DEVELOPING STUDENTS' ABILITY
IN WRITING NARRATIVE TEXT
BY USING STORY MAP TECHNIQUE

(A Research Conducted at the 2nd Grade of SMA Negeri 2 Limboto 2012/2013 Academic Year)

S K R I P S I

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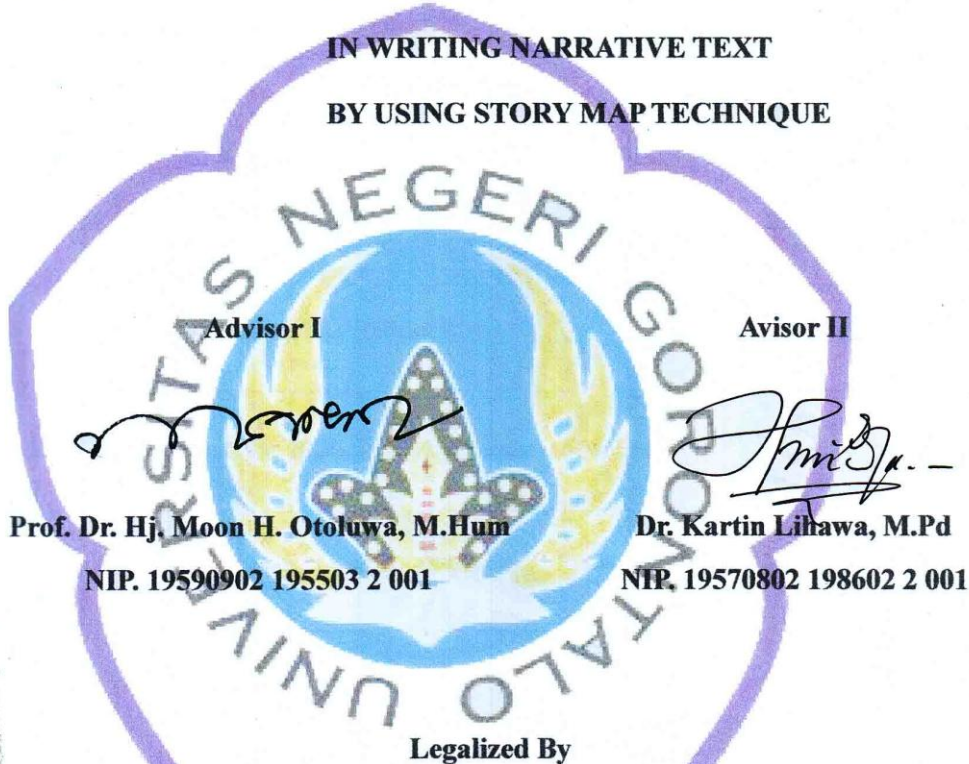
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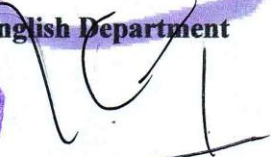
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ABSTRACT

The objective of this research is to find out whether the story map technique can improve the students' ability in writing narrative text or not.The subject of this research is the class XI IPA2 of SMA Negeri 2 Limboto which consist of 25 students. The method of the research is used quasi-experimental method by using pre-test and post-test design. The instrument which used in collecting the data is the test and it is analyzed by using t-test.The result of the research shows that the application of story map technique can improve the students'ability in writing. The criteria used to verify the hypothesis is accepted Ho if t_{count} is less than t_{list} ($t_{count} \leq t_{list}$). Based on the analysis of the research, I find that t_{count} -8,70 $\leq$ t_{list} 2,02 with the level significance α = 0,05 and df = ($n_1 + n_2 - 2$) = (25 + 25 -2) = 48. It means that, the hypothesis is acceptable. Acceptable means that, the story map technique can improve the students' ability in writing especially in writing narrative text. In other word, this technique can develop students' interpretative abilities by enabling them to visualize story characters, event and settings in the story of narrative text.

