

Appendix 1

RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data resources	Research method	Hypothesis
<p>Improving the students' writing ability by using story mapping strategy to the XA class at SMA PGRI Siliragung, Banyuwangi in the 2018/2019 academic year</p>	<p>How can story mapping strategy improve the students' writing ability to the XA class at SMA PGRI Siliragung, Banyuwangi in the 2018/2019 academic year?</p>	<p>1. Independent variable - Story mapping strategy</p> <p>2. Dependent variable - The Students' writing ability</p>	<p>The implementation of story mapping strategy</p> <ol style="list-style-type: none"> <li>1. Schema Activation</li> <li>2. Free writing</li> <li>3. Generate maps</li> </ol> <p>Components of writing ability</p> <ol style="list-style-type: none"> <li>1. Organization</li> <li>2. Content</li> <li>3. Vocabulary</li> </ol>	<p><u>Respondents:</u> The X A students of SMA PGRI Siliragung Banyuwangi</p> <p><u>Collaborator</u> the English teacher</p>	<p><u>Research Design</u> Classroom action research with the cycle mode:</p> <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Implementing</li> <li>c. Observing</li> <li>d. Reflecting</li> </ol> <p><u>Area determination method</u> Purposive</p> <p><u>Research subject determination method</u> purposive</p> <p><u>Data collecting method</u> <i>Primary data:</i> Writing test and observation <i>Supporting data:</i> Interview, documentation</p> <p><u>Data analysis method</u></p> <ol style="list-style-type: none"> <li>a. The primary data taken from the test are analyzed quantitatively by the following formula: <math display="block">E = \frac{n}{N} \times 100\%</math> <p>E : the percentage of students' writing ability n :the students' adapted score N:the total number of the students (adapted from Ali:1993:186)</p></li> <li>b. The supporting data obtained are analyzed descriptively to support the main data.</li> </ol>	<p>The use of Story mapping strategy can improve the students' writing ability to the XA class at SMA PGRI Siliragung, Banyuwangi in the 2018/2019 academic year</p>

## Appendix 2

**Please write a narrative text which consists of at least 50 words based on one of the following topics.**

- A. My best holiday**
- B. My greatest adventure**



### Appendix 3

#### THE STUDENTS' WRITING SCORE IN THE TRY OUT TEST

NO	Item				The students' score	Total square Score
	Organization	Content	Vocabulary	Total score		
1	10	8	9	27	67	729
2	11	10	9	30	70	900
3	10	12	11	33	73	1089
4	10	9	9	28	68	784
5	8	10	10	28	68	784
6	8	10	7	25	65	625
7	11	8	12	31	71	961
8	9	10	11	30	70	900
9	10	10	10	30	70	900
10	6	9	8	23	63	529
11	9	8	7	24	64	576
12	12	11	10	33	73	1089
13	9	10	10	29	69	841
14	12	10	8	30	70	900
15	11	17	13	41	81	1681
16	10	9	11	30	70	900
17	7	8	9	24	64	576
18	13	13	12	38	78	1444
19	10	11	11	32	72	1024
20	12	10	10	32	72	1024
21	12	15	9	36	76	1296
22	9	10	10	29	69	841
23	10	9	8	27	67	729
24	8	9	9	26	66	676
25	7	9	6	22	62	484
26	13	12	8	33	73	1089
27	7	10	12	29	69	841
28	8	10	9	27	67	729
29	10	9	10	29	69	841
30	9	10	11	30	70	900
<b>Total</b>	291	306	289	886		26682
	2921	3236	2863			

