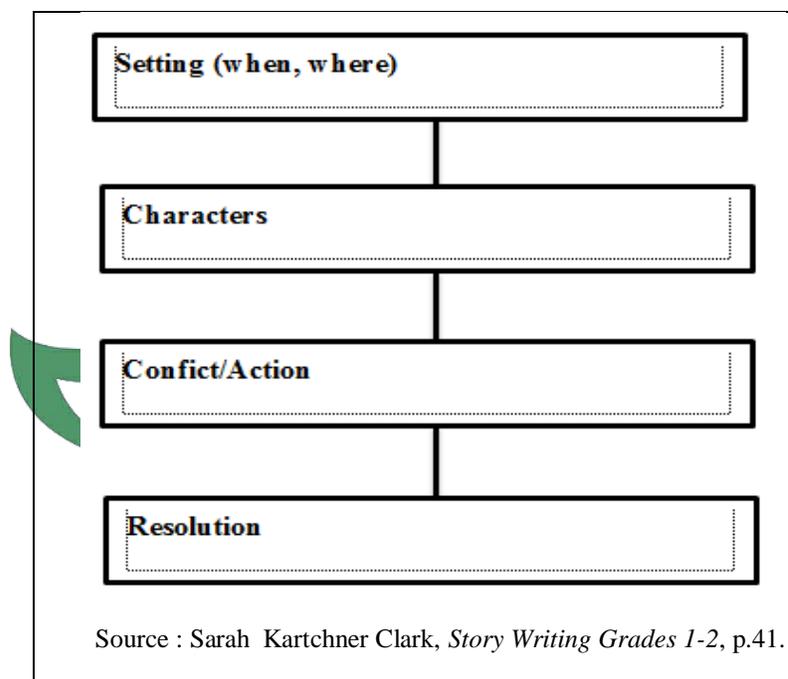
Below is the figure of story mapping by Shanahan. Shanahan says by identifying story characters, plot, setting, problem, and solution students write to plan the story. There are many different types of story map graphic organizers. The most basic focus on beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.<sup>69</sup>



**Figure 2.**  
Outline of Story Mapping

<sup>69</sup>Shanahan, *Story Maps* (WETA Public Broadcasting, 2018), available at [www.readingrockets.org/strategies/story\\_maps.html](http://www.readingrockets.org/strategies/story_maps.html), accessed on May 04<sup>th</sup>, 2018.

However, the teacher uses Clark figure as outline of story mapping. According to Clark, using story map the students will write drafts of their stories on the story writing plan. Remind the students that spelling and punctuation will be focused on at a later point in the story writing process. At this point, the focus needs to be on getting the ideas on paper. When the students have finished their drafts, store them in the students portfolios.<sup>70</sup>



**Figure 3.**  
Outline of Story Mapping

According to two the figures, there are the differences and similarities. The similarities between the two images above, students plan their ideas into the map then students focus on the beginning, middle, and end of the story. students also write the

<sup>70</sup>Sarah Kartchner Clark, *Story Writing Grades 1-2* (New York: Teacher Created Resources, 2009), p.41.

characters and settings that exist in the story into the map. The differences between the two figures above, in the first figures by Shanahan, look more detail than the second figure. students have six maps that they have to fill in: title, characters, settings, problem, action, and outcome. While in the second figure by Clark look more simple and easy to understand by students. In the second figure, students have four maps that they must fill but the difference in the first figure should write the title and the author while in the second figure is not.

### **b. Procedures Story Mapping to Teach Narrative Text Writing**

To apply story mapping in teaching narrative text, there some steps as follows:

- a. Elicit students' current procedures and strategies for planning before writing. Write a list of ideas on the board.
- b. 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.
- c. Introduce the story mapping as a graphic organizer for planning to write.
- d. Demonstrate the strategy by partially completing a story mapping
- e. 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.
- f. Have students begin write their stories. Remain them to use story mapping to guide them as they write.

g. Review their stories.<sup>71</sup>

Based on explanation above, story mapping have some steps; the first the teacher explains four stages in writing they are planning, composing, revising, and editing after that introduce the story mapping to plan graphic organizer before write. And next the students draw a map to write the character, setting, complication and resolution of story. the students can work in group to share ideas and help each other, after finished complete the story mapping they start to write a story based on their plan in story map.

According to Saskatoon in Yantu said the procedures about the way how to compose a story by using story mapping technique include the setting (characters, place and time), the problem, the goal, the events and the ending. There are the procedures of teaching narrative text by using story mapping as below:

1. The first step, the teacher explains the definition of the story map and the first procedures of story map technique, namely the settings. Then the teacher asked the students to write the first paragraph of narrative text by using the first procedures of story map given (settings). In this writing, the students' should make clear where the story took place when the story happened and who are the characters in the story.
2. The second step, the teacher explains the second procedures of story map technique, namely the goal and the problem. Then the teacher asked the students

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<sup>71</sup> Anna Uhl Chamot, *et al.*, *The Learning Strategies Hand Book*, (New York: Longman, 1999) p. 217.

to write the second paragraph of narrative text by using the second procedures of story map given (the goal and problem). In this writing, the students should make clear what are the goal and the problem in their story.

3. The third step, the teacher explains the third procedures of story map technique, namely the events, and then the teacher asked the students to write the next paragraph of narrative text by using the third procedures of story map given (the events). In this writing, the students should make how many events in their story.
4. The last step, the teacher explains the last procedures of story map technique, namely the ending, and 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.<sup>72</sup>

From the explanation above, teaching narrative text writing by using story mapping have four steps: the teacher introduces the story mapping, and the first procedures of story mapping are setting and the students write a set of story. The second steps the teacher explains the second procedures namely goal and the problem, after that the students write a goal and problem of the story. The third steps the teacher explains the third procedures of story mapping namely events, then the students write events of

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<sup>72</sup>Yuni Fatha Siskawaty Yantu. *Developing Students' Ability In Writing Narrative Text By Using Story Map Technique*. S-1 Thesis (Gorontalo: Gorontalo State University, 2013), p.12. available [http://www.academia.edu/23171951/developing\\_students\\_ability\\_in\\_writing\\_narrative\\_text\\_by\\_using\\_story\\_map\\_technique\\_a\\_research\\_conducted\\_at\\_the\\_2\\_nd\\_grade\\_of\\_sma\\_negeri\\_2\\_limboto\\_2012\\_2013\\_academic\\_year\\_yuni\\_fatha\\_siskawaty\\_yantu\\_321\\_405\\_056](http://www.academia.edu/23171951/developing_students_ability_in_writing_narrative_text_by_using_story_map_technique_a_research_conducted_at_the_2_nd_grade_of_sma_negeri_2_limboto_2012_2013_academic_year_yuni_fatha_siskawaty_yantu_321_405_056), accessed on January 04<sup>th</sup>, 2018.

the story. The last steps the teacher explains about ending of the story, the ending is the last procedures of story mapping. The students write ending of the story and how to solve the problem in their story.

In addition, according by Clark the procedures of teaching narrative writing by using story mapping as follows:

1. Students will learn how to plan and organize the part of story. Writing an outline or following the map can help students organize their thoughts and ideas about a story. Show the sample of map that you have brought.
2. Explain the students that telling a story is easy, but they go to do it in writing. They need a plan. Write down the characters, settings, conflicts, events and resolution on overhead transparency of story map.
3. Now ask the students to think of stories that they want to write.
4. When then students have completed their map, demonstrate how to use a story map. Take the information from a map and then write a story, using a story map as a guide. Enlist students help along the way.<sup>73</sup>

Based on explanation above, it can be concluded that the procedures of story mapping to teach narrative writing as follow: The first, the teacher explains to students how to plan and organize the part of story. The second explain to students that telling a story is easy, after that write a charactes, settig, conflict, and resolution in the map. And then, ask the students about the story that they want to write. And the last, after the

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<sup>73</sup>Sarah Kartchner Clark, *Story Writing Grades 1-2, Op. Cit*, p.40.

students completed their story map, let's start to write a story and story map as a guide.

