

## ABSTRACT

Satrio, Singgih 2018. *Improving the X A students' writing ability through Numbered Heads Together technique at SMA PGRI Siliragung in the 2017/2018 academic year* Thesis. The English Language Education, Faculty of teacher Training and Education, Muhammadiyah University of Jember.  
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Keywords: Writing ability and Story Mapping Strategy.

Writing is one of the language skills that should be mastered by students, but writing is considered as one of the difficult skills to master. cannot receive the readers' response directly. Writing is included in the English subject taught in junior and senior high schools in Indonesia; therefore, it should be learned by the students to achieve language competence. According to Rozimela in Utami (2008:01), the importance of being able to write in English is often ignored in the discussions of the teaching of English for high school students in Indonesia. In fact, the ability to write in English is very important and useful. It has become the students' immediate need since the students are expected to master the four language skills. The mastery of language skills is intended to support the ability to communicate both in oral and in written forms.

To face this common problem there must be some ways and solutions to improve the students' writing ability through the available teaching method, in this case the researcher used Story Mapping Strategy to improve writing ability. In this research, the problem is "How can Story mapping strategy improve the X A students' writing ability at SMA PGRI Siliragung Banyuwangi in the academic year 2017/2018?". Based on the problems, the research objective is intended "To know how to improve the X A students' writing ability by using story mapping strategy at SMA PGRI Siliragung Banyuwangi in the 2017/2018 Academic Year"

The design of this research is classroom action research. The research subject is X A class which is consist 39 students and to obtain the research data used objective test and abservation.

The result of the score analysis, the percentage of students ( $\geq 65$  was 46,15%) in the first cycle to ( $\geq 65$  was 82,05%). Beside that, 44,75% were active in the class in cycle one and 84,5% were active in the class in cycle two. Therefore, it can be concluded that Story Mapping Strategy is very effective to be applied in increasing the students' writing ability.

## ABSTRAK

Satrio, Singgih 2018. *Meningkatkan kemampuan menulis siswa X melalui teknik Numbered Heads Together di SMA PGRI Siliragung pada tahun pelajaran 2012/2018*. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember.  
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Kata Kunci: Kemampuan Menulis dan Strategi Story Mapping.

Menulis adalah salah satu keterampilan berbahasa yang harus dikuasai oleh siswa, tetapi menulis dianggap sebagai salah satu keterampilan yang sulit untuk dikuasai. tidak dapat menerima tanggapan pembaca secara langsung. Menulis termasuk dalam mata pelajaran bahasa Inggris yang diajarkan di sekolah menengah pertama dan sekolah menengah atas di Indonesia; oleh karena itu, harus dipelajari oleh siswa untuk mencapai kompetensi bahasa. Menurut Rozimela dalam Utami (2008: 01), pentingnya kemampuan menulis dalam bahasa Inggris sering diabaikan dalam diskusi pengajaran bahasa Inggris untuk siswa SMA di Indonesia. Padahal, kemampuan menulis dalam bahasa Inggris sangat penting dan bermanfaat. Ini telah menjadi kebutuhan mendesak siswa karena para siswa diharapkan untuk menguasai empat keterampilan bahasa. Penguasaan keterampilan bahasa dimaksudkan untuk mendukung kemampuan untuk berkomunikasi baik dalam bentuk lisan maupun tertulis.

Untuk menghadapi masalah umum ini harus ada beberapa cara dan solusi untuk meningkatkan kemampuan menulis siswa melalui metode pengajaran yang tersedia, dalam hal ini peneliti menggunakan Strategi Story Mapping untuk meningkatkan kemampuan menulis. Dalam penelitian ini, masalahnya adalah “Bagaimana strategi pemetaan Story dapat meningkatkan kemampuan menulis siswa X di SMA PGRI Siliragung Banyuwangi pada tahun akademik 2017/2018?”. Berdasarkan permasalahannya, tujuan penelitian ini dimaksudkan “Untuk mengetahui bagaimana meningkatkan kemampuan menulis siswa X A dengan menggunakan strategi story mapping di SMA PGRI Siliragung Banyuwangi pada Tahun Akademik 2017/2018”

Desain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian adalah kelas X A yang terdiri dari 39 siswa dan untuk memperoleh data penelitian menggunakan tes objektif dan absensi.

Hasil analisis skor, persentase siswa (adalah 46,15%) pada siklus pertama ke (adalah 82,05%). Selain itu, 44,75% aktif di kelas pada siklus satu dan 84,5% aktif di kelas pada siklus dua. Oleh karena itu, dapat disimpulkan bahwa Strategi Story Mapping sangat efektif untuk diterapkan dalam meningkatkan kemampuan menulis siswa.

