

**THE EFFECT OF STORY MAPPING STRATEGY ON
STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT
(An Experimental Study at the X Grade Students of MAN
Panyabungan 2018/2019 Academic Year)**

WILDAN ISKANDAR LUBIS¹, GABBY MAUREEN PRICILIA²

RONIKO ILHAM³

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: ronikoilham96@gmail.com

Abstract: *The objective of this research is to know whether there is a significant effect of story mapping strategy on students' writing narrative text achievement at the tenth grade students of MAN Panyabungan. This research uses experimental method with the experimental research design; one group pre-test and post-test design. The population is all of the tenth grade students which consist of 264 students. Technique sampling that used on this research is purposive sampling and the number of the sample consists of 38 students. In collecting the data, the researcher uses observation sheet to get the data of the application of story mapping strategy and test to get the data of the students' writing narrative text achievement. The researcher uses statistic process in analyzing by using t_{test} formula. Based on the data that has been analyzed, the result of analyzed data showed that t_{count} is higher than t_{table} ($t_{count} 13.37 > t_{table} 2.03$), and the hypothesis is accepted. It means that there is a significant effect of story mapping strategy on students' writing narrative text achievement at the tenth grade students of MAN Panyabungan.*

Keywords: *story mapping strategy, writing skill, narrative text.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari strategi *story mapping* terhadap pencapaian siswa dalam menulis teks naratif di kelas sepuluh MAN Panyabunagn. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 264 siswa kelas sepuluh. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis sederhana dan jumlah sample terdiri dari 38 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian strategi *story mapping* dan tes untuk menjaring data mengenai pencapaian siswa dalam menulis teks naratif. Peneliti menggunakan proses statistic dalam analisis data, yaitu rumus tes t. Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{hitung} lebih besar dari pada t_{table} ($t_{hitung} 13.37 > t_{table} 2.03$), dan, hipotesis diterima. Hal ini berarti ada sebuah pengaruh yang signifikan dari strategi *story mapping* terhadap pencapaian siswa dalam menulis teks narasi di kelas sepuluh MAN Panyabungan.

Kata kunci: *strategi story mapping, kemampuan menulis, teks naratif.*

I. INTRODUCTION

Writing skill is the most difficult and complicated language skill to be learned almost by all the students in every level of education. It is probably because the process of writing usually takes more time to think and needs a lot of idea. There are some aspects of writing, like: spelling, capitalization, word-choice, and grammar, and the ability make the sentence to become the coherent in a written discourse.

According to Nation (2009:112) says; "Writing is an activity that can usefully to be prepared for by work in the other skill of listening, speaking and reading. With writing, as with the other skills of listening, speaking, and reading, it is useful to make sure that learners are involved in meaning – focused use, language focused learning, and fluency development."

While Brown as quotes by weigle (2002:16) says that writing ordinarily leaves a physical trace, which can later be referred to either by writer or by the reader. Furthermore, Taylor (2009:2) says that in writing we bring knowledge into being, we record and preserve it. From all explanation above, it can be concluded that writing is an important skills to be mastered by the everyone in order to express their ideas and feeling. In this research, the writer focusses to find out the students' ability in writing narrative text.

In teaching language, teacher should relate to the process of learning towards situation and context. Genre can be defined as kind of text which is functioned as frame of reference until a text can be made effectively, choosing

and arranging text elements and accuracy in grammar. Genre consists of report text, procedure text, spoof text, description text, explanation text, narrative text, and discussion text. Thus, writing also should be related to the genre, such as writing narrative text.

A narrative text is the kind of text that explained or contained by some acts to entertain the reader or give the information. Pardiyono (2007:93) says. "Narrative text is an event in the past time that can be made as a story to entertain or to amuse the reader and also gives good lesson". It means that narrative text is a story of event that happened in the past time.