Furthermore, according to the teacher lesson plan the procedures of teaching narrative text writing by using story mapping as follows:

1. The teacher explains about narrative text such as setting, character, complication and resolution.
2. The teacher explains definition, purposes of story mapping and how to draw a map.
3. The teacher makes the students becomes groups to share ideas and help each other.
4. The teacher shares the example of story mapping to each groups.
5. The students draw a map and write their own ideas such as setting, character, complication and resolution of story in the mapping until complete.
6. After the students complete a their own story map, they start to write a narrative story and story mapping as their guideline in writing process.

Based on the explanation above, the steps by the teacher are almost same with procedures by Clark and Chamot. They are introduce the definion of story mapping, giving an axample of story mapping to students. After that the students complete their ideas of story in the map, after finished they start to write their story based on their plan in the map. In addition according by Saskatoon the students plan their ideas in story map and write a paragraph of story based on the first map, in other word the

students one by one to write their ideas in map and write a paragraph of story based on map.

After the writer compares explanation between experts above and the lesson plan of the teacher, the writer has the procedures of story mapping to teach narrative text writing as follows:

1. The teacher explains the elements narrative text such as setting, character, complication and resolution.
2. The teacher explains definition and procedures of story mapping and how to draw of story mapping
3. The teacher makes the students become groups to share ideas and help each other.
4. The teacher gives an example of story mapping to the students in which consists of some elements of narrative text such as setting, characters, problem, and resolution and explained how to create a story mapping.
5. The students draw a map and write their own ideas on the story map. The first map the students write setting and character of the story. The second map the students write the complication or sequence of the event of the story. And the last the students write the resolution or ending of the story.
6. After they finished in completing their story mapping with their own ideas, they start to write their story and story mapping as their guideline in writing process.
7. The teacher analyzed the result of students story mapping and narrative story.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research design**

In this research, the writer used descriptive qualitative research. Qualitative research is a useful inquiry approach for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzed the information for description and themes.<sup>1</sup> Qualitative research is conducted through an intense and/or prolonged contact with “field” or little situation. These situations are typically “banal” or normal ones, reflective of the everyday life of individuals, groups, societies, and organizations.<sup>2</sup> This research was described how to process the learning of student’s narrative text writing especially using story mapping. By this qualitative research, the writer would focus on teaching and learning by using story mapping at the ninth grade of SMPN 3 Pringsewu.

### **B. Research Subject**

In this research, the subjects were the English teacher and the students of the first semester of the ninth grade in SMPN 3 Pringsewu in academic year 2018/2019. Then to select the sample as the source the data the writer used purposive sampling

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<sup>1</sup> John, W. Creswell, *Educational Research*. (New Jersey: Prentice Hall, 2005), p.626

<sup>2</sup> Matthew B. Miles & A. Michael Huberman, *Qualitative Data Research*, (London: Sage Publications, 1994). p.6

technique. According to Sugiyono, the purposive sampling technique is a technique to determine the sample by judgment, sampling based on the specific purpose such as to balance: focus on research, scientific judgment, reason limited time, energy and money. There were eight classes of the ninth grade that consist of 264 students but the teacher only teach four classes of the ninth grade, they were IX.5, IX.6, IX.7, IX.8. The writer chose IX.7 as the sample of this research based on he data of the students' average score that has the lowest score for all classes. The result of the students' writing score could be presented as follow:

**Table 3.1**  
**The result of the students' writing score of the ninth grade of SMPN 3**  
**Pringsewu in academic year 2018/2019**

No	Class	Student's Score		Total Number of the Students
		<75	>75	
1.	IX.5	17	15	32
2.	IX.6	12	20	32
3.	IX.7	19	13	32
4.	IX.8	14	18	32
	<b>Total</b>	<b>62</b>	<b>66</b>	<b>128</b>
	<b>Percentage</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>

### C. Research Procedure

In this research, the writer used the procedure of the research as follows:

1. The writer found the population and the sample. The writer chose the school as the population and chose the class as the sample.
2. The writer came to the class with the teacher in order to make an observation when teaching and learning process conducts.

3. After the teaching and learning process finished by the teacher, the writer gave the questionnaires to the students.
4. The writer interviewed the teacher to know his opinion referring to the material and the activity.
5. The writer analyzed the notes of observation, interview, and questionnaire.

#### **D. Data Collecting Technique**

In this research, there was some steps conduct with intention of gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the writer conducted the observation, interview and questionnaire to get the data of this research. The steps are as follows:

##### **1. Observation**

Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site.<sup>3</sup> In this research, the writer as observer to get the data. The writer observed the activities that were last during the research. In this research, the writer an observer to get the data, the writer was not involved directly in the classroom activity. In this case, the writers only made a note, analyzed and make inferences about the object under study. The writer observed process of teaching and learning writing using story mapping. The aspects of teaching learning process are described as follows:

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<sup>3</sup>John W. Creswell, *Educational Research, Op.Cit*, p.213

**Table 3.2**  
**The Specification of Observation Checklist**

<b>Subject</b>	<b>Pointer (s)</b>
<b>Pre –activity</b>	1. The teacher opened the class
	2. The teacher checked the attendance list of students
	3. The teacher gave motivation to students.
	4. The teacher related the material last week with the material will be learn.
	5. The teacher told the material will be learn.
<b>While- activity</b>	6. The teacher introduced about the narrative text such as generic structures, language features and how to write narrative text.
	7. The teacher introduced the definition and how to draw a story mapping and share the example of story mapping to students.
	8. The student worked in group to share their ideas and help each other when they create story mapping
	9. The students drew a story map and write the elements of narrative text in the map to plan their ideas until complete before write a narrative story.
	10. The students started to write a narrative story and story mapping as their guideline in writing process.
	11. The teacher analyzed the result of their story mapping and narrative story.
<b>Close –activity</b>	12. The teacher concluded all points of material which have been deliver to students.
	13. The teacher closed the class.

## 2. Interview

After observing of teaching learning process, the writer interviewed the English teacher to know about teaching and learning writing by using story mapping. Interview is a conversation between two people (the interviewer and the interviewee) in which interviews. According to Lodico, there are five types of interview, they are one to one, group interview, structured interview, semi structured interview, unstructured interview.<sup>4</sup> The writer used one to one type interview, because this

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<sup>4</sup>Marguerite G. Lodico, *Methods in Educational Research* (Second Edition) (San Fransisco: Josey-Bass, 2010), p.137.

technique conducted to get the data from the teacher about the teaching learning process of writing by using story mapping. In addition, this interview was aim to make sure about the result of the observation and to get more data relate to this research. The writer interviews about the teacher problems adopted by Almubarak Journal (see on page 28). The topics of interview can be described as follows:

**Table 3.3**  
**Interview Guidelines**

<b>Aspect</b>	<b>Indicator</b>	<b>No. Item</b>
To know the general process of English teaching learning activity	The writer asked about difficulties in introducing story mapping in teaching narrative text writing	<b>1</b>
	The writer asked about difficulties in giving instruction to the students to create and complete story map as guideline before write a story.	<b>2</b>
To know the teacher problem in teaching narrative writing	The writers asked whether the teacher uses standard text-book in teaching	<b>3</b>
	The writers asked whether the teacher needs much time to teach writing.	<b>4</b>
	The writers asked whether the teacher difficulties to handle the class.	<b>5</b>
	The writers asked whether the teacher has problem in teachers' competence.	<b>6</b>
	The writers asked whether the teacher has problem in correction the students' works.	<b>7</b>