## Appendix 4

### The Variant of the Writing Try Out Test

$$\begin{aligned} 1. \sigma^2(2) &= \frac{2921 - \frac{291}{30}}{30} = \frac{2921 - \frac{84681}{30}}{30} = \frac{2921 - 28227}{30} = \frac{983}{30} = 3.28 \\ 2. \sigma^2(1) &= \frac{3236 - \frac{306}{30}}{30} = \frac{3236 - \frac{93636}{30}}{30} = \frac{3236 - 31212}{30} = \frac{1148}{30} = 3.83 \\ 3. \sigma^2(3) &= \frac{2863 - \frac{289}{30}}{30} = \frac{2863 - \frac{83521}{30}}{30} = \frac{2863 - 27843}{30} = \frac{7897}{30} = 2.63 \end{aligned}$$

$$\sum \sigma^2 = 3.28 + 3.83 + 2.63 = 9.74$$

$$\sigma^2 = \frac{26682 - \frac{886}{30}}{30} = \frac{26682 - \frac{78496}{30}}{30} = \frac{26682 - 261653}{30} = \frac{5155}{30} = 17.18$$

## Appendix 5

### The Reliability Of Writing Test

$$r = \frac{3}{3-1} \times \left(1 - \frac{9.74}{17.18}\right) = \frac{3}{2} \times 1 - 0.567 = 1.5 \times 0.567 = 0.85$$

Based on the calculation above, the reliability of 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 than the R-table. So, it can be concluded that the test is a reliable test.



## Appendix 10

### Lesson Plan (First Meeting)

School	: SMA PGRI Siliragung
Subject	: English
Class/Smstr	: X/II
Meeting	: I
Aspect/skill	: Writing
Theme	: Narrative text
Time	: 2X45'

#### A. Competence Standard

##### Writing

10.1. Producing functional text and daily simple essay on recount, descriptive and narrative forms.

#### B. Basic Competence

10.1. Producing functional text and daily simple essay in Narrative form.

#### C. Indicator

1. Producing a Narrative text that consists of at least 50 words

#### D. Specific Instructional Objective

1. The students are able to produce a Narrative text that consists of at least 50 words

#### E. Material

##### **TWO GOATS AND A BUSH**

Once, there were two goats. Both of them were hungry. They were tied together with a brown rope. They wanted to eat the green leaves from two separated bushes. One bush was on the left. The other bush washes on the right.

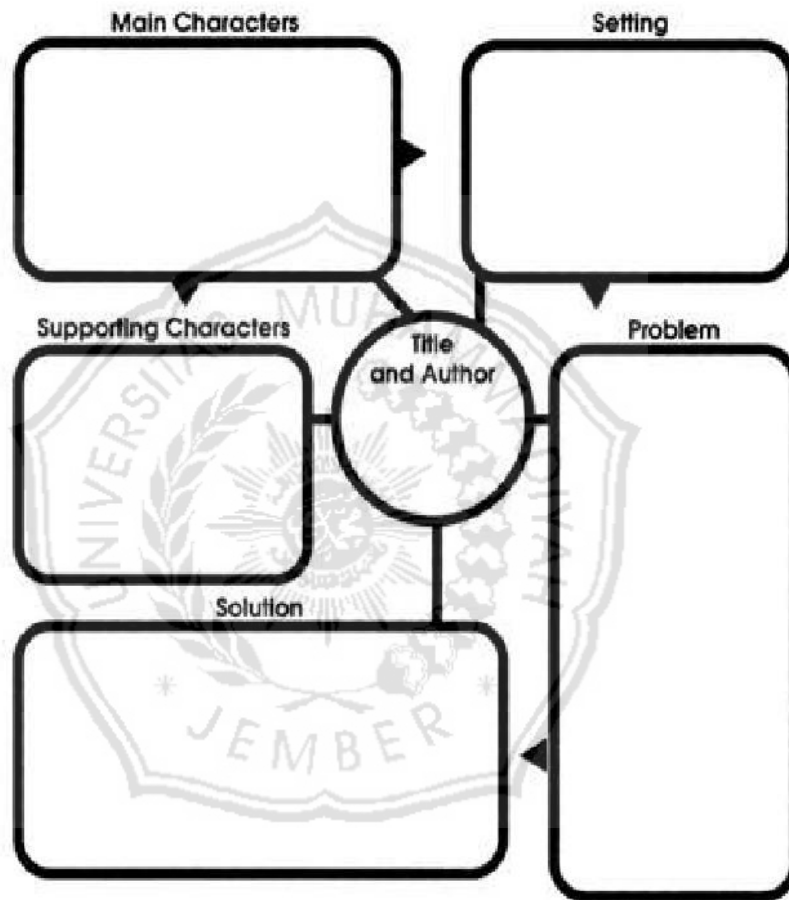
The goats thought they could do everything on their own. However the rope was short. They tried and tried but they could not reach the bushes. They were sad.