## **PREFACE**

This thesis is composed to describe the use of Story Mapping Strategy in improving the students' writing ability to the X A class at SMA PGRI SILIRAGUNG in the academic year of 2017/2018. This thesis has been written to give the students a point of view that learning by using Story Mapping Strategy is important to make studying, especially to make writing a text easier to do. Writing ability is a vital skill in English for the students. In today's era, knowing English is mandatory for people to get a job and obviously knowing how to write in a good English is also needed by the people.

From the reason above, the researcher wants to investigate the students' improvement in writing ability by using Story Mapping Strategy. The researcher realizes that this thesis has many weaknesses, therefore, the correction is hoped to make this thesis better.

The Writer

**SINGGIH SATRIO**

## RESEARCH METHOD

This chapter describes some aspects dealing with the research method that is applied in this research. It covers kind of research, research design, research subject, research area, research procedure, criteria of success, research instrument, and developing instrument.

### 3.1 Kind of research

The classroom Action Research (CAR) conducted in this research is intended to improve the teaching quality by giving some modifications in teaching and evaluating it, specifically the objectives of this research is to know how Story mapping strategy able to improve the writing ability of the X A students of SMA PGRI Siliragung Banyuwangi. According to Arikunto (2006: 96), CAR is a research conducted by teacher in the class to complete and improve teaching learning process. While Hopkins and Ebbutt (1985) suggest that the combination of action and research renders that action form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice (Cohen et. al, 2000: 226). Based on these definitions, CAR is a research that is intended to improve the quality of the teaching and to understand the action in the teaching learning process.

### 3.2 Research Design

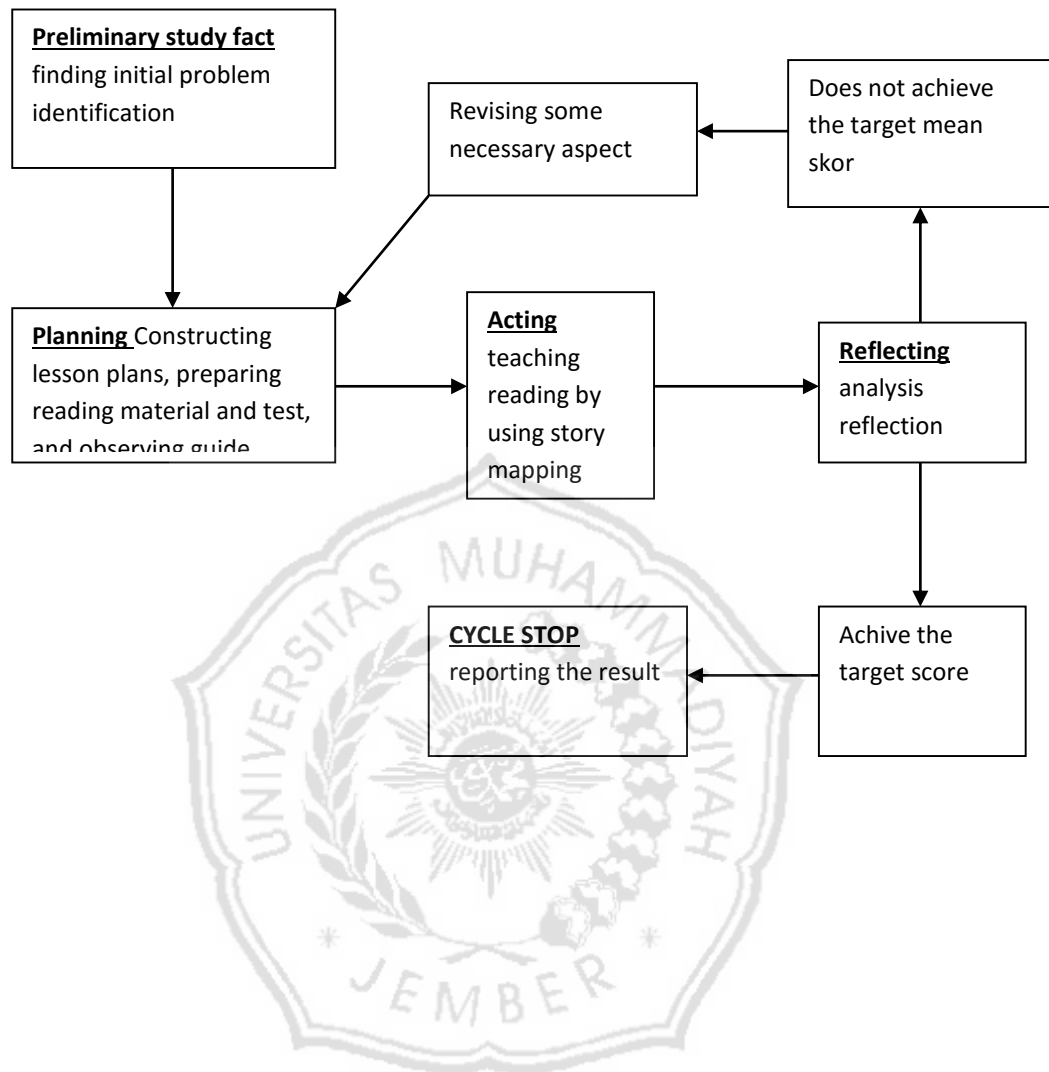
The design of this research is a collaborative classroom action research. This classroom action research is intended to improve the writing ability of the X A students by using Story mapping strategy at SMA PGRI Siliragung Banyuwangi.