### 3. Questionnaire

Questionnaire is a list of a questions given to other who are willing to respond in accordance with user request. A questionnaire is the main tool or instruments used to collect data in descriptive survey research study.<sup>5</sup> The writer gave the questionnaire sto the students in order to know the further opinions and to know the aspect that may

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<sup>5</sup> *Ibid*, p.204

influence the students learning process and to confirmed the answers gave by the teacher. From collecting data by using questionnaire, the writer found out the students' response toward the teaching and learning process. The writer gave questionnaire about the students problem adopted by Alfaki Journal (see on page 32). The guideline of the questionnaire can be described as follows:

**Table 3.4**  
**Questionnaire Guidelines**

No	Components of Questionnaires	No. Item
1.	To know the students' opinions in learning narrative text writing by using story mapping.	1,2,3
2.	To know the students' problems in learning narrative text writing	
	a. Grammatical problem	4
	b. Sentence structure problem	5
	c. Vocabulary problem	6
	d. Punctuation problem	7
	e. Capitalization problem	7
	f. Spelling problem	8
	g. Content problem	9
h. Organization problem	10	

### E. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phrases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>6</sup> Data analysis is conduct to create understanding of the data and to enable the writer presents the result of the research to the readers.

#### 1) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In

<sup>6</sup>Matthew B. Miles & A. Michael Huberman, *Qualitative Data Research, Op. Cit*, p.12

data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>7</sup> In this case, the writer selected the data that contain of observation on teaching learning process, interview to the teacher and questionnaire to the students.

## 2) Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>8</sup> By analyzing the data, the writer found out the problems. From display the data, the writer got the conclusion in order to answer all about the research questions in this research.

## 3) Conclusion Drawing and Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to crosscheck or verifies these emergent conclusions. Verification refers to the process, which is able to explain the answer of research questions and research

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<sup>7</sup>*Ibid*, p.11

<sup>8</sup>*Ibid*

objectives.<sup>9</sup> In this step, the writer drew the conclusion and verified the answer of research question that had been done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. After that, the writer gets the conclusion about teaching and learning writing using story mapping at the second semester of the ninth grade students at SMPN 3 Pringsewu.

#### **F. Trustworthiness of Data Analysis**

In qualitative research, trustworthiness has become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in qualitative research.<sup>10</sup> Qualitative inquires triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., document and interviews) in descriptions and themes in qualitative research.<sup>11</sup>

According to Cohen and Manion in Setiyadi, there are several kinds of triangulation as follows:

##### **1. Time Triangulation**

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups but in the longitudinal, data collection carried out from the same group with different time.

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<sup>9</sup>*Ibid*

<sup>10</sup>Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (Los Angeles: Sage Publications Inc, 2008), p. 895a

<sup>11</sup>John W. Creswell, *Op. Cit*, P. 259

b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection in order to be able to use different places for similar data.

3. Theory triangulation

The writer collects the data based on different theories.

4. Method triangulation

The writer uses different methods for collecting similar data.

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.<sup>12</sup>

6. Source triangulation

Source triangulation is used to test the credibility of the data by checked the data that has been obtained from multiple sources.<sup>13</sup>

In this research, the writer used triangulation of method. In triangulation method, the writer used three data collecting techniques, and they were observation, questionnaires and interview. The observation focused on the process of teaching learning narrative writing using story mapping. Interview and questionnaire conducted to get the data which could be used to make sure about the result of the observation.

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<sup>12</sup>Ag. Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p.94

<sup>13</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D, Op. Cit*, p.274.

## **CHAPTER IV RESULT AND DISCUSSION**

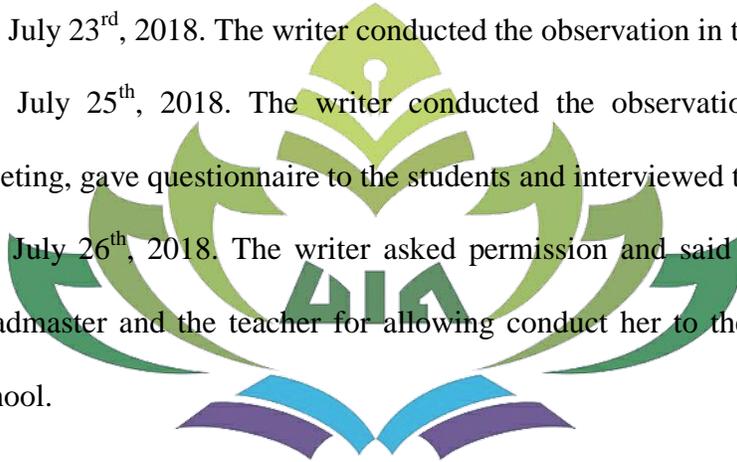
### **A. Research Implementation**

The writer conducted the research in order to know the process of using story mapping in teaching and learning narrative text writing and problem faced by the teacher and the students at SMP Negeri 3 Pringsewu. In investigating the process of teaching and learning narrative text writing by using story mapping, the writer used three instruments in collecting the data, they were observation, questionnaire and interview.

In observation, the writer observed the process of teaching narrative text writing of using story mapping in the class by observing the teacher and students during the teaching and learning process. The writer gave the questionnaire to the students to know their responses in the implementation of story mapping and also the problem they faced in process of learning activity and to confirm the data gained from observation and interview. The next instrument was the interview. The writer interviewed the teacher to know the teacher's problem in implementing story mapping in teaching narrative text writing and to confirm the data gained from the observation and questionnaire.

This research was conducted at SMP Negeri 3 Pringsewu in the ninth grade from July 18<sup>th</sup>, 2018 up to July 26<sup>th</sup>, 2018. The writer included the data and plan schedule of work as follows:

1. On July 18<sup>th</sup>, 2018. The writer met the headmaster to get permission to do research at SMP Negeri 3 Pringsewu.
2. On July 20<sup>th</sup>, 2018. The writer met the teacher to discuss the material and the technique to be used.
3. On July 23<sup>rd</sup>, 2018. The writer conducted the observation in the first meeting.
4. On July 25<sup>th</sup>, 2018. The writer conducted the observation in the second meeting, gave questionnaire to the students and interviewed the teacher.
5. On July 26<sup>th</sup>, 2018. The writer asked permission and said thank you to the headmaster and the teacher for allowing conduct her to the research in this school.



## **B. Data Analysis**

After collecting the data, the writer analyzed the data gained from observation, interview, and questionnaire. According to Miles and Huberman there are three major phases of data analysis, they are data reduction, data display, and conclusion drawing of verification.

### **1. Data reduction**

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. In this case, the writer selected which

data that used in her research. There were three instruments used to collect the data: observation, interview, and questionnaire. The writer became the key instrument in this research, whereas afore mentioned instruments became the supporting instruments. In this step, the writer analyzed the data based on each instrument.

The writer provided all of the result of process in teaching and learning narrative text writing using story mapping, teacher and students' problem in teaching and learning narrative text writing using story mapping based on the research collected by observation, interview, and questionnaire as instruments. The process of teaching and learning narrative text writing using story mapping explained based on the result of observation. In other words, the teacher problems in teaching writing using story mapping explained based on the result observation and interview. Moreover, the students' problems explained based on the result of observation and interview.

