

**IMPROVING STUDENTS' WRITING ABILITY  
BY USING STORY MAPPING TECHNIQUE AT TENTH  
GRADE THAMSUKSA MULNITI SCHOOL SONGKHLA THAILAND**

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**ABSTRACT**

*Writing is one of important skills in teaching English. It is useful for a range of teaching purposes, which will vary, depending on the development stage and the needs of the students. As the preliminary study of the students in Thamsuksa Mulniti School, the researcher found that most of students have difficulties in writing a short text in term of organizing their ideas, mastering tenses, lack of vocabulary and some students do not know when they use capitalization and punctuation. Based on that problem, it was important to overcome the students' problems, so the students' writing ability could be improved. It is a suitable technique in teaching writing by using story mapping.*

*In this research, there is a problem, it is " how can the use of Story Mapping technique improve tenth grade students' writing ability of Thamsuksa Mulniti School Songkhla Thailand in 2017/ 2018 academic year?". Based on the problem, the research objective is intended "To improve the tenth grade students' writing ability by using Story Mapping technique of Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year".*

*The design of this research is classroom action research. The research subject is tenth class consisting of 20 students. The data collected by using writing test and field note. In order to analyze the data students' writing score, mean score formula is used.*

*This research was supposed to be successful if the students' mean score was  $\geq 65$ . Story mapping technique improved the students' writing ability in two cycles from the students' mean scored  $\leq 65$  ( $M = 63$ ) in the first cycle to ( $M = 70.7$ ) in the second cycle. Finally, it could be concluded that the use of Story Mapping technique could improve the tenth grade students' writing ability of Thamsuksa Mulniti School in 2017/2018 academic year by giving the students a media about story map and asking the students to make writing descriptive text based on the story map helped by the outlines called is story mapping.*

**Key words:** *Writing Ability, Story Mapping Technique*

## INTRODUCTION

Writing is one of the important skills in teaching English. It is useful for a range of teaching purposes, which will vary, depending on the development stage and the needs of the students. According to Raimes (1983:3) Writing is a part of second-language syllabus. So that's why, people have to communicate with each other in writing. There is an additional and very important reason: writing helps students learn. How? First, writing reinforces the grammatical structures, idioms, vocabulary that we have been teaching the students. Second, when the students write, they also have chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involve with the new language; the effort to express idea and the constant

use of eye, hand and brain is a unique way to reinforce learning.

To write well, people must have good capabilities in writing. Writing is a tool in which students can find a way to write down ideas and communicate their thought. As Graham and Haris (2002) in sidekli (2013:289), says, writing is one of the most powerful communication tools of human being and the improvement of writing skills is the key to success within and outside school. Apart from these, writing provides communication with people who are far away in terms of time and distance, presents incredible opportunities for acquiring, presenting and transferring information.

Based on the preliminary test which is conduct on August 22<sup>nd</sup> 2017 at Tenth Grade Thamsuksa Mulniti School Songkhla Thailand, that the students have difficulties in writing a short text in term of organizing their

ideas, mastering tense, lack of vocabulary and some students do not know when they use capitalization and punctuation when the researcher interviewed the English teacher. In organizing their ideas, the students faced difficulties in constructing the sentences into written form and arranging the sentences into paragraph. Relating with the problem of tenses mastery, the students were not able to make sentences by using appropriate tenses. When the students were assigned to write a descriptive text that describe in detail, they did not apply present tense correctly.

This research is to find the suitable technique to improve the students' writing ability by using story mapping technique. It can make the students easy to start write a short text. Therefore, to make the effective learning, and the student can gather their ideas, it is decided to use Story

Mapping technique to improve Students' Writing Ability at Tenth Grade Thamsuksa Mulniti School Songkhla Thailand.

## **REVIEW OF RELATED LITERATURE**

### **Writing Ability**

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the idea, so that is why we need more practice to get a good writing. In addition Petel and Jain (2008:125) said that writing is a skill which must be taught and practiced. Further, writing process gives us a chance to generate our idea, it is as a method for writers to organize ideas, write, and revise their writing.