The research is conducted with the English teacher as the observer. Further, Lewin in Arikunto (2006: 92) explains that there are four steps to do action research namely Planning, Acting, Observing and Reflecting. This classroom action research is planned to be conducted in two cycles in which each covered the planning of the action, the implementation of the action, classroom observation, and reflection of the action. This research will be continued to the second cycle if the research criteria can not be achieved in the first cycle.

There are four steps in the procedures of the classroom action research. They cover (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action (Elliot, 1991:70). This steps will be applied in each cycle of this research. This research will be conducted collaboratively with the English teacher of the X A at SMA PGRI. This collaboration will focus on identifying and defining the research problem, planning the action, carrying out the action and doing the reflection and evaluation of the implementation of the action.

The design of this classroom action research is illustrated in the following diagram:

## The Model of the Classroom Action Research



(Adopted From Kemmis & Mc Taggart in Arikunto (2006:97))

The procedures of the action research are as follow:

1. Interviewing the tenth grade English teacher as the preliminary study to identify problems.
2. Finding out the class which has difficulties in writing ability.

3. Planning the actions by constructing the lesson plans for the first cycle (meeting 1, 2 and 3).
4. Implementing the first cycle.
5. Observing the classroom while implementing the action in the first cycle.
6. Giving writing ability test to the research subjects after the actions in the first cycle.
7. Analyzing the result of the writing ability test quantitatively.
8. Reflecting the result of the observation and the writing ability test.
9. Constructing the lesson plans for the second cycle by revising the lesson plans in the first cycle if the result of the test fails to achieve the target score.
10. Implementing the second cycle.
11. Observing the classroom while implementing the second cycle.
12. Giving writing ability test to the research subjects after the actions in the second cycle.
13. Analyzing the result of writing ability test in the second cycle quantitatively.
14. Reflecting the result of classroom observation and the writing ability test in the second cycle.
15. Drawing conclusion to answer the research problems.

### **3.3 Research Subject**

This research is conducted at SMA PGRI Siliragung Banyuwangi. The research subject of this research is the students of X A of SMA PGRI Siliragung Banyuwangi in the academic year of 2018/2019. There are two classes of tenth grade in the school. The X A is chosen as the research subjects because this class had problem with their narrative writing ability.

### **3.4 Research Area**

This research is conducted at SMA PGRI. Some reasons are considered in choosing this school as the area of the subject study. First, based on the English teacher's information that the eight grade students of SMA PGRI had problems in writing narrative text. Second, there had never been a research conducted on the students' writing ability through Story mapping strategy in that school. Third, the headmaster gave permission to conduct the research at the school. The last reason is the researcher can collaborate with the English teacher in implementing the actions in the classroom.

### **3.5 Research Procedure**

Based on the research design, the actions of the research is implemented in four stages; they are the planning of the actions, the implementation of the actions, classroom observation, and reflection of the actions.

#### **3.5.1 Preliminary Study**

The researcher had done an informal interview with the English teacher to get information about the students' problem in the class. Based on the interview, it was known that the X A students had problem in writing, they were passive in the class and they had a low writing score.

#### **3.5.2 The Planning of the Action**

The planning of the action covered the activities that are done before the implementation.



The activities are as follow:

1. Choosing the topics based on the genre (narrative) for teaching writing ability which is suitable to the 2006 Curriculum (KTSP) for Junior High School.
2. Constructing the lesson plans for the first cycle.
3. Selecting the English texts taken from the book and the internet.
4. Constructing the writing test for the first cycle.
5. Preparing the students' worksheet based on the writing exercises.
6. Preparing the observation guide in the form of checklist containing the indicators being observed in the teaching learning process.
7. Constructing the writing test and the observation checklist for the second cycle if the first cycle is not successful.

### **3.5.3 The Implementing of the Action**

Implementation is the realization of some actions that have been planned systematically to improve the quality of any educational matters. The implementation of this research is done during the school hours. The action given is teaching writing by using Story mapping strategy. It is given to the research subjects in every meeting in each cycle. The implementation of cycle 1 is based on lesson plan 1 for first meeting and lesson plan 2 for second meeting. Meanwhile, in the third meeting, the students did the writing test after two meetings.