Then, the goats decided to work together. First, they ate the leaves on the left. The leaves were delicious. The goats were happy.

### STORY MAP

-After re-reading in pairs "Strange Messages" by Thompson, write about what happened in the story using this graphic organizer.

Names of the students: \_\_\_\_\_



#### F. Approach and Technique

1. Approach : GBA (Genre Based Approach)
2. Technique : Story mapping strategy

#### G. Steps of Learning

- I. Introducing/ Introduction : 10'
  - Greeting
  - Checking the students' attendance
  - Asking previous lesson
  - Informing the specific instructional objective to be achieved
- II. Core Activity/ Main Activity :
  1. BKOF : 20'

Sharing idea with class, ask students with the form questions

- a. What do you know about Narrative text?
- b. Have you ever made a Narrative text?

2. MOT 50'

- a. Students are given an explanation about story mapping strategy
- b. Students are asked to form a group
- c. Students in group are given a Narrative text
- d. Students in group are asked to read the text.
- e. Students in group are asked to observe and make a story map of the text.
- f. Students discuss the story map and their findings.

III. Closure : 10'

- a. The students are given chances to ask some questions
- b. Leave-taking

#### **H. Source Material**

Source : Interlanguage: English for Senior High School Students  
XI (BSE: 2008), KTSP, dictionary

#### **I. Evaluation ( process and product evaluation)**

A. Product evaluation will be conducted at the end of the cycle

Instrument: Writing Test

Jember, 17<sup>th</sup> April 2018

Researcher,

**Singgih Satrio**



## Appendix 12

### Lesson Plan (Second Meeting)

School	: SMA PGRI Siliragung
Subject	: English
Class/Smstr	: XI/II
Meeting	: II
Aspect/skill	: Writing
Theme	: Narrative text
Time	: 2X45'

#### A. Competence Standard

##### Writing

11.1. Producing functional text and daily simple essay on recount, Descriptive and narrative forms.

#### B. Basic Competence

11.1. Producing functional text and daily simple essay on Narrative form.

#### C. Indicator

1. Producing a Narrative text that consists of at least 50 words

#### D. Specific Instructional Objective

1. The students are able to produce a Narrative text that consists of at least 50 words

#### E. Material

The Legend of Karimun Java Island

Once upon a time in Muria Mountain, there lived the family of Sunan Muria.

Amir hasan or called as Sunan Nyamplungan is the son of Sunan Muria. He was very spoiled by his mother. Because of that, he became a naughty boy.

Then his father, Sunan Muria asked him to study in kodus. He studied islamic religion to his uncle, Sunan Kudus. After some time, he became an obedient young man. Sunan Muria was very proud of him.

One day, Sunan Muria asked Amir hasan to go to somewhere to spread islamic religion. His father asked him to go to an island that could be seen from Muria Mountain. It was on the west - north of Jepara. This island seemed to be fade (kremun-kremun in javanese). And from that time, people called the island as Karimun Java Island.

Amir hasan followed by his mate went to Karimun Java Island. They sailed to the island day and night and finally they reached the island. Then they did what his father said. Amir hasan and his people lived in the island ever after.

