

# CHAPTER I

## INTRODUCTION

In this chapter, the writer presents the background of the study, reason for choosing the topic, research question, objective of the study, significance of the study, definition of key terms, and outline of the study.

### **1.1. Background of the Study**

In the 2006 curriculum or the so-called *Kurikulum Tingkat Satuan Pendidikan* (KTSP) the English language is a compulsory subject in secondary schools and junior high school. In addition, English is a local subject in the primary school. The emphasis in English learning stated in the curriculum level is based on the fact that English is very important in international communications so the students have to study English well.

There are four skills in English mastery including listening, speaking, reading, and writing. To be considered the most difficult skill is writing. Saskatchewan (2007) states that writing is process in the language through the symbol or written. Writing is a media that can be used to give information for the reader. According to Aragon (2013), writing skill is difficult for almost every student. The main problem is that students do not know the topic they should choose and write. They do not understand about some topics and the way to start writing. In addition to be correct in writing, the students must also consider the use of grammar, pronunciation, and the selection of the correct vocabulary. Thus,

based on the previous statement, the teaching of writing skills is more difficult than that of the other skills.

Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004). In the syllabus, writing helps the students to learn how to write in various genres. According to Hyland (2004), genre is a term for text grouping together, typically representing how writers use language to respond to recurring situations. Thus, based on the syllabus, the tenth grade students in the school must be able to master the four genres in the English subject, namely: narrative, recount, descriptive, and anecdote.

According to the syllabus of the tenth grade, narrative text is a genre that is already familiar because they had already given in previous class. Narrative text is writing in which a story is told; the details may be fictional or based on fact. Typically, the events described in narrative text are written sequentially. The primary purpose of narrative writing is to entertain the readers.

Of course, the students are familiar with and understand narrative text because they have learnt this text in the Junior High School. Narrative text is fun because it contains stories favored by students. However, the students find difficulties in writing a story. The students often face difficulties in starting writing a narrative text. Aragon (2013) states that the main problem of difficulties the students is about the topics which are not clear enough or the teachers' methods, technique of strategies which are not helpful at the time of writing about any topic.

Based on the writer's observation, in *Madrasah Aliyah* Darul Falah Sirahan, particularly tenth grade, many of students know about narrative text. However, to write a story most of them face difficulties on how to begin a story. Thus the writer decided to implement a technique that is expected to help the students in developing their narrative text writing.

In this study, the writer chose story mapping as the teaching technique to help students in writing narrative texts. Story mapping is chosen because it provides a visual-spatial display for key information in narrative (i.e., fiction) text. These maps function to prompt students to identify story elements and provide space for them to record this information. Story maps can be used before reading a passage to elicit prior knowledge, facilitate discussion, and record relevant information about a topic. Story maps in reading a passage give a guidance for the readers to note significant information and has a role as a review after reading (Boulineau, 2004).

By using a story map writing activity, it is expected to improve the students' writing skill in narrative texts. Thus the writer conducted an experimental study to investigate the effectiveness of story mapping technique to improve the students' writing skill in narrative texts.

## **1.2. Reason for Choosing the Topic**

There are two reasons of choosing the topic of this study.

The first reason for choosing this topic is based on the writer's observation and experience during the teaching practice program in SMAN 1 Sayung Demak, the

students face difficulties in writing narrative texts. It is also similar with the students in MA Darul Falah. Based on the observation and the teacher's explanation the students find difficulty in writing narrative texts.

The second is based on the research, story mapping technique is an effective technique to help the students organize story into a coherent writing. In addition, using story mapping technique will help the students organize in writing ability especially in writing narrative text.

Thus, the writer was investigated a study about using story mapping to help students improve their writing narrative text.

### **1.3. Research Question**

Based on the background above, the writer formulated the research question in this research as follows: "Is the story mapping technique effective to improve the students' writing skill in narrative texts for the tenth grade students of Madrasah Aliyah Darul Falah Sirahan in the academic year of 2016/2017?"

### **1.4. Objective of the Study**

Based on the background of the study and some problems above, the objective of the study is to investigate whether using story-mapping technique was effective in improving the students' writing skill in narrative texts for the tenth grade students of Madrasah Aliyah Darul Falah Sirahan in the academic year of 2016/2017.

### **1.5. Hypothesis**

The hypotheses of this study are:

H<sub>0</sub>: There is no significant difference between the mean score of writing skill achievement of the students who were taught using story mapping technique and the students who were taught without using story mapping technique in writing narrative texts.

H<sub>1</sub>: There is a significant difference between the mean score of writing skill achievement of the students who were taught using story mapping technique and the students who were taught without using story mapping technique in writing narrative text.

### **1.6. Limitation of the Study**

This research is limited in investigating the result of using story mapping in writing narrative texts. The writer applied the treatment in the experimental class. Then, in the other class was taught by the teacher. By comparing between two classrooms, the result showed the effectiveness of story mapping in writing narrative texts. For the treatment, the writer used graphic story mapping only.

### **1.7. Significance of the Study**

The significance of the study can be classified in to two parts:

#### **1. Pedagogical Significance**

Hopefully, this study will help the teachers to improve students' writing skill and they can explore more techniques in teaching writing, especially narrative texts.

In addition, after reading the result of the study the teachers can get alternative

strategy in teaching narrative texts and can inspire to apply various teaching technique, in this case is using story mapping technique.

## 2. Practical Significance

### a. For Teachers

This study shows the applicability and effectiveness in using story mapping in teaching writing narrative texts to the students.

### b. For Students

After reading the result of the study, hopefully the students are motivated to write narrative texts. They can be more creative and easy to write narrative texts in different ways. Moreover, they can learn in the different and fun ways.

## 1.8. Definition of Key Terms

To facilitate in this study, the writer provides definitions related to the keywords used in this study:

### a. Narrative Text

Narrative text is writing in which a story is told, the details may be fictional or based on fact. The primary purpose of narrative text is to entertain to readers. Smalley (2012) states that narrative text is telling a story or the experience of someone in a chronology of an order.

### b. Story mapping

In general, story mapping is grouping the point of the story into part of picture. According to Mathes, (1997) story mapping is simply a graphic representation of

story grammar elements. Pamela (2004: 234) also states that “story mapping is used to represent some story component in form of graphic visualization which has purpose to give readers or writers a picture to provide an overview of a story, so that they can make clear outline the relationships to each other. Those components of story which frequently appears are setting, characters, goal, conflict or sequence of events, and resolution.”

### **1.9. Outline of the Study**

This final project consists of five chapters.

Chapter I presents general background of study, reason for choosing topic, objective of the study, hypothesis, limitation of the study, significance of the study, definitions of key term, and outline of the study.

Chapter II contains the review of related literature which consists of theories underlying the writing of the final project: the concept of writing, understanding of the text, narrative text, story mapping, and review of previous studies.

Chapter III presents research design, subject of the study, variable of the study, validity and reliability, data collection techniques, procedure of the study, and data analysis.

Chapter IV presents description of the school, description of the respondents, the validity and reliability of the instrument, the experiment, treatment, t-test analysis, and discussion of research findings.

Chapter V presents conclusion and suggestion.