The writer employed an observation. The observation was conducted to know the process of teaching and learning narrative text writing using story mapping which were conducted in two meetings. Every meeting has the same activities but different materials.

#### **a) Observation**

The writer observed the process of teaching and learning narrative text writing using story mapping, the teacher's and students' problem during teaching and

learning writing by using story mapping. In the observation process, the writer prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in following discussion.

### **1) First meeting**

In the first meeting, the writer conducted the research on Monday, 23<sup>rd</sup> July 2018. Before teaching and learning were done, the teacher prepared the material first that would be taught. Teaching narrative text writing using story mapping was discussed in detail.

Before the teacher started the process of teaching and learning narrative text writing using story mapping, the teacher prepared the material about narrative text such as the generic structures, language features, and social function. Firstly, the teacher opened the class by greeting the students and they responded to it. Some of them responded loudly to show their enthusiasm and few of them responded calmly. Next, the teacher checked the attendance list one by one. Then, he motivated the students and enrich their knowledge to follow the lesson. He asked the students about the previous lesson.

After that, the teacher explained the material about the narrative text from generic structures, kind of narrative text and language features of the narrative text. Teachers also gave the examples of narrative text to students. When the teacher explained the material the conditions of the class was noisy and

crowded. After the teacher finished explaining, he asked the students about the material narrative text that has been conveyed. When the teacher asked, many students were just silent and did not answer, only a few students who can answer questions from the teacher.

Then, the teacher explained the definition, procedures, and how to create a story mapping. The teacher explained to the students if they would organize their ideas to be more focused on the story mapping. When he explained it, whether they paid less attention. The teacher also asked the students understood or not how to create and complete story mapping, many students answered they were confused and some students answered did not understand. The teacher explained more detailed how to create and complete story mapping. Next, the teacher divided the students into groups consist of 4 people to share their ideas and help each other. The teacher also shared examples of outline story mapping to each student.

Next, the teacher gave students the task of creating and completing story mapping using narrative stories that they know with free themes. The teacher gave students time 15 minutes to complete their story mapping. When the students discussed with their group to create and complete the story mapping some students still confused to create their story mapping and some students were busy with their own activity like having a chitchat. Then the teacher gave directions to the students, some students were still confused and overactive so

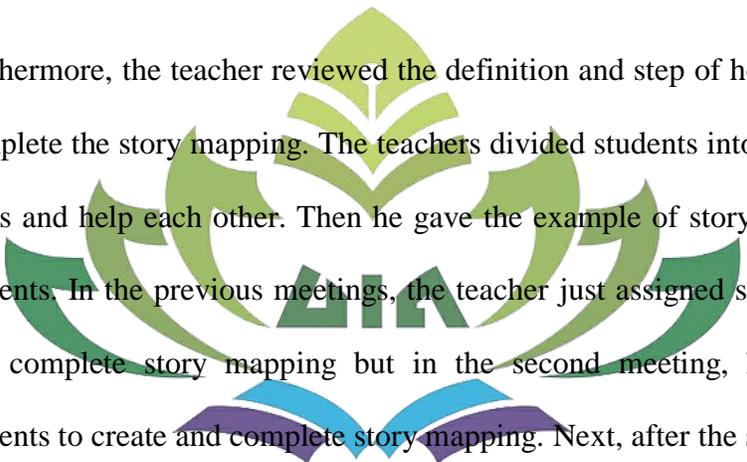
the class became noisy and crowded so the teacher looked stressful to handle the class. The teacher was difficult to monitor the condition of the class. Many students have the problems with vocabulary, it happened because they lacked the vocabulary and many students did not bring dictionaries so they were difficult to write their ideas into English. Sometimes the teacher helped if they have a problem with vocabulary. After the students finished creating and completing their story mapping, then they collected the results of their task to the teacher. At the first meeting, students have not written a narrative story because the teacher only assigned students to try to write their ideas into story mapping to make it easier to understand when they were going to write.

In the last session, after all the material was explained by the teacher and the students finished the discussion. Next, the students made a conclusion about the material that had been learned. Furthermore, the teacher presented the material to be learned at the upcoming meeting. Moreover, the last the teacher closed the meeting.

## **2) Second Meeting**

In the second meeting, the writer conducted the research on Wednesday, 25<sup>th</sup> July 2018. Before teaching and learning were done, the teacher prepared the material first that would be taught.

The teachers opened the class by greeting the students, checked the attendance list and enrich the good relationship or made small talk with the students. The teacher checked the attendance list one by one. Next, the teacher reviewed the material about the narrative text. He asked the students about generic structures and language features in narrative text. In the previous meeting, only a few students responded the questions from the teacher but in this meeting many students answered, it meant that they more understood.



Furthermore, the teacher reviewed the definition and step of how to create and complete the story mapping. The teachers divided students into groups to share ideas and help each other. Then he gave the example of story mapping to the students. In the previous meetings, the teacher just assigned students to create and complete story mapping but in the second meeting, he assigned the students to create and complete story mapping. Next, after the students finished their story mapping, they wrote a narrative text. Story mapping was a guideline when they wrote a narrative story.

In the second meetings, many students were more understood how to create and complete the story mapping to organize their ideas but some students were still confused. When they started completing their story mapping, the condition of the class still the same as in previous meetings was noisy, crowded and not conducive. The teacher was still seemed, difficult to handle class conditions. Sometimes he gave the students a warning to stay calm so as not to disturb

other friends. After students finished completing their story mapping then they started writing a narrative story and story mapping as the guideline when they wrote. When the students writing, they were often asked about vocabulary to the teacher and sometimes opened dictionaries.

The teacher gave 40 minutes for them to finish their writing but some students did not finished when the time was running out. Some of them have ideas and understood story in Indonesian, but they were difficult and confused to delvelop their ideas became story expecially narrative story in English so the students took a longer time to complete their writing. After of all the students finished then they collected the results of their writing to the teacher.

The last session, the teacher asked the students to make the summary of this lesson. The teacher could give some question if they had difficulty in understanding narrative text writing. Before the teacher closed the lesson, he gave some suggestion to the students to study hard not only at the school but also out of school. Moreover, the last the teacher closed the meeting.

From the data of observation above, it could be concluded that the data of the first observation and the second observation were not the same. In the first meeting, in main-activity, the teacher did not instruct the students to write a narrative story but in the second meeting, the teacher instructed the students to write a whole

narrative story and story mapping as a guideline in writing process. So, the writer needed to omit or reduce the data of observation were not consistent.

#### **b) Interview**

To support the data of observation, the writer had employed an interview with the teacher to investigate the problem faced by the teacher during the process of teaching the narrative text. The writer asked seven questions to the teacher. The questions consisted of the teacher problem (see Appendix 3c). The writer asked about the teacher problem based on adopted by Al-mubarak Journal (see on page 28).

The teacher had difficulties in teaching narrative text writing using story mapping when he introduced about story mapping, it happened because many students did not understand and they were difficult to write their ideas on story mapping so the teacher must be explained more. Furthermore, the teacher had difficulties to give instruction to students to create and complete story mapping before they wrote a narrative story. The teacher must be instructed the students one by one from the first map until the last map.

When the process of teaching and learning, the teacher also could not handle class well, because there were many students in class and some of them were busy with their activity like having a chitchat and it made the class were noisy and crowded. Next, the teacher needed much more time to teach writing because when the

students wrote, they must be develop their ideas and arranged the words became a paragraph so it made took longer time. When he gave a task to write, the students often did not on time finished their writing.