### 3.5.4 Classroom Observation

According to Norton (2009: 69) observation is to observe or notice that something is not as it should be and/or can be improved. For that reason, observation is very important to do. It is used to monitor whether or not the teaching writing by using story mapping strategy is effective in developing students' writing ability. The instrument used to observe the class activities during the teaching writing by using Story mapping strategy is an observation paper in the form of checklist containing the indicators observed. Observation is done during the implementation of the action; the researcher teach the students and the English teacher conducted the observation in each meeting of the cycle. There are four indicators that are observed, they are:

1. The students' participation in asking questions
2. The students' participation in answering questions
3. The students' attention in joining the lesson
4. The students' activities in doing the exercises

If the students fulfill at least three indicators, it means they are categorized as active in the teaching learning process of writing ability by using story mapping strategy.

### 3.5.5 Reflection of the Action

The researcher and the English teacher carry on the reflection after analyzing the observation and the test result in each cycle. The purpose of doing reflection is to know whether the actions given in cycle 1 and 2 are successful or not, to find the weaknesses of the action appearing and to note the strength of the actions, and to find solution to the problem or weakness. The weaknesses found in the first cycle is used as a guide for the second cycle.

### 3.5.6 The Formula of Data Analysis

The data from the students' writing ability test in each cycle are analyzed quantitatively. After that, the results of the data are analyzed to answer the research problem. The formula is as follow:

$$E = \frac{n}{N} \times 100 \%$$

Note:

E = The percentage of students achieving the minimum standard score

n = The number of the students achieving the minimum standard score

N= The total number of students

(Adapted from Ali, 1993:186)

If in the first cycle the result of the research is 75 % of the students get score  $\geq 70$  criteria of success, it is not necessary to continue the action to the next cycle. However, if in the first action the result of the research fail, it should continue to the next cycle until the criteria of success is achieved.

### **3.6 Criteria of Success**

The criteria of success are used to know whether the implementation of the action is successful. The score target of writing ability test is 70 based on the minimum standard score requirement of SMA PGRI. The actions are regarded successful if more than 75% of students can achieve the minimum standard score requirement that is 70. However, if the requirement above can not be achieved in cycle I, the action will be continued to the next cycle.

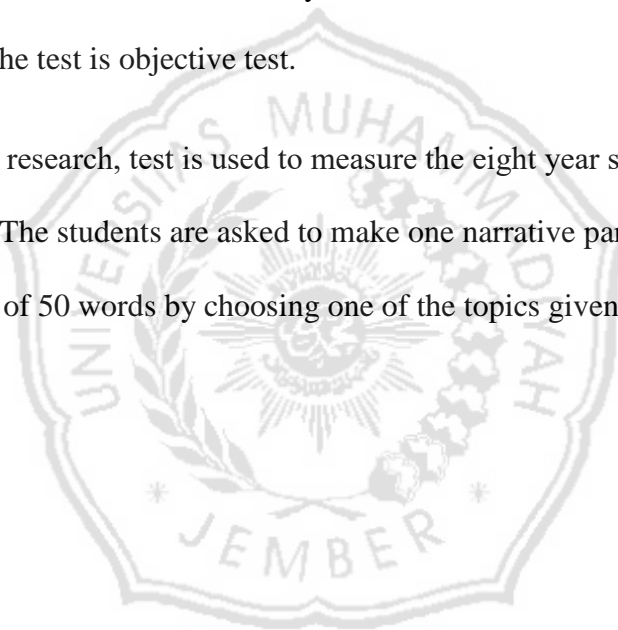
### **3.7 Research Instrument**

The data in this classroom action research covered the primary data. The methods used in collecting the primary data are writing ability test and Checklists. Validity of the Test and reliability of the Test should be calculated in this research to determine the properness of the instrument used in the research.

### 3.7.1 Test

According to Arikunto (2006:150), test is a set of questions or exercises or other instruments used to measure the skill, knowledge, intelligent, ability or achievement and aptitude. It can be concluded that test is series of questions or practices that is used to measure aptitude, behavior, knowledge, ability, achievement and intelligent. In this research, the test is used to improve the X A students' writing ability by using story mapping strategy at SMA PGRI Siliragung Banyuwangi in 2018/2019 academic year. The test in this research is writing test. The form of the test is objective test.