Key words: *students' ability, writing and story map technique.*

MOTTO AND DEDICATION

Be an Ordinary Woman Who Has an Extraordinary Life
(Yuni)

Lovingly, I dedicate this work
To my beloved parents :

My Father (Almarhum Hasan Yantu)
Who can't see my success today

&

My Mother (*Fatmah Zakaria*)
Who always support, effort, and pray to Allah S.W.T for my success

To my little family :
My Dearest Husband (Syahrul Rimbawan Zakaria)
Who always cares, loves and gives me support
&
My Little Son (Zahran Ash-Shiddiq)
Who always makes me smile to face anything

It is also dedicated to my new father and sister
(Suleman Nasaru & Siska Margareta Nasaru)

Great thanks for my Advisors :

(Prof. Dr. Hj Moon H. Otoluwa, M.Hum & Dr. Kartin Lihawa, M.Pd)
Who always help and advise me in finishing my skripsi.

MY ALMAMATER

GORONTALO STATE UNIVERSITY

2013

PREFACE

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahirabbil' alamin. The very first gratefulness is delivered to The Almighty, Allah SWT: The Greatest Creator and The Best Motivator to His everlasting and mercy keeping me tough during my writing; therefore, this thesis is finally completed. Without Allah, I will have no chance to compose this complete thesis. Also, for his messenger and servant, The Prophet Muhammad SAW, may Allah bless him and his family too.

In accomplishing this skripsi, I realized there are many obstructions that I have faced from the beginning of conducting this skripsi until the ending of accomplishing this skripsi. However, because of some suggestions from my advisers and other people, this skripsi can be accomplished. Therefore, I need to express my gratitude to those people who always help me and give me motivation, support and advise to finish my study.

The deepest thanks to my advisers, **Prof. Dr. Hj Moon H. Otoluwa**, as my first adviser and also for my second adviser **Dra. Kartin Lihawa, M.Pd** as my second adviser who always helped me and gave me suggestion and solution to finish this skripsi because without their critical thinking, it is impossible for me to finish my study.

Beside that, I would like to express my deepest thanks also for my examiners, **Magvirah El. Walidayni Kau, S.Pd, M.Pd** as my first examiner and

My deepest thanks goes to my beloved mother and father, who always give their pray, motivation, patience and expect my success. My special thanks goes to my husband, who always spend his time to help me in finishing this skripsi and for my son who always make me smile to face anything.

Special thanks also goes to my friends in 2005/2006 academic year and English Family 2009, who I can't mention one by one, who always gave me motivation and never give up to support me in finishing this skripsi.

Finally, this study still has many deficiencies. Hence, to make this study better, critiques and suggestions are really needed. Hopefully, this study is useful for readers who want to learn English or conduct correlation study.

May the Almighty Allah SWT bless all of us, Aamiin....!!!

Gorontalo, July 22nd 2013

Yuni Fatha Siskawaty Yantu

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CHAPTER I

INTRODUCTION

1.1 Basic Consideration

Talking about learning English, is not only talking about speaking, listening and reading, but also writing. Because, in learning English, students use both speaking and writing in order to communicate to another. In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

As we know that, according to Melly (2006:1) "in writing there are some kinds of writing namely expository writing, descriptive writing, persuasive writing, creativity writing and narrative writing". From the fifth kinds of these writing, I focused my research in writing narrative text.

Bushel (2011:1) stated that "a narrative text describes an event, feeling or experience in story form or in the order the details of the event happened". The logical arrangement of ideas and sentence in narrative text is constructed chronologically, they relate events chronological order, that is time sequence in which the events took place. Each story has the beginning, the middle and the ending. It means that, in telling a story the students have to write the events chronologically as well as they can.

According to my experience as long as teacher training (PPL2) at SMA Negeri 1 Gorontalo especially the students of second grade, they are still difficult to write a narrative story. In another side, the school curriculum is expected the

students can mastery the ability in writing narrative story especially how to write the beginning of story, the event in the story and the end of the story. Furthermore, narrative text has its own orientation, complication, resolution and evaluation. It is contrast to the fact that some students found difficulties in writing their own stories in narrative form.

In addition, there are some factors which can influence the students' ability in writing narrative text such as, they do not know how to start to write the story include telling the main character, where the story takes place, when the story happens, how to write the events, and how to compose the ending of story. Based on this reason, I would like to study are in another scholl with the same level have the problemin writing narrative text or not.