Based on the result of the interview to English teacher, it could be concluded that that the teacher had difficulties in introducing the story mapping, gave instruction to create and complete story mapping, difficult to handle the higher number of students and needed much time to teach writing.

### c) Questionnaire

The questionnaire consisted of tenth questions (see appendix 3f). The first until the third question was to know the students' opinions about story mapping in learning narrative text writing. The fourth until tenth questions were to know the students' problems with leaning narrative text writing using story mapping. The writer asked about the students' problem based on adopted by Alfaki journal (see on page 32-34).

From the result questionnaire, the writer concluded that some students were not less like in learning English, the student's problem in learning writing using story mapping were grammatical problems, problems in sentence structure, lacked the vocabulary, difficult to used punctuations, capitalization, and spelling. The students also have the problem to develop their ideas and arranged the words became a paragraph.

## 2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be extended piece of the text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the writer analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### a) Observation

Based on the data showed in the data reduction, in this part the data going to be identified and displayed the result of observation for two meetings to know the process of teaching and learning narrative text writing using story mapping, it could be seen as follows:

#### 1. First meeting

**Table 4.1**  
**Observation Sheet in the First Meeting**

Pointer of observation	Yes	No	Note
1. The teacher introduced about the narrative text such as generic structures, language features, kinds of narrative text and the example of narrative text.	V		The teacher explained the material about narrative text by showing on the projector. The teacher also gave the example of narrative text to the students. Next, the teacher gave a question to the students about the narrative text that had been conveyed by the teacher.

2. The teacher introduced the definition and how to draw of story mapping.	V		The teacher explained the definition of story mapping and how to create and complete story mapping. The teacher also explained that they would focus to organize their ideas on the story mapping before they write a narrative story.
3. The teacher divided the students into groups. The students work in-group to share their ideas and help each other when they create story mapping.	V		The teacher divided the students in 6 groups, each group consist of 4 students. The teacher was randomly chose the process of making the groups. The teacher divided groups to make the students easily to share their ideas and help other students.
4. The teacher shared the example of story mapping to students.	V		The teacher gave the students the example of story mapping.
5. The students drew a story mapping and write the elements of narrative text in the map until complete.	V		The students were create a story mapping to organize their ideas about narrative story. This story mapping can helped the students easily to write a narrative story and story mapping as guideline to students.
6. The students started to write a narrative story and story mapping as a guideline in their writing process.		V	The students were just create and complete story mapping so they were not written a whole narrative story because the teacher only assigned students to try to write their ideas into story mapping to make it easier to understand when they were going to write.
7. The teacher analyzed the result of their story mapping and narrative story.		V	The teacher did not analyze their story mapping, he just instruct the students to collect their story mapping.

Based on the display of the observation sheet, the writer found that the teacher did not apply all of the steps well. In the main activity, the teacher gave a task to

the students to create and complete story mapping using narrative stories that they know with free themes. After the students finished completely their story mapping, they did not write a narrative story but the students just created and complete their story mapping. The teacher only assigned the students to try to write their ideas into story mapping to make the students easily to organize their ideas before they wrote a narrative story. Moreover, the teacher did not analyze and discussed the result of their story mapping, he just instructed the students to collect the result of their story mapping.

## 2. Second meeting

**Table 4.2**  
**Observation Sheet in the Second Meeting**

Pointer of observation	Yes	No	Note
1. The teacher introduced about the narrative text such as generic structures, language features, kinds of narrative text and the example of narrative text.	V		The teacher reviewed the material about the narrative text. The teacher asked students about generic structures and language features in narrative text.
2. The teacher introduced the definition, procedures and how to draw of story mapping.	V		The teacher reviewed the definition and the procedures to create and complete the story mapping.
3. The teacher divided the students into groups. The students work in group to share their ideas and help each other when they create story mapping.	V		Teachers re-divided students into groups to share ideas and help each other. Each group consists of 4 students and the teacher randomly chose the process of making the groups.
4. The teacher shared the example of story mapping to students.	V		The teacher gave back the example of story mapping to the students.
5. The students drew a story	V		The teachers gave a task to

mapping and write the elements of narrative text in the map until complete.			students to create and complete story mapping using narrative stories that they know with free themes.
6. The students started to write a narrative story and story mapping as a guideline in their writing process.	V		After the students completed their story mapping, and then the students start to write a narrative story. By using story mapping students can easily in the writing process because of story mapping as a guideline to help the students write a story.
7. The teacher analyzed the result of their story mapping and narrative story.		V	The teacher did not analyze their story mapping and their narrative story after the students finished write a story the students' just collect their story mapping and narrative story to the teacher.

From the result of the observation sheet in the second meeting, the teacher was almost applied all of the steps of story mapping. The teacher was also given a task to students to create and complete story mapping using narrative stories that they know with free themes. Next, if they finished completely their story mapping, they started to write a narrative story. Story mapping can be helped the students easy to write a narrative story and story mapping as a guideline in writing process. Moreover, after the students finished writing their narrative story the teacher did not analyzed and discussed their story mapping and narrative story, the students were just collected the result of their story mapping and narrative story to the teacher.

### b) Interview

To support from the data observation, the writer also employed an interview. The interview was given to the teacher to know his opinion about the process of teaching and learning narrative text writing using story mapping and problems in the teaching-learning process. There were seven questions that the writer asked the teacher about the problem and his opinion in teaching narrative text writing using story mapping. It could be seen in the dialogue below:

1. **Question:** Do you have difficulties in introducing story mapping in teaching narrative text writing?

**Answer:** Yes, I do. I thought, when I explained how to complete the story mapping because many students did not understand so I have repeat it to explain more. They were also difficult to write their ideas into story mapping and develop their ideas into a narrative story.

2. **Question:** Do you have difficulties in giving instruction to the students to create and complete story mapping as a guideline before writing a story?

**Answer:** Yes, when I gave the students the task of creating and completing the story mapping, I needed to guide the students gradually. First, I guided students to complete the first map. Then after the first map finished, next I guided the second map until the last map. Therefore, when I gave instructions to create and complete the story mapping I cannot get out of hand, because not all of the students understood so I have to guide them from the beginning to the end. The students' did not have many vocabularies so they were difficult to put words became a paragraph.

3. **Question:** Do you use the standard book to teach narrative text writing?

**Answer:** Yes, I used standard books suitably with the curriculum. When I explained the material about the narrative text, the material must be presented in a book and suitable with the curriculum.

4. **Question:** Do you need much time in teaching narrative text writing?

**Answer:** Yes, I do because when learning writing they were must be able to develop their ideas and arrange the words became a text so it took a longer time than usual. When I delivered the material about writing also took a longer time than usual. I gave the students the task of writing, they were often do not on time to finish their writing because many students did not have many vocabularies so they found it difficult to write their ideas into text.

5. **Question:** Do you have a problem to handle the classes during teaching and learning process?

**Answer:** Sometimes I felt difficult to handle the class condition because in the class any more than 30 students. When the learning process some students were busy with their own activity like having a chitchat and it made the class became noisy. To monitoring the class when the teaching and learning process the students who were chatting and noisy, I have to sit in front so that I have easy to monitor.

6. **Question:** Do you have problem in competent to teach English especially narrative text writing especially using devices and equipment?

**Answer:** In the process of teaching and learning, I did not have the problem with competence because I understood the material well. When teaching I delivered the detail of material to make the students easier to understand. When teaching narrative stories I found it easier to use some additional devices or media like projector and images.

7. **Question:** Do you often give some writing exercises to the students? Do you ever neglect to correction the students' correction?