There are three steps of writing process activity: 1) Pre-writing is everything writers do before they begin to draft the paper. To generate ideas, the writers require more time to plan their

writing. One of the formats of pre-writing is outlining.; 2) Drafting is the stage when the writers begin to explain and explore their ideas through their outlining of pre-writing has already planned; 3) revising is the step to learn how to make the writing better.

### **The Aspect of Writing**

A writer should consider five aspects of writing in order to make a good writing, they are:

#### **A. Content**

Content is one of the aspects of language system that necessary for writing. According to Hyland (2004:14) content means what students require to write about. It is important for the students to produce appropriate supporting idea that is relevant with the topic. In writing, the main emphasis is on the content because writing is about conveying messages in order to be understood by the reader what

information that have been shared by the writer.

#### **B. Organization**

Organization is the students' ability in arranging the ideas into logical sequence to make a good paragraph. A good paragraph has two elements that are unity and coherence. Oshima and Houge (2007:67) state that an important of a good paragraph is unity. Unity in a paragraph begins with a good topic sentence. In addition, In a short, we can say the paragraph is good or not is based on the topic sentence.

#### **C. Vocabulary**

Words are the basic tool for writing, because words carry meaning; wrong words surely do not get the writes' message across. So, the good writing is based on the vocabulary that used. Bram (1995: 48) states that words determine

whether a paragraph is good or not. A good writing can be assessed from the use of vocabulary, because from the appropriate vocabulary, the reader easy to get the meaning of the text.

#### **D. Grammar**

Grammar is considered to be very important in writing because the lack of grammar knowledge made the writing result difficult for the reader to understand. Heaton (1990:135) says that grammar is an ability to write correct and appropriate sentence. The meaning of the sentence is based on the grammar used.

#### **E. Mechanics**

the actual writing conventions which are necessary for the students to master relate chiefly to punctuations, spelling and capitalization. In addition, Brown( 2003: 245) state that

correct use of English writing convention is needed capitals, punctuation and spelling. Moreover, mechanic is important in written form of text. Harmer (2004:44) says that mechanic include hardwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text.

#### **Descriptive Text**

Descriptive text is a part of factual genres. According to Oshima and Hogue (2007:61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion. As social beings, we want to tell about the other people, so we write to others to describe people such as our friend, family, and idol.

**Table 1.1 The generic structures of  
the descriptive text**

<b>Textual elements</b>	<b>Functions</b>
Identification	<ul style="list-style-type: none"> <li>Identifies the phenomenon/subject to be described</li> </ul>
Description	<ul style="list-style-type: none"> <li>Describe features in order of importance.               <ol style="list-style-type: none"> <li>Part/things (physical appearance)</li> <li>Qualities (degree of beauty, excellence, or worth/value)</li> <li>Other characteristics (prominent aspects that are unique)</li> </ol> </li> </ul>

*Adapted from Knapp and Watkins (2005:98-108)*

### **Story Mapping**

According to Li (2000:42) said that story mapping is technique of instruction uses a diagram. So that is why, we can conclude that story mapping is as a clustering, diagramming, outlining. Mapping is not just for outlining and clustering but to explore our thought, organize our idea. Cooper (2011:46) confirms that concept map is a way of organizing your ideas.

Story Mapping is good technique in a visual way to write and explore the learners' thought in written form. In addition, Langan (2010:22) says that clustering or mapping is another strategy that can be used to generate material for a paper.

### **The use of story mapping in writing descriptive text**

The students wrote descriptive text of character (people). They used story mapping technique to help them having good written. According to Li (2000:11) states that story mapping means a strategy used to introduce the basic structure and essential elements of a story to show what a story typically consists of and how it is organized. This strategy will be helped them to write a simple essay using story map question. The questions are used to guide the students in developing their short essay.

### The simple Question that will be used:

1. What is the title of the text?
2. Who is her/his name?
3. How old is she/he?
4. Where she/he live?
5. What does she/he look like?  
(Color of hair, eyes and skin)  
(Build, Height and shapes of her/his face and nose)
6. What does her/his personality like?  
(Such as excellence, kind, cheerful, jealous, etc.)
7. If there is other characteristic.  
What is her/his hobby? / what is her/his occupation ?  
(Such as hobby, occupation, etc.)