I choose narrative as the object of this research, because actually writing narrative text is easy to do even though some students are difficult to write this text. As the reason I would like to apply story map technique for the solution of this problem.

Refers to Saskatoon (2011:1) " a story map is a visual description of the setting or the sequence of major events and actionsof story characters". This technique enables students to relate story events and to perceive structure in literary selection in composing narrative text. To apply this technique, the teacher has to give the students the concepts of story map, including the steps of writing story map.

By using story map technique, the students have to focus on composing a good narrative text because in writing narrative text, they will write their own

story or re telling a story based on what they have been read also the students have to pay attention to the rules of writing and all components of writing especially grammar, structures and the sentence used on writing narrative text.

Related to this statement above, I would like to conduct a research entitle ***"Developing Students' Ability in Writing Narrative Text by Using Story Map Technique"***

1.2 Problem Statement

The problem statement of this research is "can the story map technique develop the students' ability in writing narrative text?"

1.3 Reason for Choosing The Topic

In this part, I would like to state the reason for choosing the topic as follows:

1. Narrative text is a material include in curriculum for second grade senior high school.
2. Story map is a technique of teaching, in this case is technique that can be used in teaching narrative text.

1.4 The Objective of Research

The objective of this research is "to find out whether the story map technique can improve the students' ability in writing narrative text or not".

1.5   Significances of Research

This research have some usefull as:

1. For the teacher, it is expected to be useful information in order how to teach the narrative text.

2. For the students, this research can be the media in improving the students's ability in wrting narrative text.

3. For the next authors, this research can be a reference for them to do another research

1.6.1   Organization of Skripsi

This skripsi is organized into five chapters, they are:

Chapter I, introduction, consists of basic consideration, problem statement, objective of study, the significance of study and organization of skripsi.

Chapter II, theoretical framework, consists of what is writing, aspect of writing, what is narrative, concept of story map and the relevance of study.

Chapter III, methodology of research, consists of method of research, source of research, technique of collecting the data and the technique of analyzing the data.

Chapter IV, research finding and discussion, consists of research finding and discussion.

Chapter V, conclusion and suggestion, consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEWS

2.1 What Writing Is

In this part, I would like to past the experts' opinion about writing theory. Peha (2010: 58) stated that"writing is the communication of content for a purpose to an audience". Therefore, McDonough and Shaw (2001:8–9) "writing is a process of encoding or putting message into words carried out with the reader in mind". To be a good writer, it is not easy because a writer must pay attention to the aspects of writing in his writing.

Moreover Langan (2001: 76) arguments "writing is transferring oral language into writing language".Another expert such as Syarif (2004:4) "writing is indirect communication which we transfer our thought and felling grammatical and vocabulary with symbol written". It means that writing deal the content and basic what we have written by explore and distinguish our thought and felling.

Refers to the expert opinion above, there are four experts above, I prefer to the Langan's opinion that writing is transffering oral language into written language. It means that, all of the students' opinion or idea can be written in writing form. In addition, by writing the students can express their ideas and feelings.

2.1.1   Kinds of Writing

According to Melly (2006:1) "one division of the kinds of writing are follows, the first is expository writing (where the writing serves to explain or inform), the second is descriptive writing (writing that serves to show, describe), the third is persuasive writing (arguing for or against an issue), the fouth is creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more) and the last is narrative writing (tells a story)

2.1.2   Aspect of Writing

Writing is one of skill that have to be mastered by the students in learning English. In writing, the students have to pay attention to aspect of writing. Haris (1969: 68) aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows:

1. Grammar

   Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (organization)

   Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3. Mechanic

Mechanic is the use of the graphic convection of the language we have to pay attention the use of the punctuation and applying of the word of sentences. Function is very determiners whiter the writer can clear for the reader.

4. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

5. Style

Style means the choice of structure and lexical items to give a particular tone to flavour the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers.

By seeing the opinion above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing more better and understand by the reader.

Furthermore, Heaton (1997: 138) "writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also the conceptual and judgment element". The following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas:

1. Grammatical Skill

The ability to write correct sentences.