**Answer:** I usually gave them the task to find out whether students have understood or not with the material that I have conveyed. I gave them the task sometimes I gave them a task like homework. I usually correct their task.

From the result of the interview to English teacher, the first and second questions was to know the general process of teaching narrative text writing using story mapping and the third until seventh questions asked about the teacher problem in teaching writing. The writer concluded that the teacher-applied story mapping in teaching narrative text writing was not well. Even there were some weaknesses. The teacher had difficulties introducing and giving instruction on how to create and complete story mapping. It could be explained as follows:

1. The teacher stated that he found difficulties to introducing story mapping before the students wrote a narrative text because he had difficulties to make the students understood how to complete story mapping and organize their ideas on the story mapping.

2. The teacher stated that he must be guided students gradually, starting from the first to the last map. Many students did not understand and confused how to create and complete story mapping with their ideas. They also difficult to write their ideas on the story mapping.
3. The teacher said that he needed much time in teaching and learning process because when the students wrote, they must develop their ideas and arranges the words became a paragraph.
4. The teacher said that he difficult to handle the higher number of students because he difficult to monitoring the classroom activity.

### c) Questionnaire

The questionnaire made to support the data from observation and interview. The questionnaire distributed to the students by taking fifteen minutes of the students study time in the classroom. Here were students' answers of questionnaire. (See appendix 3f)

**Table 4.3**  
**The Questionnaire Result of Question Numbers 1, 2 and 3**

No	Question	Respond	Total of the Students	Percentage
1)	Do you like learning narrative writing using story mapping?	Yes	8	25%
		No	0	0%
		Neutral	24	75%
2)	Does the teacher explain the material about narrative writing using story mapping clearly and easily understood?	Yes	24	75%
		No	0	0%
		Neutral	8	25%

3)	Does learning narrative writing using story mapping improve your writing skills?	Yes	21	66%
		No	0	0%
		Neutral	11	34%

The result of questionnaire number 1 showed that 25% of students felt happy learning writing through story mapping and 75% of students were less like in leaning writing through story mapping. The questionnaire number 2 showed that 75% of students said if the teacher explained the material well and 25% students said felt the teacher cannot be explained the material well. Based on the data of number 2 showed that the teacher has the good competence and understand the material well. The questionnaire number 3 showed that 66% of students said story mapping made they easy to write a narrative story and 34% students said story mapping did not increase their ability in the writing process.

**Table 4.4**  
**The Questionnaire Result of Question Numbers 4**

No	Question	Respond	Total of the Students	Percentage
4)	Do you often make grammatical mistakes when writing a narrative story?	Yes	30	94%
		No	1	3%
		Neutral	1	3%

The result questionnaire of number 4 showed that 94% of students made mistake in grammar, it meant that students had difficulty with writing and they cannot write well.

**Table 4.5**  
**The Questionnaire Result of Question Numbers 5**

No	Question	Respond	Total of the Students	Percentage
5)	Do you find difficulty in composing words when writing a narrative story?	Yes	20	62%
		No	6	19%
		Neutral	6	19%

The result questionnaire of number showed 5 that 62% of students had difficulty in composing the words. It happened because the students lacked vocabularies.

**Table 4.6**  
**The Questionnaire Result of Question Numbers 6**

No	Question	Respond	Total of the Students	Percentage
6)	Do you find difficulty to choice words when writing a narrative story?	Yes	21	65%
		No	4	13%
		Neutral	7	22%

The resultin questionnaire of number showed 6 that 65% of students lacked in vocabulary, so they felt difficult to choose words became a paragraph. When the students have many vocabularies, they would easy to choose words became a paragraph in writing process.

**Table 4.7**  
**The Questionnaire Result of Question Numbers 7**

No	Question	Respond	Total of the Students	Percentage
7)	Do you find difficulty using the correct punctuation and capitalization in narrative writing?	Yes	17	53%
		No	9	28%
		Neutral	6	19%

The result questionnaire of number showed 7 that 53% of students had difficulty with punctuations marks correctly, they also had difficulty with capital letters. Based on the students' responded, it can be concluded that almost all the students had difficulty in mastering capital letters and punctuations when they want to write.

**Table 4.8**  
**The Questionnaire Result of Question Numbers 8**

No	Question	Respond	Total of the Students	Percentage
8)	Do you find difficulty in spelling the written text in narrative writing?	Yes	14	44%
		No	6	19%
		Neutral	12	37%

The result questionnaire of number showed 8 that 44% of students had difficulty in spelling in written text. Some of the students were did not know the spelling of words, it meant that students were must be able to practice.

**Table 4.9**  
**The Questionnaire Result of Question Numbers 9**

No	Question	Respond	Total of the Students	Percentage
9)	Do you find difficulty to develop ideas when writing a narrative story?	Yes	15	47%
		No	9	28%
		Neutral	8	25%

The result questionnaire of number showed 9 that 47% of students had difficulty to develop their ideas when writing a narrative story, it happened because they had lacked vocabulary. The students were can easily develop their ideas when they have many vocabularies and had the ability in grammar mastery.

**Table 4.10**  
**The Questionnaire Result of Question Numbers 10**

No	Question	Respond	Total of the Students	Percentage
10)	Do you find difficulty in composing the sentences became a paragraph?	Yes	16	50%
		No	6	19%
		Neutral	10	31%

The result questionnaire of number showed 10 that 50% of students had difficulty in composing sentences became a paragraph. Most of the students cannot do writing well, because their structures were still not good enough so they made mistake in grammar.

Based on the explanation above, it could be concluded that the students had lack motivation in learning writing, it could be seen based on the questionnaire number 1 that they felt less like to learning writing. The students felt if the teacher has a good competence in the teaching-learning process. They felt story mapping increase their ability in writing. The students were have problems in using punctuation, capitalization and capital letters, they also lacked in spelling. The students had lack vocabulary so they were difficult to develop their ideas, they also difficult composing sentences became the paragraph, and they have difficulty in mastering grammar.

### **3. Conclusion Drawing/Verification**

Conclusion Drawing/Verification is the third component or level in the model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a

finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problem, and the students' problem in teaching learning process narrative text writing using story mapping.

**a) Process of Teaching and Learning Narrative Text Writing Using Story Mapping**

Teaching and learning process was done on two meetings in IX.7 class. The material was a narrative text. The writer employed an observation checklist, interviewed, and a questionnaire to know the process of teaching and learning writing using story mapping.

However, in conducting the observation the writer found some problems faced by the teacher and students. The writer assumed that the teaching and learning of narrative writing by using story mapping was not maximal, the teacher did not follow the procedure well, it happened because he skipped the procedure. The result of the interview also showed that the teacher had some problem in teaching narrative writing using story mapping.

The teacher had difficulty to introducing story mapping and instruction the students to create and complete story mapping. Moreover, the teacher had difficulty in manage the class because the higher number of the students so he difficult to keep the attention of many students. The teacher also had difficulty in manage the time because in teaching and learning the teacher and students needed much time.

The result of the questionnaire showed that students had some problem in learning narrative writing using story mapping. The students felt that story mapping could help them in learning narrative writing, but they still had difficulty in learning narrative writing because students still lacked motivation and not less like to learning writing. The students also confused to understand the vocabularies because they had limited vocabulary, their structures were still not good enough because they made mistake in grammar.

