



The Use of Story Mapping Thecnique To Increase Student's Writing Ability on Recount Text At The Tenth Graders of MA Nurul Huda Sukaraja

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Abstract

The objective of this study was to find out whether or not the use of Story Mapping technique can increase students' writing ability on recount text at the tenth graders of MA Nurul Huda Sukaraja. The study was quantitative research by using an experimental method and quasi-experimental design. Meanwhile, the population was the tenth IPA and IPS graders of MA Nurul Huda Sukaraja in academic year 2020/2021. Based on the calculation by using Independent t-test, the writer found that $t_{obtained}$ was higher than t_{table} (5,954 and 5,984 > 2,021) at the significance level $\alpha = 0,05$ in two tail test. So, the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. It can be conclude that there was any significant different in teaching writing by using Story Mapping technique at the tenth graders of MA Nurul Huda Sukaraja.

INTRODUCTION

Language is as a communication tool to connect people with each other. Based on the Richards (2010:25) English is the major language which is used by people in some sectors. Because of that, many people tend to master English to competent in globalization era. Therefore, English is taught as the first foreign language as one of the important subject in Indonesia from elementary school until university level.

According to Saleh (1997:3) English subject includes four skills, they are listening, speaking, writing, and reading. Which students should master these four skills in order to be a proficient in English. One of the English language skills is writing. Based on Rimes (1983:2), writing is a skill in which we express ideas, feelings, and thoughts are arranged in word, sentences, paragraph by using eyes, brain, and hand.

As stated of Clark (2007:4), writing is a student's instrumentation of thinking that allows to express their thoughts by word. Through selecting and arranging language, the students come to understand how language is used. As a result, the students can express their ideas, feelings, opinions through writing practiced. In fact, many students do not know how to write in English well because writing considered as the difficult skills for the second language learner include for students of Senior High School. Because to write a good written, students have to follow the rules of the target language.

One of the reasons is the technique used in teaching learning English at the school is not effective and boring. The 2014 WEI International Academic Conference Proceedings in Bali, Indonesia showed that problems writing in Indonesia are caused by student's ideas, rhetoric organization, grammar, word choices, spelling, and punctuation.

The writing errors that are committed by Indonesian students in the First Senior High School shows that the weakest is in writing English by Indonesian learners of English as foreign language was in the grammatical aspects. Learners have difficulties in dealing with the grammar of the target (language). In PISSA 2016

was found that 80% Indonesian students can not write English.

The Concept of Teaching

Teaching is a process between teacher and students that is interplay each other, where the teacher gives their knowledge to the students as the learner. According to Brown (2000: 7), teaching was guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Therefore the function of the teacher in the teaching learning process was as a director, facilitator, moderator and motivator of learning.

Etymologically, the word learning is translated as "instruction". The word learning itself is the development of the term teaching and learning or teaching process that has long been used in formal education (school).

The Concept 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 (Mayers, 2005:5).

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.

To improve students writing ability, the teaching and learning process of writing needs to be done well with developed input and effective activities as a result teacher need to consider the teaching of writing skill will based on their needs, ability and capacity.

Types of Writing

Types of writing activities to perform writing should be based on the students level and capacity. According to Brown (2001: 343), there

are five major categories of classroom writing performance:

- a) Imitative, or writing down
- b) Intensive, or controlled
- c) Self-writing
- d) Display writing
- e) Real writing

The Concept of Recount Text

According to Knapp (2005: 224), Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occur and when it occur. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Boardman (2008:287) states that the steps for constructing of written recount text are:

- a) The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b) A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d) A reorientation which rounds off the sequences of events or retell about what happened in the end.

Boardman (2008:287) states the language features usually found in a recount:

- a) Use of nouns and pronouns to identify people, animals or things involve.
- b) Use of past action verbs to refer the events.
- c) Use of past tense to located events in relation to speaker's or researcher's time.
- d) Use conjunctions and time connectives to sequence the event.
- e) Use of adverb and adverbial phrases to indicate place and time.
- f) Use of adjectives to describe nouns.

According Boardman (2008:287) in making of functional grammar, the significant common grammatical patterns of recount include:

- a) Focus on specific participant.
- b) Use of material process or action verb.
- c) Circumstance of time and place.
- d) Use past tense and focus on temporal sequences.

Concept of Technique

Technique in an implementation, which is taking place in the classroom. According to Brown (2010:14) 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. A technique can help teacher to improve the students' ability in teaching learning process.

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. Technique is a kind of methods to make lesson is more understood by the student.

Concept of Story Mapping

Pamela (2004: 345) points out that story mapping is used to represent some story components in form of graphic visualization which has a purpose to give readers or writers a picture to provide an overview of a story, so that they can make clearly outline the relationships to each other.

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.

The Advantages of the Story Mapping Technique

There are several advantages of using story mapping as a technique in teaching recount text. Zygouris and Glass (2004:2) mentioned some advantages of story mapping in their article:

- a) Students can use a story mapping as a pre-reading.
- b) Students can use their story mapping as notes for oral book reports.
- c) Students can use story mapping in preparing visualizing presentations.
- d) Students can use story mapping as a prewriting tool in developing their own stories.
- e) Teachers can also use story mapping in writing conferences as a way to help students revise their story writing.

METHOD

This type of study is quantitative, and the method that used in this study is experiment method. According Sugiyono (2010:75) , quasi experimental design there are two forms of time series design and nonequivalent control group design. The researcher used quasi experimental design and used nonequivalent control group design model. Prior to treatment both of the experimental group and control group gave a pretest test, with a view to knowing the condition of the group before treatment. Then, after treatment the experimental group and the control group gave a posttest test, to determine the condition of the group after treatment. The first group given a treatment and the other group was not given the treatment. The group that gave a treatment is experimental group, and the group that not give the treatment is control group.

According to Arikunto (2006: 131), the sample was part of symbolist of the population that our study. The study choose two classes as a sample for the experimental class and control class. X IPA as an experimental class that the number of students are 27 students. X IPS as a control class that the number of students are 24 students.

RESUNT AND DISCUSSION

The writers gave a pretest for experimental and control group before conduct the experiment and then calculated the

students' scores. There were meetings for treatment to the students in writing ability on recount text by using story mapping then the witer gave posttest.

In this section, the findings of the research that was already done findings highlight the result of pre-test and post-test score in the experimental class, the result of pre-test and post-test in the control class, statistical analysis; the test of normality and homogeneity, and independent t-test.

Tabel 1. Test of Normality

	Statistical Analysis			
	Normality	Homogeneity	Ha	Ho
Kolmogorov-Smirnov		Levene's		
Experimental class	.171		.5954	Rejected
Control class	.318	.2825	.5984	
			Accepted	

CONCLUSION

Based on the data analysis described by the previous chapter, the writer concluded that there was any significant differences between the students who are taught by using Story Mapping Technique and who are no taught by using Story Mapping Technique to increase students' writing ability on recount text at the tenth graders of MA Nurul Huda Sukaraja. It was proved by the result of the Independent Sample t-test of the post-test score in the experimental and control class gave the value of t-obtained was 5.954 and 5.984 and the value of Sig (2-tailed) was 0.000. It meant that the value of t-obtained was higher than t-table= 2,021 with df was (n-2)= (51-2)= 49, and value of Sig (2-tailed) was less than the value of Significance level ($\alpha = 0.05$). So, the Null Hypothesis was rejected and Alternative Hypothesis (Ha) was accepted. It can be concluded there was any significant difference between students who are taught by using Story Mapping Technique and students who are no taught by using Story Mapping Technique.

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