#### **F. Approach and Technique**

1. Approach : GBA (Genre Based Approach)
2. Technique : Story mapping strategy

#### **G. Steps of Learning**

- I. Introducing/ Introduction : 10'
  - Greeting
  - Checking the students' attendance
  - Asking previous lesson
  - Informing the specific instructional objective to be achieved
- II. Core Activity/ Main Activity :
  1. BKOF 20'
    - Sharing idea with class, ask students with the form questions
      - a. What do you know about Narrative text?
      - b. Have you ever made a Narrative text?
  2. MOT 50'
    - a. Students in group are given a Narrative text
    - b. Students in group are asked to story map the text.
    - c. Students in group discuss their findings about the story map.
    - d. Students in group are asked to make their own story map.
    - e. Students in group are encouraged to write their own narrative text based on the story map.
- III. Closure : 10'
  - a. The students are given chances to ask some questions
  - b. Leave-taking

#### **H. Source Material**

Source : Interlanguage: English for Senior High School Students  
 XI (BSE: 2008), KTSP, dictionary

#### **I. Evaluation ( process and product evaluation)**

A. Product evaluation will be conducted at the end of the cycle

Instrument: Writing Test

Jember, 19<sup>th</sup> April 2018

Researcher,

**Singgih Satrio**



Tabel r

N	Tingkat Signif		N	Tingkat Signif		N	Tingkat Signif	
	5%	1%		5%	1%		5%	1%
3	0,997	0,989	27	0,381	0,457	55	0,268	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,950	29	0,387	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,483	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,288
9	0,668	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,328	0,424	100	0,195	0,258
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,548	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Sumber: Sugiyono (1999). *Metode Penelitian Bisnis*, Bandung: Alfabeta

## Appendix 9

### The Result of the Writing Test Cycle 1

NO	Student's Number	Student's Name	Gender	Score
1	6164	Suci Ayu N	F	52
2	6206	Arief Rachmad R	M	72
3	6165	Indah Kurnia W	F	66
4	5848	Annisa Rakhma P	F	60
5	6123	Utiya Listy Biyumma	F	74
6	6254	Siti Maghfiroh	F	52
7	6213	Ira Wulandari	F	62
8	6297	Lupi Andrayani	F	68
9	6215	Didit Heriyono	M	56
10	6257	Ari Fahimatussyam P	M	68
11	6300	Maulida Mariyah U	F	72
12	6130	Rizky Amalia P	F	52
13	6173	Ira Septa N	F	66
14	6306	Caesarika Agustia I	F	68
15	6264	Siska Ayu L	F	78
16	6310	Dzikri Mazidah	M	44
17	6268	Fandi Tri L	M	64
18	6143	Fidiah Dwi S	F	52
19	6180	Vita Dwiyana	F	48
20	6311	Fiki Dini S	M	62
21	6222	Muhammad Edwin A	M	54

22	6313	Muhammad Ikbal	M	66
23	6224	Heri Putra S	M	62
24	6146	Ryo Anggriawan A R	M	60
25	6182	Sherly Seviana	F	70
26	6274	Utari Nur H	F	64
27	6321	Maulida Nur F	F	70
28	6327	Yusuf Ari I	M	48
29	6234	Haris Dita A P	M	52
30	6280	Dewi Kurniawati	F	75
31	6281	Moh. Gilang R	M	60
32	6235	Yuyun Fatmawati	F	66
33	6152	Jujuk Arlina	F	78
34	6331	Riski Hadi N	M	60
35	6195	Supriyono	M	70
36	6197	Desi Ayu A	F	52
37	6154	Omega Silfia V	F	58
38	6158	Ikhwan N	M	72
39	6288	Dwi Prastika H	F	74

**Note:**

M: Male

F: Female

- : Absent

## Appendix 6

### Lesson Plan (First Meeting)

School	: SMA PGRI Siliragung
Subject	: English
Class/Smstr	: X/II
Meeting	: I
Aspect/skill	: Writing
Theme	: Narrative text
Time	: 2X45'

#### A. Competence Standard

##### Writing

10.1. Producing functional text and daily simple essay on recount, descriptive and narrative forms.

#### B. Basic Competence

10.1. Producing functional text and daily simple essay in Narrative form.

#### C. Indicator

1. Producing a Narrative text that consists of at least 50 words

#### D. Specific Instructional Objective

1. The students are able to produce a Narrative text that consists of at least 50 words

#### E. Material

##### THE WISEST MAN

Many years ago a king wanted to find the wisest man in his kingdom. He wanted the man to be his prime minister. "How can I find the wisest man?" He asked his wife and his friends. "Ask everyone in this kingdom to make a wish. Choose the man who make the wisest wish" the queen said. "Yes, that is a good idea", the king agreed.