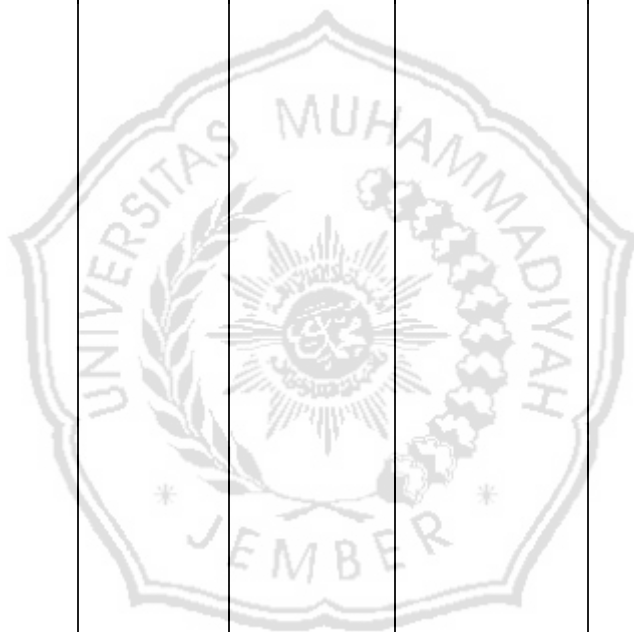
In this research, test is used to measure the eight year students' English writing skill. The students are asked to make one narrative paragraph which at least consists of 50 words by choosing one of the topics given by the teacher.



**Table 3.1 Analytic scale for rating tasks (Brown & Bailey, pp. 39-41)**

	<b>20-18</b> <b>Excellent to Good</b>	<b>17-15</b> <b>Good to Adequate</b>	<b>14-12</b> <b>Adequate to Fair</b>	<b>11-6</b> <b>Unacceptable-not</b>	<b>5-1</b> <b>College-level work</b>
I. Organization	Appropriate title, effective introductory paragraph, topic is stated, leads to body	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking,	Mediocre or scant introduction or conclusions; problems with the order of ideas in body	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence;
II. Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed	Essay addresses the issues but misses some point; ideas could be more fully developed	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written	Essay is completely inadequate and no apparent effort to consider the topic carefully

<p>III. Vocabulary</p>	<p>essay reflects thought</p> <p>Precise vocabulary usage; use of parallel structures; concise; register good</p>	<p>Attempts variety; good vocabulary misused; lacks awareness of register; may be too wordy</p>	<p>Some vocabulary misused; lacks awareness of register; may be too wordy</p>	<p>Poor expression of ideas; problems in vocabulary; lacks variety of structure</p>	<p>Inappropriate use of vocabulary; no concept of register or sentence variety</p>
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### **3.7.2 Developing Instrument**

#### **3.7.2.1 Validity of the Test**

Validity of the test is defined as the most important thing in the instrument of evaluation (Purwanto, 1985:136). A test can have high validity and low validity, it depends on the number of tasks or the content of the test that is made by constructing the test item based on indicators of the research. The researcher uses content validity test to get the primary data. According to Purwanto (1985:136) a test has content validity if the scope and the content of the test are suitable to the scope and curriculum that has been taught. The content of the test represents the sample of the study results that must be achieved according to the purpose of the curriculum. For this reason, content validity is often said as curricular validity (Kartono, 1990:118). Concerning on curricular validity, Cronbach in Kartono (1990, 118) says that a test has a curricular validity if it measures fairly the extent to which pupils have learned what the curriculum is intended to teach them.

In this research, the researcher uses logical validity that is content validity in writing test. It is because the entire test that will be presented to the students based on the curriculum that is taught. According to Hughes (2003:22) a test is said to have content validity if its content constitutes a representatives sample of language skills, structure and etc which is meant to be concerned. In this case the test item in this research consulted by regarding the materials given in the compulsory book used by the teacher and the indicators of the research.



Competence Standard	Question
<p>10. Producing functional text and daily simple essay on recount, narrative and narrative forms.</p> <p>Basic Competence</p> <p>10.1. Producing functional text and daily simple essay on narrative form.</p>	<p>1. Instruction : please write a narrative text which consists of at least 50 words based on one of the following topics</p> <p>A. My best holiday</p> <p>B. My greatest adventure</p>
<p>Material</p> <p>Narrative text</p>	
<p>Indicator</p> <p>Producing a narrative text that consists of at least 50 words</p>	<p>Answer</p> <p>1. Based on the structure of narrative text</p> <p>2. Based on students' writing skill</p>

Based on the table above, it can be concluded that the test is a valid test.

### 3.7.3 Reliability of the Test

“Reliability is the consistency of the scores obtained”. (Fraenkel, 2000: 176). In other word reliability is consistency or carefulness of a certain instrument

of evaluation. The test is reliable if it can be trusted, consistent, stable and productive.

To know whether the test is reliable or not the researcher uses alpha formula. Arikunto (2006:196) states that alpha formula is used to know the reliability of the instrument, which the score is not 1 and 0.

The formula as follow:

$$r_{11} = \frac{K (1 - \sum \sigma^2 b^2)}{K - 1 \quad \sigma^2 \tau}$$

Notes:

$r_{11}$  : Reliability of the instrument.

K : Number of Question item.

$\sum \sigma^2 b^2$  : Variant item.