**Name:**  
**Class :**

**STORY MAP**

<i>Title</i>	
<i>Identification</i>	
<i>Physical Appearance</i>	
<i>Personality</i>	
<i>Other Characteristic</i>	

Figure 1  
The Example Worksheet of Story Map

### The Procedures of Teaching Writing Descriptive Text by Using Story Mapping

#### 1. Phase 1:

- a. The teacher show and explain to the students the element of the text and story mapping.
- b. The teacher explain about the meaning of each element of the story mapping
- c. The teacher models to fill the story map containing the element of the text.

#### 2. Phase 2

- a. Write down the ideas in the story map that guided by story map question.

#### 3. Phase 3

- a. The teacher use story map question to help the students develop stories
- b. Writing a text based on the story map that has been made
- c. Check and revise writing assignment.

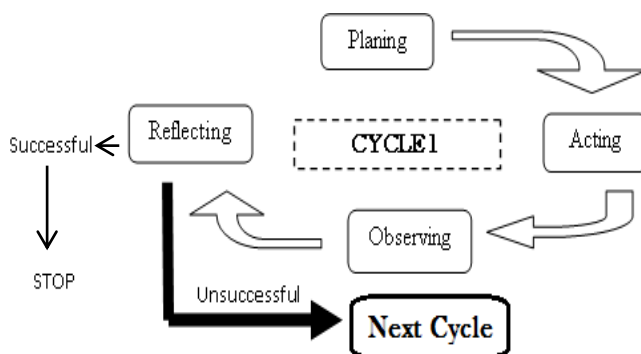
## RESEARCH METHOD

### 1. Kind of the Research

In this research, the researcher uses a Classroom Action Research. Classroom Action research has the purpose of increasing ability and solve problem in the field of education by using direct implementation. Arikunto (2010:134-135) states that the purposes of the Classroom Action Research are to improve the teaching learning process and to solve the students' problem.

### 2. Design of the Research

The design of classroom action research will be illustrated in the following diagram adapted from Kemmis and Mc Taggart in Arikunto, (2013:137):



### 3. Subject of the Research

The subject of this Classroom Action Research is the Tenth Grade students at Thamsuksa Mulniti School Songkhla Thailand in the 2017/2018 academic years that consists of 20 students.

### 4. Setting of the Research

This research will be conducted on August 21<sup>st</sup> 2017 to September 22<sup>nd</sup> 2017. In the tenth grade class consists of 3 boys and 17 girls. The students sit in a pair with the blue chairs and yellow tables. Some students will be noisy when the teacher has a slow voice. So, it will disturb the other students. During the teaching and learning process, the English teacher makes a note by sitting in the back of the students' seats in the classroom.

### 5. Criteria of Success

The criteria of success are used to find out whether the goal of the



action is achieved or not. The criterion of success is determined by considering the students' ability based on pre-test on preliminary study. This research is supposed to be successful if the average score is  $\geq 65$ . And field note is the data to support the success of this research. Meanwhile, if the criteria above could not be achieved in cycle 1, the action will be continued to the next cycle.

## **6. Instrument of the Research**

### **Writing Test**

Test is a set of questions or other instruments used to measure skill, aptitude, knowledge, intelligence of individual or groups, and its purpose is to measure the individual's achievement after learning something (Arikunto 2013:193). In this research, subjective test is used to measure students' writing ability. It is because the test is about writing test that asks students to explain, describe the question by using their own

words or interpretation based on their knowledge subjectivity.

### **Field Note**

According to Ary (2010:435) that a researcher may make brief notes during the observation but then later expands his or her account of observation as field notes. Field notes are used to record the student's activities during the teaching learning process.

## **RESULT AND DISCUSSION OF THE RESEARCH**

The result of writing test in cycle 1 showed the mean score of students' writing ability was 63 and the English teacher's notes were difficulties to understand the teacher's language, fill the story map and develop it into descriptive text, less guided in making story map and difficult to transfer their ideas in written form. It means that the students' writing ability had not achieved the target of the writing score ( $M=65$ ). Therefore, it was necessary to conduct the actions in cycle 2.

The result of the students' writing test in cycle 2 was better than in cycle 1. It was found that the mean score was 70.7 and the English teacher's notes were good enough in managing and controlling the class, and the students who were active in the class during the teaching and learning process. Based on the test result of speaking test, 17 students got  $\geq 65$  and 3 students got  $\leq 65$  in writing ability. It indicated that cycle 2 had achieved the target of writing score ( $M=65$ ).