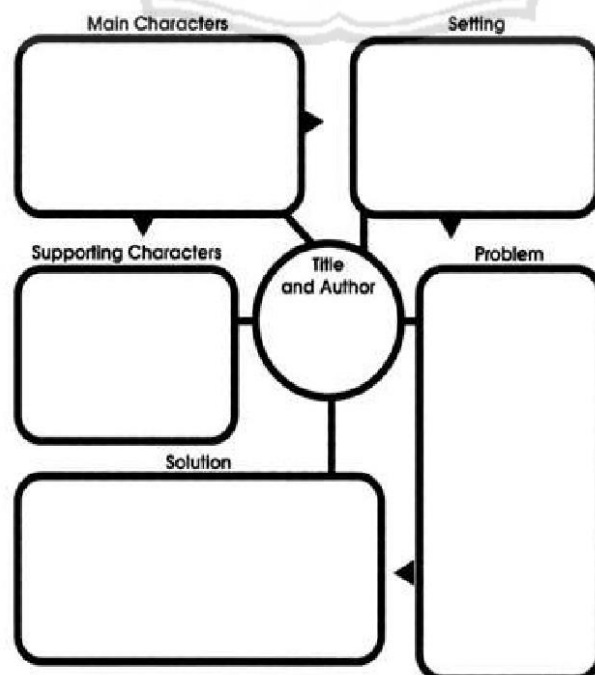
The king wrote a letter to all the newspapers. He requested everyone in the kingdom to make one wish. “You must write your wish on a post-card and send it to the palace”, the king wrote in his letter.

A few days later the postcard arrived at the palace. There were many thousands of them. The king sat down and began to read them. “Oh dear”, he said a few days later to his wife. “The kingdom is full of idiots. Many say “I wish to be rich”. The others say “I wish to be handsome”. He pointed out to a pile of postcards. They all say “I wish to marry the most beautiful girl in the world”. He sighed sadly. “There isn’t one man with any wisdom”.

More postcards arrived the next day and the day later. For many weeks the king spent all day and half the night reading the postcards. They all said the same thing. Then, at last, the king found a postcard that was different. “Wife, I’ve found the wisest man!” he said. “Tell me what he wished for?” his wife asked. The king read the postcard to his wife. It said: ”I wish I knew what to wish”.

**STORY MAP**

-After re-reading in pairs “Strange Messages” by Thompson, write about what happened in the story using this graphic organizer.  
Names of the students: \_\_\_\_\_





## **F. Approach and Technique**

1. Approach : GBA (Genre Based Approach)
2. Technique : Story mapping strategy

## **G. Steps of Learning**

- I. Introducing/ Introduction : 10'
  - Greeting
  - Checking the students' attendance
  - Asking previous lesson
  - Informing the specific instructional objective to be achieved
- II. Core Activity/ Main Activity :
  1. BKOF 20'
    - Sharing idea with class, ask students with the form questions
      - a. What do you know about Narrative text?
      - b. Have you ever made a Narrative text?
  2. MOT 50'
    - a. Students are given an explanation about story mapping strategy
    - b. Students are given a Narrative text
    - c. Students are asked to read the text.
    - d. Students are asked to observe and make a story map of the text.
    - e. Students discuss the story map and their findings.
- III. Closure : 10'
  - a. The students are given chances to ask some questions
  - b. Leave-taking

## **H. Source Material**

Source : Interlanguage: English for Senior High School Students  
XI (BSE: 2008), KTSP, dictionary

## **I. Evaluation ( process and product evaluation)**

- A. Product evaluation will be conducted at the end of the cycle  
Instrument: Writing Test

Jember, 10<sup>th</sup> April 2018

Researcher,

**Singgih Satrio**

## Appendix 7

### Lesson Plan (Second Meeting)

School	: SMA PGRI Siliragung
Subject	: English
Class/Smstr	: XI/II
Meeting	: II
Aspect/skill	: Writing
Theme	: Narrative text
Time	: 2X45'