$\sigma^2 \tau$  : Total variant

The Coefficient correlation of the reliability of the try out test for writing test is 0,85. According to r-table (Arikunto, 2006:359) with N=30 and significance 5% which is 0,361. The r-counting is bigger that the r-table. So, it can be concluded that the test is a reliable test.

## **THE RESULT OF THE RESEARCH**

As stated previously that the main purpose of the research is to improve the students' writing ability by using Story Mapping Strategy. The following description discusses the result of the research of teaching writing by using Story Mapping Strategy.

### **4.1 The Description of Research Setting**

#### **4.1.1 The Description of Action in Cycle 1**

There were three meetings in the first cycle including the test. The first meeting was held on the 10<sup>th</sup> April 2018 at 07.00 until 08.30, and the second was held on 12<sup>th</sup> April 2018 at 12.00 until 13.30. In addition, the writing test was held on 14<sup>th</sup> April 2018 from 07.00 until 08.30. Every meeting covered four stages of activities namely (1) planning of the action, (2) implementation of the action, (3) observation, (4) reflection.

#### **1. Planning**

The first step in doing action research was planning the action. In this case, we discussed with the English teacher when the action could be started and how was the best way to improve writing ability using Story Mapping Strategy in X A class.

It was discussed the suitable material that would be given to the X A students that was narrative text. In this research, the implementation of the action was done in two meetings and each meeting was given in 90 minutes.

## **2. Implementation of the Action**

Implementation of the action was based on the lesson plan made by the researcher. The first meeting was carried out to deepen the students' understanding about the strategy to be used and the text to be learned. In the first cycle, students listen to the explanation of Story Mapping Strategy, then each student was given text about Story Mapping Strategy. Later on, they were given narrative text and explore the structure of the text with the teacher's guide. While the second meeting was carried out based on the Story Mapping Strategy. First, the students are given a narrative text to be analyzed. Second, The students are given time to story map the text. Third, students share and discuss their findings. Fourth, students start working on their own idea and begin making a story map of the idea. Last, students are encouraged to develop the map into their own narrative writing.

## **3. Observation**

As researcher was teaching writing by using Story Mapping Strategy, the English teacher did the observation by sitting at the back of the classroom while observing the students' activeness during the teaching and learning process. It was done along with the teaching learning process by using checklist. It focused on the students' involvement in the teaching and learning process of writing by using Story Mapping Strategy was focused on how well the teaching and learning is using Story Mapping Strategy. In checklist there were four indicators observed. They were as follows; asking Question, Answering question, paying attention, doing exercises. The students were considered to be active when they fulfilled at least three of the indicators.

#### **4. Reflection**

The reflection was done after calculating the students' score of writing test. If we had analyzed the result of students' score then we found the causes why the first cycle was not successful. The problem that the students face was that they still did not understand much about the Story mapping strategy, that's why they had less motivation and attraction during the teaching and learning process. Moreover, the students looked incofidence and shy during the teaching and learning process. Besides that we used math class which is done the next day after the action for the writing test in cycle one, so they had no good preparation. In this stage we planned some activities in the second cycle in order to get success.

##### **4.1.2 The Description of Action in Cycle 2**

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were implemented. There were three meetings in the second cycle including the test. The first meeting was held on the 17<sup>th</sup> April 2018 at 07.00 until 08.30, and for the second meeting was held on 19<sup>th</sup> April 2018 at. 12.00 Until 13.30. In addition, the writing test was held on 21<sup>st</sup> April 2018 from 07.00 until 08.30. Every meeting covered four stages of activities namely (1) planning of the action, (2) implementation of the action, (3) observation, (4) reflection.

##### **1. Planning**

As the first step in cycle one discussed with the English teacher about the suitable material that would be given to the X A students that was narrative text. This material was used to improve students' writing ability in order to reach the target because of the material in the first cycle could not reach the target. Some

activities were also planned for this second cycle as the solution of problem in the first cycle. The activities that we planned to do in the second cycle were reinforcing the students about the Story mapping strategy to improve their understanding about the strategy, putting the students into groups so that they would cooperate one to another to gain their confidence, and giving each group different kind of topic to make the teaching and learning process more interesting.

## **2. Implementation of the Action**

The implementation of the action in cycle II was based on the problem found in cycle I. It is expected that after the action in the second cycle, the results of the students' writing ability's score would be better than the first one.

Unlike the action in cycle one, the class atmosphere in cycle 2 was more conducive than the first one, because the students more understood about Story Mapping Strategy.

In the second cycle, students were given more time to understand the strategy and a chance to practice making a story map, they were enthusiast to show their good understanding of the strategy by asking question about the difficulties they faced and answer some questions from the teacher. After that, students are instructed to make groups and each groups were given different topic to work with. Later on, with the topic in hand, students start working in group to make a story map of the topic. Finally, students start writing their own narrative text based on the story map that they made previously.