According Crowfold (2005:43) "Narrative text come in subcategories such as realistic fiction, historical fiction, folk stories, fantasies, legends and works of magical realism and science fiction". It means that that writing narrative text means to write a text which tells about story even, that has purpose to entertain and give the moral lesson to the reader.

In MAN Panyabungan, writing skill, especially in narrative text is one of the ability that is taught to the students so that the students' achievement in learning English can be increased and the school has standard mark 75 (KKM of MAN Panyabungan 2018/2019 academic year) that must be achieved by the students. In real fact students only get 70. In this case the students still far from criteria of minimal Score. This has a related to the factors why the students' achievement in writing narrative text still far from the criteria of minimal score.

There are many factors that can influence the students' achievement in writing narrative text, such as motivation, interest, intelligent, students' family background, environment, etc. But the most influence factors that make students difficult in learning writing narrative text is inappropriate method and strategy in learning narrative text. There are many kinds of methods and strategy that writer knows in writing narrative text, such as mind mapping strategy, picture sequence, TGT strategy, direct method, story mapping strategy, etc. In this case writer uses story mapping strategy in this research because it is the good strategy for students' writing narrative text achievement.

Khalaf (2010:182) defined that 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.

In line with Khalaf, Johnson (2008:131) state that a story map is any visual representation of the story plot. It's a map that lays out the story events so that you can see them in order. Story map come in a variety of forms, such as lines.

Then according Wulandari (2015:212). The general procedures are used to prepare a basic story mapping includes the following steps :

- a. Students observe narrative text which teacher gives
- b. Student's distinguish type fable and legend text
- c. Student's conduct the specific information in narrative text such as plot, moral, setting, etc.
- d. Student's collect the specific information in the text by using story mapping

- e. Analyzed the information and data which obtained in story mapping
- f. Students presented the analysis result and conclusion about the specific information in the story mapping which the student's have done.

From the all above explanation, the writer concludes that story mapping strategy is a kind of teaching strategy that can grow up responsibility students to answer question that given by teacher. Therefore, the writer concludes that story mapping strategy is very good to use in teaching, because it can make the students to be active in teaching and learning process.

II. METHODOLOGY OF RESEARCH

The researcher takes the experimental research as a research method. According to Arikunto (2010:207) says, "Experimental research is a study intended to determine the presence or absence of a result of something imposed on the subject examined. In other words experimental research trying to examine the presence or absence of causal relationships".

Therefore, by using the experimental research design, the researcher uses one group pre-test post test design In collecting data, pre-test is conducted before the implementation of story mapping technique to find out the average score of writing ability of the class which observed and the post-test is used to find out of story mapping technique is effective to teach students' writing ability of narrative text. Then the post-test is conducted after the implementation of story mapping strategy to see the improvement in the

students made after the treatment given. then, in collecting the data the researcher uses test and observation sheet as the instrument.

According to Arikunto (2009:102), "test is used to know something 'private', test is used to measure the magnitude of object's ability which is observed. It means that test is used to measure the students' writing narrative text achievement and the observation sheet is used to observe the researcher in applying story mapping strategy".

Meanwhile, Sugiyono in Hadi (2014:145), "observation is a complex process, a process composed of various biological and psychological processes". It means that observation is a complex process, a process composed of various and psychological process.

The research uses quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of writing ability in narrative text and observation sheet of story mapping strategy. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of story mapping strategy on students' writing narrative text achievement.

III. RESULT

After conducting the research in MAN Panyabungan by contributed observation sheet and test to the tenth grade students to see the effect of story mapping strategy on students' writing narrative text achievement. Then, the researcher described the data which are calculated by using statistical analysis. Based on the observation general view, it can be seen that the writer used story mapping strategy on teaching writing narrative text at tenth grade

students of MAN Panyabungan, consist of 10 questions of observation obtain an average score of 3.7, and the category is "Very Good". Below are the mean, median, and mode on teaching writing narrative text before using story mapping strategy.