#### **b) Teacher's Problem in Teaching Narrative Text Writing Using Story Mapping**

Based on Almubark Journal, there were some problems faced by the teacher. Those problems were textbooks are not attractive, credit hours, the higher number of students, teacher competence, and intensive writing exercises. Having conducted the research, the writer the problems faced by the teacher. The problem based on the teacher opinion in teaching narrative writing through story mapping as follows:

1. The teacher had difficulty introduced the story mapping to the students, it happened because the students did not understood how to create and complete story mapping.
2. The teacher had difficulty gave instructions to the students to create and complete story mapping, it happened because they did not many vocabularies so difficult to write their ideas in the story mapping using English.

The problem faced by the teacher which accordance with the theory of AlMubarak as follows:

1. The teacher had difficulty in teaching narrative writing through story mapping especially in monitoring the classroom activity. The teacher could not manage the situation and the condition in the class. It happened because the higher number of the students so the class condition was noisy and crowded.
2. The teacher had difficulty to manage time in the class. The teacher needed more time in teaching writing. The students also can't on time finished their writing.

**c) Students' Problem in Learning Narrative Text Writing Using Story Mapping**

The writer employed a questionnaire to know the students' problem in learning narrative writing using story mapping. Based on the result of students' answer to the questionnaire sheets, the writer concluded that the problems faced by the students were:

1. Most of the students had difficulty in write narrative writing because the students were still lacked motivation and less like to learn writing because some of them thought that writing was difficult.
2. Most of the students had problems in using punctuation and capital letters, also limited vocabulary and spelling writing, so they felt difficult to write and develop their ideas in narrative writing. They did not try to search the

meaning of the word that they did not know. In teaching and learning process many students asked the teacher for every word.

3. Most of the students could not do writing well, because their structures were still not good enough so they made mistake in grammar. In teaching and learning process most of the students did not ask the teacher about their structure. It means that they had difficulty in structure.

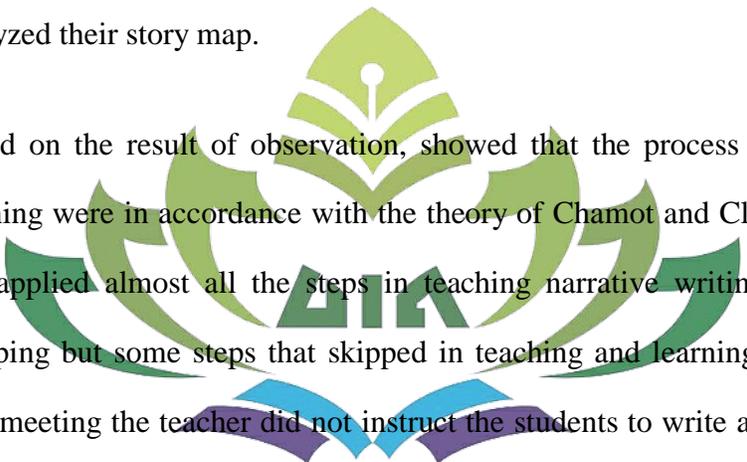
### C. Discussion of Findings

In this part, the writer would like to discuss about the finding of the process of teaching and learning narrative writing using story mapping as the first formulation of the problem this research. Beside the process of teaching and learning, the writer discussed the teacher's problem in teaching writing using story mapping as the second formulation of the problem, and the students' problem in learning writing using story mapping as the third formulation of the problem.

#### a) **Process of Teaching and Learning Narrative Text Writing Using Story Mapping**

The writer assumed that teaching-learning narrative writing by using story mapping was still less effective and maximal. The teacher did not apply all of the procedure of story mapping based on the theory of the experts. Based on the theory of Chamot, there were procedures in applying story mapping in teaching narrative writing. There were write a list idea on the board, explain four stages

of writing, introducing the story mapping, demonstrate the sample of story mapping, students make a group to share their ideas and help each other, students begin writing their stories, and review their stories. In addition, based on theory Clark there were procedures in applying story mapping in teaching narrative writing, the students will learn how to plan their ideas using story mapping, show the sample of the story map, write down the elements of narrative text, after complete their map write a story and story map as a guide, analyzed their story map.



Based on the result of observation, showed that the process of teaching and learning were in accordance with the theory of Chamot and Clark. The teacher has applied almost all the steps in teaching narrative writing through story mapping but some steps that skipped in teaching and learning process, in the first meeting the teacher did not instruct the students to write a whole narrative story after they were finished completely their story mapping, the teacher also did not review and analyzed the result of their story mapping he just instructed the student to collect their task. When the time almost the end, the teacher instructed the students to collect their story mapping but many students not yet finished their story mapping, they said if they difficult to organize their ideas into English (see appendix 2a). Different from the previous meeting, in second the students wrote a whole narrative story and story mapping as a guideline in writing process but after they finished, the teacher also did not review and analyze the result of their story mapping and the narrative story, the students

were just collect to the teacher. Many students did not complete their task on time (see appendix 2b).

The writer found if the teacher skipped two procedures in the first meeting and one procedure in the second meeting (see appendix 2a and 2b). When the teacher followed all of the procedure of story mapping by the experts well, the teacher must be instructed students to write narrative stories in the first meeting not only complete story mapping, so in the second meeting students were more easily to develop their ideas became a paragraph because students have practiced in the previous meeting and they could on time to finish their story mapping and narrative story. The teacher also did not analyze and review the result of students task so they did not know the mistakes that they made, if the teacher analyzed and reviewed the results of the story mapping and narrative stories of students, they would know their mistakes and not repeat it at the next meeting.

In the first meeting, the teacher was late entering the class for about 5 minutes, it happened because before the English subject was a break. when the teacher would be displayed the material on the projector, suddenly an electrical surge occurred so the teacher must repair it. The technical problems made teaching and learning time reduced. Furthermore, the material was done explained by the teacher in haste and he also did not manage the time well so lots of time wasted. The English subjects were in the fourth hour (9:15 – 10:35 am), at that time the class conditions were hot because of the weather and there were no air

conditioners in the classroom, so students became unfocused and busy with their activity like having a chitchat. Different from the previous meeting, in the second meeting the teacher did not have technical problems when the teaching and learning process took place. In the second meeting, English subjects were in the first hour (7:00 – 08:20), so the class conditions were better than the previous meeting but there were still some male students who did not pay attention when the teacher explained the material and they were busy with their own activities. Based on the above problems, it could be concluded that the teacher skipped the two procedures in the first meeting because the teacher has less time when the teaching and learning process took place and he skipped one procedure in the second meeting, the teacher did not analyze the students result of the task directly but the second meeting was better than the first meeting.

Based on the explanation above, the process of teaching and learning narrative writing by using story mapping was quite good. It could be seen, from the procedure of teaching that suitable for the procedure based theory, although there were some steps skipped by the teacher. Even more, there were many obstacles faced by the teacher and her students that made the teaching-learning process by using was story mapping not maximal. When the teacher applied all of the procedures in the teaching and learning process, so it would become more maximal and could improve students' abilities, but it did not give the big influence for the teaching and learning process.

## **b) Teacher's Problem in Teaching Narrative Text Writing Using Story Mapping**

Having conducted the research, the writer found the teacher's problems during the applying story mapping in teaching narrative writing at SMPN 3 Pringsewu. Based on the result of the interview report (see appendix 3e), the writer took some conclusion about the teacher's problem in teaching narrative writing through story mapping. According to Almubarak, there were some problems faced by the teacher. Those problems were textbook not attractive, credit hours, the higher number of students, teacher competence, and intensive writing exercises (see on page 28).