2. Stylistic skill

The ability to manipulate sentences and use language effectively

3. Mechanical skill

   The ability to correctly those conventions peculiar to the written language.e.g.Punctuation spelling.

4. Judgment skill

   The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

   Based on the explanation above, it can be said that there are some main ideas that should be mastered by the students and each items of those main idea will guide the students to write correctly. I prefer to Haris's opinion that aspect of writing is consist of grammar, vocabulary, mechanic, form, style and fluency, because this statement can help the students in compose a perfect writing.

2.2   What Narrative is

   The narrative paragraph can be fun to write because you tell a story or relate an event. Narratives have a beginning, middle, and an end. Any time you go to a movie or read a fiction book, you are looking at a narrative. Narrative text often describe events from the writer's life. According to narrative text describe a sequence of events or tell a story, in another words, narrative text is describe an experience. The logical arrangement of ideas and sentence in narrative text chronological-according to time order.

   According to Hudak (2008: 4) "a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the

events occur". Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience.

Moreover, the expert such as Bushel (2011: 1) "a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened". Writing a narrative is really just putting what happened to you on a paper. There are several ways to organize sentence in paragraphs. The arrangement of sentence and details depends on the writer's purpose. There are principally two types of writing that require chronological development: narration and process description.

Based on the explanation above, I prefer to Hudak's opinion that narrative is about how the students can compose the story, what is happen or occur, where the event is happen, how the event is happen, and how the story is ended by the narrator. I prefer to this statement, because this statement is simple opinion that easy to do by the students in the classroom.

2.2.1 Narrative Text

According to Crystal (2008: 481) "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009: 9) "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of

face, or of a location". In addition, Schmidt and Richard (2002: 349) narrative text are:

1. The written or oral account of a real or fictional story

2. The genre structure underlying stories

By looking the opinion above, I prefer to Schmidt and Richard's opinion, narrative text is about oral account and fictional story. Fictional means that the students can write their own imagination of story and it can make them easy in writing a story.

2.3   The Concept of Story Map

2.3.1   Definition of Story Map

In this part, I would like to past the definition of story map. According to Saskatoon (2011: 1) "a story map is a visual description of the settings or the sequence of major events and actions of story characters". This procedure enables students to relate story events and to perceive structure in literary selections. By sharing personal interpretations of stories through illustrations, students increase their understanding and appreciation of selections. Story maps can be used as frameworks for storytelling or retelling, and as outlines for story writing".

Refers to Dodd (2011: 303)"a simple for introducing students story structure prior to teaching story mapping is to explain and demonstrate how a story can be reduced to a series of frame detailing factors such as setting, character, time, place, problem, action and resolution or outcome".

I prefer to the Saskatoon's opinion that story map is the visual of a story. It can hep the students in order to compose the main line of a story telling or to compose their own narrative text. By visualization,it is expected the students can fully writing based on the rules of writing narrative text it self.

2.3.2 The Purpose of Story Map

In another side that story map has it purpose, refers to Saskatoon (2011: 1) stated that the purpose of story map as follows:

1. To enhance students' interpretative abilities by enabling them to visualize story characters, events and settings.

2. To increase students' comprehension of selections by organizing and sequencing main story events.

3. To develop students' sense of story which will assist storytelling, retelling and writing.

4. To increase students' awareness that story characters and events are interrelated.

2.3.3 The Way How to Teach Writing by Using Story Map Tecnique

Refers to Saskatoon (2011 :6) about the way how to compose a story by using story map technique include the setting (characters, place and time), the promlem, the goal, the events and the ending. There are the procedures of composing story map, that have to be mastered by the students in writing narrative text.

Before the story map technique applied to the students in the classroom, there are some steps in teaching narrative text by following procedures of story map technique. The first step, the teacher explained the definion of story map and the first procedures of story map technique, namely the settings. Then the teacher asked the students to write the first paragraph of narrative text by using the first procedures of story map given (settings). In this writing the tudents should make clear where the story took place, when the story happened and who are the characters in the story. The second step, the teacher explained the second procedures of story map technique, namely the goal and the problem . Then the teacher asked the students to write the second paragraph of narrative text by using the second procedures of story map given (the goal and problem). In this writing the students should make clear what is the goal and the problem in their story. The third step, the teacher explained the third procedures of story map technique, namely the events, then the teacher asked the students to write the next paragraph of narrative text by using the third procedures of story map given (the events). In this writing the students should makehow many events in their story. The last step, the teacher explained the last procedures of story map technique, namely the ending, then the teacher asked the students to write the second paragraph of narrative text by using the last procedures of story map given (the ending). In this writing the students should make clear what is the ending and how to solved the problem in their story. After the all of steps finished, the teacher revised the students' work, next concluded and evaluated the material of learning,.