Table 1
The Score of Mean, Median and Mode of Writing Narrative Text
(Pre-Test)

No.	Category	Scores
1	Mean	69.84
2	Median	69.80
3	Mode	68.62

After collecting the data, the writer shows the result on writing narrative text after using of story mapping strategy. The researcher calculates the scores and find the highest and lowest score. And below are the results of mean, median, and mode after using story mapping strategy.

Table 2
The Score of Mean, Median and Mode of Writing Narrative text
(Post-Test)

No	Category	Score
1	Mean	80.5
2	Median	80.3
3	Mode	79.35

Based on the explanation previously, it can be found that the students' writing narrative text achievement have improved after using story mapping strategy. The data which is taken based on the participant score in the

responses of instrument have tabulated to be used to purposes of hypothesis testing as it has mentioned before.

IV. DISCUSSION

The researcher finds the result of observation sheet by using story mapping as a strategy in writing narrative text achievement, the result is 3.7, and the category is "Very Good". Furthermore, the result of students achievement in writing narrative text test before using story mapping strategy is 70.2, and the category is "Good". Meanwhile the result of students achievement about Narrative text after giving story mapping strategy is 80.5 with category is "Very Good".

Based on the explanation previously in testing hypothesis, I, the score of t_{test} is 13.37 meanwhile the score of t_{table} is >2.03 , at 5% significant level with degrees of freedom (df) $N - 1 = 38 - 1 = 37$ ($t_{\text{test}} 13.37 > 2.03$). It means that it can be seen that score of t_{test} is higher than the score of t_{table} . It means that there is a significant effect of story mapping strategy on students' writing narrative text achievement, a study at the tenth grade students' of MAN Panyabungan. And the hypothesis in this research is accepted.

By looking the relevant studies which had been discussed in chapter II. The result of this research is the same with the previous research. It is relevant with the researcher that had done by Yuliana (2017) studied, "Story Mapping in Teaching Narrative Text at the Eleventh Grade of SMA Muhammadiyah Pagalaram". The kind of the research is quantitative research.

The population are 254 students and the sample are 64 students by using purposive sampling.

The research find that the story mapping can be improve students' writing achievement. The score increased from the pre test to the post tests. In pre test, the average score of the students is 55.94. In the post test, the average score is 70.94. It is also can be stated that hypothesis of action can be accept because there was a good improvement on the students' writing narrative text achievement by using story mapping technique.

Thus, it is also relevant with Khairani, et, al (2014) studied, "Using story mapping strategy to improve the ability of the second grade students of SMA Tri Bhakti Pekanbaru in comprehending narrative text". The kind of research is class action research by gathering data through sample's testing students of eleventh grade students of SMA Tri Bhakti Pekanbaru. Research found that story mapping influenced in writing narrative text. Then, the result of the average score in cycle I is 44 while in cycle II is 78.

At the end of this writing, the writer concludes that choosing a good and suitable strategy in teaching writing genre will be easier to comprehend the text and it can improve students' score to be better.

CONCLUSION

The researcher takes some conclusions. First, the application of story mapping strategy on students' writing narrative text achievement at the tenth

grade student's of MAN Panyabungan is 3.7, the category is "Very good". It can be seen from the observation sheet that has given to the observer. Second, the average score of students' writing narrative text achievement before using story mapping strategy at the tenth grade students of MAN Panyabungan is 70.02. The category is "Good". Third, the average score of students' writing narrative text achievement after using story mapping strategy at the tenth grade students of MAN Panyabungan is 81.05. The category is "Very Good".

The calculation of t_{test} formula is higher than score of t_{table} . Means, the score of t_{test} is 13.37. Meanwhile, the score of t_{table} is 2.03 at 5% significant level with degree of freedom (df) 37 ($t_{test} 13.37 > t_{table} 2,03$). And hypothesis is accepted. It means that there is a significant effect of story mapping strategy on students writing narrative text achievement at the tenth grade students of MAN Panyabungan.

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