Based on the result interview, the teacher had difficulties to handle the class well it happened because the higher number of students and some of them were busy with their own activity like having a chitchat and it made the class became noisy and crowded, so to resolve this problem he addressed and came to the students to make no more noise in the class. The class conditions were hot, so students bored and uncomfortable in the classroom. The teacher also needed much time in teaching and learning writing, it happened because he had difficulties to make the students understand the meaning of the words. The students also were difficult to develop ideas, sometimes they confused to choose and arrange the words became a paragraph so that it took longer time

than usual. It was supported by Almubarak that he said the problems of teaching writing were the higher number of the class and need much more time.

In addition, the writer found some problems of English teacher in supporting, stimulating and engaging the students to pay attention when the teacher explained the material. For example, the teacher had difficulties when introduced about story mapping, it happened because many students had difficulty to organize and plan their ideas on the story mapping so the teacher must be explained more about it. Furthermore, he had difficulty giving instruction to the students to create and complete story mapping, it happened because not all of the students understood so the teacher must be guided one by one. The book that used by the teacher was sub-standard it could be seen from the content that complied with the curriculum, in order to help achieve the goal of learning. It could be concluded that the book that used by the teacher was good. The teacher had competence in teaching because he understood the material well. The teacher gave students exercise to find out whether students have understood or not with the material that had conveyed (see appendix 3e).

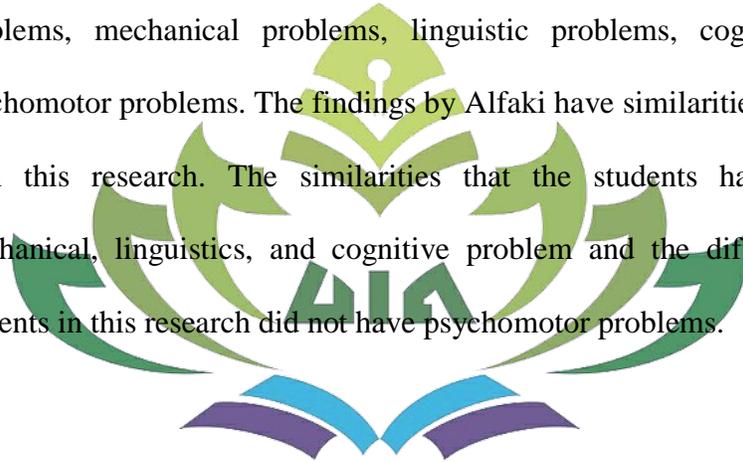
Based on the finding in the research above, it could be concluded that the theory of Almubarak was appropriate for the real condition in the classroom. The teacher had difficulties to handle the higher number of the class and needed much more time in teaching and learning process, it was shown that from the

interview with the teacher, the other five problems have not occurred during this classroom implementing story mapping.

**c) Students' Problem in Learning Narrative Text Writing Using Story Mapping**

The writer employed questionnaire to know the students' problems in learning narrative writing through story mapping. Having conducted the research, the writer found the problems of students in learning narrative writing through story mapping at SMP Negeri 3 Pringsewu. Some problems which the writer found during conducting the research were appropriate to the theory of Alfaki such as the students have problems in grammatical errors, sentence structures, word choice, punctuation, capitalization, spelling, content, and organization (see Appendix 3f). It could be seen during the teaching and learning process, the students were still asked the teacher to know the translate of some words, it meant that they did not have many vocabularies. They also confused about using capital letters, punctuation marks, and word choices. When the teacher spelled the words the students write an incorrect word, even the students arrange the sentences was not well because their structure sentences in composition and they have a problem with mastering grammar. The students had difficulty in writing a narrative because they felt difficult and confused to develop their ideas when they have ideas in Indonesia but difficult to develop in English.

Based on the result of the problems above, it could be inferred that the problems explained in the theory happened to the students, even there were more problems that happened in the learning narrative writing through story mapping they were grammatical errors, sentence structures, words choice, punctuation, capitalization, spelling, content, and organization. In addition, based on the on the finding of Alfaki journal that the results of students problem in learning writing showed that there were various types of writing problems, mechanical problems, linguistic problems, cognitive problems, psychomotor problems. The findings by Alfaki have similarities and differences with this research. The similarities that the students have problems in mechanical, linguistics, and cognitive problem and the differences that the students in this research did not have psychomotor problems.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Having discussed the result of the research, it could be concluded that:

1. The teaching and learning narrative writing by using story mapping was not optimum, the teacher did not follow the procedure well, it happened because he skipped the procedure. In the first meeting he skipped two procedures, the students did not write a narrative story and the teacher did not analyze and review the result of students task. In the second meeting, the teacher skipped one procedures, he did not analyze the result of students story mapping and narrative story. Teaching learning process was done in two meetings, the classroom atmosphere in teaching and learning narrative writing by using story mapping were noisy, crowded and not condusive.
2. The problems faced by the teacher in teaching narrative writing by using story mapping were the teacher felt difficult in handle the class condition, it happened because the higher number of students, so the class condition was noisy and crowded. The teacher had difficulty to manage the time because of it teaching and learning process spared much time. The teacher found difficulties to introduce story mapping clearly until the students understood. Moreover, the teacher had difficulty to instruct the students to create and complete story

mapping because. The writer also concluded that from the observation activity, the teacher had a good teaching preparation, it could be seen from how the teacher prepared the material and book that used by the teacher was good.

3. The problem faced by the students in learning narrative writing by using story mapping were most of students were less like to learn writing because some of them thought that writing was difficult. The students found difficulties in using punctuation and capitalization. They also had difficult to develop their ideas to write narrative story because the students have limited of vocabulary and spelling writing. The structures were still not good enough because they made mistake in grammar.

## **B. Suggestion**

After the writer conducted the research in SMP Negeri 3 Pringsewu, the writer would like to give suggestion as follows:

### **1. To the teacher**

- a) The teacher should prepare the equipment before teaching and learning narrative writing. For example: Projector to show the material, picture about fable, legend, or fairy tale to make the students more interest.
- b) The teacher should prepare the material well before he teaches narrative writing and he must find the other material to teach in many source like internet, and books of narrative writing.

- c) The teacher give vocabubary in order to make the students more easy in process of narrative writing.
- d) The teacher should follow the procedure in teaching and learning narrative writing using story mapping well. In addition, he must follows all of the procedure of teaching narrative by using story mapping well by experts. For example, follow the theory by Ann Uhl Chamot, Sarah Clark, or Saskatoon.
- e) The teacher should give the students homework to practice narrative writing in their home to increase their ability in writing and expand their vocabulary.
- f) The teacher should manage time as good as possible in order that the implementation of story mapping technique running well and success. He should make the students focus on teaching learning process. For example, he must give minus score for the noisy students. So they will not be noisy and the teacher do not have to control the students one by one. It make the time will running well.

## **2. To the students**

- a) The students should expand their vocabulary that can be easily to write narrative story. For example, having consultation using dictionary and vocabulary books.
- b) The students should study more about grammar. It can make them easier to making meaning from a sentence. So the students should making meaning from one sentence full not from word by word.

- c) The students should focus when teaching and learning narrative writing. They should not chitchat with others or be noisy during teaching and learning process. So they can focus to hear and follow the teacher's direction.
- a) The students should be more active and be motivated to learn and increase their writing habit especially writing narrative text at school or out of school.

### 3. To the school

- a) Some equipment should provide by the school to support the teacher or students in study writing narrative text. For example, projector in every class to show the material and book of writing narrative like Text and Tenses book by Argi Noor Hidayat and Text Type in English book by Yuniar Bestiana in library.
- b) The school should provide some or more English books especially to read by the students, so they can increase their knowledge. For example, kinds of narrative story in English and Be Smart Bahasa Inggris book by Asep Dadang and Dina Anggraeni.

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