### **3. Observation**

Process evaluation through observation was also done by the teacher as collaborator in cycle two. She did it by sitting at the back of the students' seat in the classroom. She used checklist which focused on the students' involvement in the teaching learning process of writing by using Story Mapping Strategy. The indicators to be observed and the criterion of the students' involvement were the same as in cycle one.

### **4. Reflection**

The reflection was done after calculating the students' score of writing test. When we had analyzed the result of students' score then we conclude whether the cycle two was successful or not. If the second cycle was successful it was not necessary to continue to the next cycle. From the result of the test, we could also determine the best way to implement Story Mapping Strategy in the classroom.

## **4.2 Research Result**

### **4.2.1 The Result of Cycle I**

Based on the result and average of students' involvement in teaching learning, it was known that teaching writing ability by using Story Mapping Strategy was not successful. It can be said that the students did not give optimum response. It was because they had low understanding about the strategy and how it should be implemented. To solve the problem, The research decided to give more time to understand the strategy and also more practice in making a story map in the next cycle. In addition, by conducting observation along with the teaching learning process of writing ability, the process observation was carried out.

Besides determining the items of the evaluation, the process of the evaluation was also determined in each cycle. The items of the evaluation are made based on the KTSP in the form of an objective test, and that was done on 14<sup>th</sup> April 2018 at 07.00 until 08.30. The writing ability test was conducted to measure the students writing ability, and there were 18 students who got  $\geq 70$  in writing ability test.

Based on the result of writing test, it was found that the score of the students writing ability by using Story Mapping Strategy in cycle I was 46,15%. As mentioned before, the cycle of this research was considered to be successful if the score of the students writing tests had reached 70 or more and it was achieved by at least 75% of the total students. It means that the target score requirement in this research had not been achieved yet.

The reflection was done after calculating the students' score of writing test of the Story Mapping Strategy teaching class. The students who got score  $\leq 70$  was 46,15%. Based on the result of the first cycle, it can be said that the standard requirement of the score of the student in writing subject was not achieved yet. So, the problem of the research which was "How can Story mapping strategy improve the X A students' writing ability at SMA PGRI Siliragung Banyuwangi in the academic year 2018/2019??" was not answered yet, because the Numbered Heads Together technique still did not give good contribution to the students' writing ability. The action in the second cycle should be improved.



#### **4.2.2 The Result of Cycle II**

Based on observation done during cycle II, it was known the requirement of 75% of the student's active involvement in the teaching learning process of writing ability had already been fulfilled. In other words, teaching writing ability by using Story Mapping Strategy was successful. It can be said that the students gave optimum response. This was because we decided to give students more time to understand the strategy and more chance to practice making a story map. It could take the students' attention so that they would give optimum response. In addition to that, in the second cycle the students are also encouraged to work in group so that they will have better motivation and confidence in working on their own narrative writing.

After giving another activity in the second cycle, the researcher then decided to test the students to know the significant impact on the students' writing ability. The test was held on 21st April 2018 at 07.00 until 08.30. In this test we gave multiple choice tests. Based on the test result, 32 students were found with score  $\geq 70$  and 7 students who got score  $\leq 70$  in writing ability test and the result of the second cycle test.

Based on the result of writing test, it was found that the percentage of the students' score writing ability by using Story Mapping Strategy in cycle II was 82,05%. It means that the percentage of the score requirement in this research had already achieved.

The reflection was done after calculating the score of the second cycle test result. Based on the calculation result, the score requirement was 70 and the percentage of students who got score  $\geq 70$  was 82,05%. Compared to the result of the writing ability test in cycle 1 which was only 46,15% of students who got score  $\leq 70$ , it can be said that there was a significant improvement to the students' writing ability achievement after the process of teaching and learning by using Story Mapping Strategy. Based on the result of the second cycle, it can be said that the standard requirement 75% of the students get  $\geq 70$  in writing ability test has already achieved. The action can be stopped in the second cycle. In conclusion, Story Mapping Strategy is able to improve the students' writing ability if the students were given more time to understand and practice making story maps in a classroom situation where they can have high motivation and confidence.

## DISCUSSION

This chapter discussed the result of the research in cycle 1 and cycle 2. It is including the result of the writing ability test and the result of observation checklist in cycle 1 and cycle 2.

### 5.1 Discussion

The result of the writing ability test in the first cycle showed that the students got score  $\leq 70$  was 46,15%. It means that the requirement of writing ability subject and the standard score requirement of process observation in the first cycle of this research had not been achieved and it can be said that it was not successful. The result of the investigation showed that the students didn't master Story Mapping Strategy well, because they tend to make mistakes in trying to build a story map based on the narrative text that they have read. When they are being taught, they used to be a passive participant. It was caused by the lack of their interest in Story Mapping Strategy and that they looked afraid and shy. To solve the problem found in cycle 1, the researcher asked the students to work in group in cycle 2 to help them in gaining confidence and so that they can share their ideas with their partners. In addition to that, the researcher also gave the students more time to understand story mapping strategy and more chances to practice making story maps in cycle 2.