#### A. Competence Standard

##### Writing

11.1. Producing functional text and daily simple essay on recount, Descriptive and narrative forms.

#### B. Basic Competence

11.1. Producing functional text and daily simple essay on Narrative form.

#### C. Indicator

1. Producing a Narrative text that consists of at least 50 words

#### D. Specific Instructional Objective

1. The students are able to produce a Narrative text that consists of at least 50 words

#### E. Material

##### THE OLD MAN AND HIS DONKEY

One day a man and his son took their donkey to the market. They wanted to sell it. They did not want to ride the donkey. Instead they walked along the road and pulled the donkey behind them.

When they walked through a village, people began shouting at them. "Look at that foolish old man. Why is he walking? Why doesn't he ride the donkey?" The old man did not like people shouting at him. He got up on to the donkey's back.

Soon afterwards they passed through another village. Again some people began shouting at them. “Look at that cruel man! Why is he riding the donkey? Why isn’t the child riding it?” The old man did not like people shouting at him. He got down from the donkey and told his son to ride the donkey.

Soon they came to another village. This time the people shouted, “Look at that selfish boy riding the donkey. His old father has to walk” The old man said to his son, “I’ll get up on the donkey with you. We’ll both ride”

But in the next village the people shouted, “Look at that cruel old man and his son. They are both riding the poor donkey”. The old man did not know what to do. He thought for a few minutes. Then he said to his son, “There is only one thing for us to do. We must carry the donkey”.

The old man and his son tied the donkey’s leg together. Then they put along a pole between its legs. They put the ends of the pole on their shoulders and lifted the donkey.

They soon came to a bridge. The donkey was very heavy. When they began to cross the bridge, the pole slipped off the boy’s shoulders. The donkey fell into the river. “Now we have lost the donkey”, the old man said. Sadly, he turned around and walked back home with his son.

#### **F. Approach and Technique**

1. Approach : GBA (Genre Based Approach)
2. Technique : Story mapping strategy

#### **G. Steps of Learning**

- I. Introducing/ Introduction : 10’
  - Greeting
  - Checking the students’ attendance
  - Asking previous lesson
  - Informing the specific instructional objective to be achieved
- II. Core Activity/ Main Activity :
  1. BKOF 20’

Sharing idea with class, ask students with the form questions

- a. What do you know about Narrative text?
- b. Have you ever made a Narrative text?

2. MOT 50'

- a. Students are given a Narrative text
- b. Students are asked to story map the text.
- c. Students discuss their findings about the story map.
- d. Students are asked to make their own story map.
- e. Students are encouraged to write their own narrative text based on the story map.

III. Closure : 10'

- a. The students are given chances to ask some questions
- b. Leave-taking

#### **H. Source Material**

Source : Interlanguage: English for Senior High School Students  
XI (BSE: 2008), KTSP, dictionary

#### **I. Evaluation ( process and product evaluation)**

A. Product evaluation will be conducted at the end of the cycle

Instrument: Writing Test

Jember, 12<sup>th</sup> July 2012

Researcher,

**Singgih Satrio**

## Appendix 8

### Writing Test for Cycle 1

Please write a narrative text which consists of at least 50 words based on following topic.