In cycle 1 the teacher and researcher gave more explanation to introduce about descriptive text and story mapping activities to the students, because story mapping activities were a new technique for the students. Further, story mapping technique needs a lot of practice and teacher's guidance. Students were expected to be able gather their ideas in a story map and develop it into descriptive text by using

correct grammar. So, in cycle 1 the students were focus on filling a story map and develop it into a descriptive text, and their time to adapt the material and media in teaching learning process. The students have problems about gathering ideas in a story map and making a short essay and understanding of grammatical, punctuation and capitalization. The cycle 1 was not successful, so the English teacher and researcher found the way to solve the students' problems.

In cycle 2, the researcher gave more explanation, guidance and practice about gathering idea in a story map using correct English word, making descriptive text by using correct grammar, punctuation and capitalization. So, they could focus on gathering ideas in a story map, writing descriptive text by using correct grammar, punctuation and capitalization and had more effective time to improve

writing ability through story mapping technique. The researcher did not use English all the time in teaching and learning process, but the researcher also used Thai and Malay language after she had finished explaining.

In cycle 2 the students' writing ability was improved. The mean score of the students' writing ability was 70.7, with 17 students got  $\geq 65$  and 3 students got  $\leq 65$ . The students had been achieved the minimum score of writing ability. It means that story mapping technique is able to improve the students' writing ability. Li (2000:11) stated that story mapping means a strategy that uses a story map to introduce the basic structure and essential elements of a story. In addition, Cooper (1999:46) stated that story mapping is a good technique. It can be useful in organizing our ideas for writing or in reviewing a topic we have been studying. These maps are useful

tools for helping learners to construct, organize, and communicate their knowledge. In addition, Langan (2010:22) stated that using mapping is helping people who like to do their thinking in a visual way to generate their ideas. In this case, the use of story mapping in the writing teaching learning process helped the students generate and organize the ideas to be developed into a descriptive text.

In scoring the students' work of writing test, the researcher used the scoring rubric from Hughes (2003: 104). There are five aspects that are scored analytically are content, organization, vocabulary, grammar, and mechanic.

In teaching learning writing process, the use of story map guided the students step by step in organizing ideas and developing them into a descriptive text. As a result, the students could generate and develop their ideas into a

descriptive text, and also make the students easier to write what they are thinking in their mind by using the story mapping technique.

By considering the results above, it could be said that using story mapping technique could improve the students' writing ability. The results of this action research in two cycles had also verified the action hypotheses that the use of story mapping technique can improve the tenth grade students' writing ability at Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year by giving the students a media about story map and asking the students to make writing descriptive text based on the story map helped by the outlines called is story mapping.

## **CONCLUSION AND SUGGESTIONS**

Based on the result of improving students' writing ability by using story mapping technique that were done in

cycle 1 and cycle 2, the use of story mapping technique could improve the tenth grade students' writing ability of Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year by giving the students a media about story map and asking the students to write descriptive text based on the story map with outlines. The students have to gather their individual ideas on story map paper. The improvement can be seen from the students' writing test.

## **SUGGESTIONS**

By considering the results of the research, some suggestions are given to the English teacher, the students and the other reseacher:

### **1. The English Teacher**

Story mapping technique can improve the students' writing ability, so the English teacher suggested to apply story mapping technique when teaching writing in the classroom.

## 2. The Students

Story mapping is a good technique. It can be used as a guide to generate and organize their ideas in writing a text. Moreover, story mapping make the students easier to trasfer their ideas through story map as a media. In addition, it gives them a chance to develop their ideas from story map into a text and feel in increasing their motivation to write.

## 3. The Other Researcher

This research applies Classroom Action Research in conducting story mapping technique and it can improve the students' writing ability. Other researcher are suggested to:

- a. The other researchers are suggested to conduct a classroom action research to increase the teacher strategy in teaching learning process.

- b. Conduct Story Mapping Technique by using another research design.

- c. Conduct Story Mapping Technique to improve writing ability by using another genres.

- d. Conduct Story Mapping Technique to improve the reading, speaking or listening ability.

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