During the teaching and learning process in first cycle, the students are given some explanation about story mapping strategy. Unfortunately, the researcher did not give them enough time to practice making story maps. After the

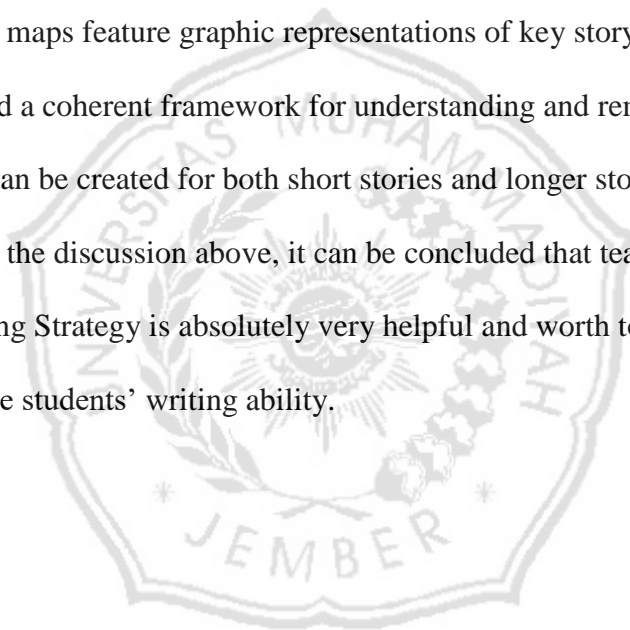
explanation, they were given a narrative text and asked to make a story map of the text. Later, they are directed to discuss their findings with their peers.

Taking the problems in cycle 1 into consideration, we did some modifications to the way of teaching writing ability by using Story Mapping Strategy to the students. The students are asked to make group in order that they become more confident and brave in asking question or in doing the exercises given. But mostly the improvement was caused by the way of the students practice Story Mapping in teaching and learning process from writing the text, understanding the way to do story mapping, and then trying to write their own narrative text based on the story maps they have made previously. It made the students to be easier to integrate the information about story mapping and develop the ideas presented in the story map and write it in a good narrative text. By this way, the students' writing ability achievement in the second cycle was much better than in the first cycle.

The result of the writing ability test in the second cycle showed the percentage of students who got score  $\geq 70$  was 82,05% students. It means that the requirement of writing ability and the standard score requirement of process observation in the second cycle of this research had already achieved and it can be said that it was successful. It is in line to Beck and McKeon in Buehl (2009:166) state that story mapping helps students track their knowledge of narrative structure to analyze stories.

Story maps feature graphic representations of key story elements to help students build a coherent framework for understanding and remembering a story. Story maps can be created for both short stories and longer stories.

From the discussion above, it can be concluded that teaching writing using Story Mapping Strategy is absolutely very helpful and worth to be applied in improving the students' writing ability.



## CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion was divided into general conclusion and specific conclusions. The suggestion was given to the English teacher, to the students and other researcher.

### 6.1 Conclusion

The use of Story Mapping Strategy to the X A students' writing ability at SMA PGRI Siliragung in 2017/2018 Academic year based on the result in cycle 1 was not successful because there were 18 students who got  $\leq 70$  in writing ability test and then also they had low understanding about strategy and how it should be implemented and to solve problem the researcher did the second cycle with giving students more time to understand and practice making story maps in classroom and also work in group, so they can have high motivation and confidence. Based on the test result above and in cycle 2, there were 32 students who had score  $\geq 70$  and 7 students who had score  $\leq 70$ . Therefore, it can be concluded that teaching writing ability using Story Mapping Strategy is absolutely useful and worth to be applied in increasing the students' writing ability.

## **6.2 Suggestion**

The results of the research showed that the use of Story Mapping Strategy could improve the students' writing ability achievement. Considering the results, some suggestions are given to the English teacher, the students, and the other researcher

### **6.2.1 The English Teacher**

Based on the results, it is suggested that the English teacher apply Story Mapping Strategy for teaching writing ability because it can improve both the students' writing ability and the students' participation in the teaching learning process.

### **6.2.2 The Students**

The students are suggested to follow the Story Mapping Strategy very well, and they must be able to adapt with the strategy perfectly, so that they can implement the strategy in the right way and get the best advantage of the strategy they are using.

### **6.2.3 The Other Researcher**

The suggestion for another researcher that the researcher suggested in this research such as:

1. Other researchers are suggested to conduct a classroom action research to increase the teachers' method in teaching and learning process.
2. Other researchers are suggested to conduct a research to increase the students' writing ability by using Story Mapping Strategy in different research design, such as an experimental research.