#### My Best Holiday



**Appendix 11**

**Writing Test for Cycle 2**

**Please write a narrative text which consists of at least 50 words based on following topic.**

**My Greatest Adventure**



**Appendix 12****The Result of the Reading Comprehension Test Cycle 2**

<b>NO</b>	<b>Student's Number</b>	<b>Student's Name</b>	<b>Gender</b>	<b>Reading comprehension Score</b>
1	6164	Suci Ayu N	F	68
2	6206	Arief Rachmad R	M	74
3	6165	Indah Kurnia W	F	76
4	5848	Annisa Rakhma P	F	64
5	6123	Utiya Listy Biyumma	F	72
6	6254	Siti Maghfiroh	F	66
7	6213	Ira Wulandari	F	72
8	6297	Lupi Andrayani	F	76
9	6215	Didit Heriyono	M	62
10	6257	Ari Fahimatussyam P	M	74
11	6300	Maulida Mariyah U	F	68
12	6130	Rizky Amalia P	F	72
13	6173	Ira Septa N	F	78
14	6306	Caesarika Agustia I	F	76
15	6264	Siska Ayu L	F	82
16	6310	Dzikri Mazidah	M	56
17	6268	Fandi Tri L	M	72
18	6143	Fidiah Dwi S	F	66
19	6180	Vita Dwiyana	F	68
20	6311	Fiki Dini S	M	56
21	6222	Muhammad Edwin A	M	72
22	6313	Muhammad Iqbal	M	66
23	6224	Heri Putra S	M	74

24	6146	Ryo Anggriawan A R	M	52
25	6182	Sherly Seviana	F	68
26	6274	Utari Nur H	F	82
27	6321	Maulida Nur F	F	68
28	6327	Yusuf Ari I	M	66
29	6234	Haris Dita A P	M	70
30	6280	Dewi Kurniawati	F	68
31	6281	Moh. Gilang R	M	72
32	6235	Yuyun Fatmawati	F	68
33	6152	Jujuk Arlina	F	62
34	6331	Riski Hadi N	M	74
35	6195	Supriyono	M	62
36	6197	Desi Ayu A	F	66
37	6154	Omega Silfia V	F	66
38	6158	Ikhwan N	M	70
39	6288	Dwi Prastika H	F	66

**Note:**

M: Male

F: Female

- : Absent



## Appendix 14

### PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda-tangan dibawah ini:

Nama : Singgih Satrio  
NIM : 12 10231 020  
Jurusan/Program Studi : Bahasa inggris/bahasa dan seni

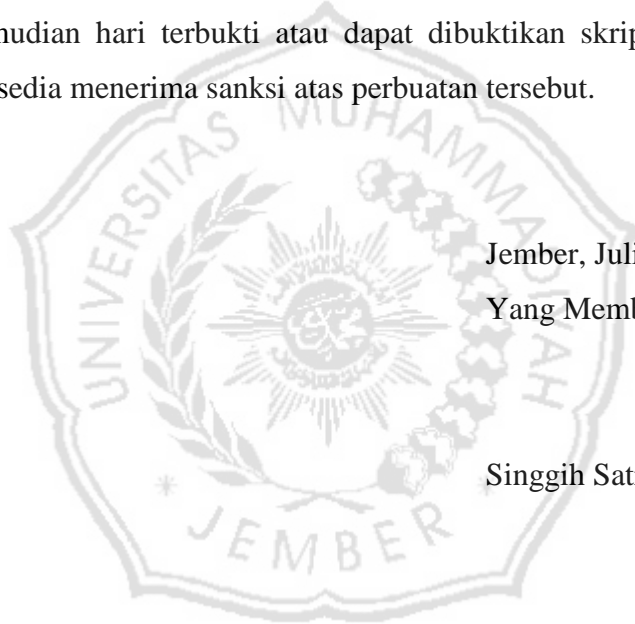
Menyatakan dengan sebenarnya bahwa skripsi (Tugas Akhir) yang saya tulis ini benar-benar merupakan hasil karya saya sendiri; bukan merupakan pengambil -alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Jember, Juli 2018

Yang Membuat Pernyataan,

Singgih Satrio



## Appendix 15

### CURRICULUM VITAE

Singgih satrio is the first son of Mr.Sugito and Mrs.Ninik Widariani. He was born on 16 july 1992 in Banyuwangi City

He began his study at SDN 5 Benculuk and finished his study in SDN 5 Benculuk, Banyuwangi. Then, He continued his study to SMPN 2 Cluring and finished in SMPN 2 Cluring, Banyuwangi. After that, He continued his study at SMA PGRI Siliragung, Banyuwangi and graduated in SMA PGRI Siliragung, Banyuwangi.

For the purpose of pursuing higher education, he then moved to Jember and took English Education in the English Department of Faculty of Teaching Training and Education at Muhammadiyah University of Jember in 2012 and graduated in 2018