By using the steps of the way how to teach writing by using story map technique, it will make the students easy to write their narrative text chronogically, because the students are guided by following the procedures of story map technique.

The following are concept or the example of story map

Zernial and Kuta (2000:15)

Name: _____ Date:_____

Title: _____

Author: _____

Publisher and year: _____

Setting

Where: _____   When: _____

Main Characters
Most Important Character: _____

Two Descriptive Words: _____ , _____

Another Character: _____

Two Descriptive Words: _____ , _____

Problem in the Story_____

Events or Happenings in the Story

Beginning: _____

Middle: _____

End: _____

Feeling of the Reader_____

Something to Remember _____

Opinion of the Book _____

_____

_____

2.4   Hypothesis

The formulation of the hypothesis can be formulated as "the students' writing ability can be improved by using story map technique".

2.5   The Relevant Research

In this part, there are two relevants research, the first Wa Ode Amna Warta (2006) *Improving Students Ability in Writing Narration through K-W-L Technique*. K-W-L (Know-What-Learn) technique is a part of cooperative learning. In this technique, there are three steps that can be used as the procedures of teaching writing narration. The first is Step K (What I Know), the second is Step W (What I Want to Know) and the last step is Step L (What I have Learned). This research has objective to find out whether or not the K-W-L technique can significantly improve the students' ability in writing narration. The subject of this research is the second class of SLTP Negeri 8 Gorontalo, which consists of 36 students and it taken by using random sampling technique. This research used quasi experimental method by applying one group of pre-test and post-test design. In conducting the treatment, the writer taught the students as sample of this research by following the procedures of K-W-L technique. In collecting the data of this research, the writer used K-W-L technique and gave the students reading text as instrument. It is to know the students' abilityin writing narration. Data was analyzed by using liliefors method to find out the data normality and the testing hypothesis used t-test formula. In this case, the result of this research t_{count} (-4.22) $\leq$ t_{list} (2.00). It means that the hypothesis was tenable and it can be stated the students' writing ability improved through K-W-L technique.

The second relevant research is Faujiah Paputungan (2008) *Improving the Students Ability in Writing by Using Freewriting Technique.* Freewriting is one of the most powerfull tools and a way to get ideas. The procedures of this technique

are write the general topic at the top of page and then start writing without worrying about mistakes because freewriting is freein the sense that there are no rules to follow. The objective of this research is to find out whether the freewriting technique can improve the students ability effectively. The subject of this research is the calss XI B2 of MAN Model Gorontalo which consists of 24 students. The method of the research is used quasy experimental method by using pre-test and post-test design. The instrument which used in collecting the data is the test and it is analyzed by using t-test. The result of the research shows that the application of freewriting technique can improve the students' ability in writing because the writer find that t_{count} is smaller than t_{list} . t_{count} (-4.22) $\leq$ t_{list} (2.00).

Actually, the material of teaching of my research, Wa Ode Amna Warta and Faujiah Paputungan are the same, namely writing, but by seeing the objective of research of each title, the differences are Wa Ode Amna Warta used *K-W-L (Know-What-Learn) Technique* in her writing narration research and Faujiah Paputungan used the other technique, that is *Freewriting Technique* in her writing research, while in my research I used *Story Map Technique* in developing the students' ability in writing narrative text and this technique more effectively for the students in composing their story chronogically.

CHAPTER III

METHODOLOGY OF RESEARCH

In this part, I would like to present the method of this reserach, it is covering the collecting the data, choosing the subject of research and analyzing the data are, they are as follows :

3.1 Method of Research

The method of this research is quasi experimental method. In order to develop the students' ability in writing narrative text, it was used the story map technique.

3.2 Design of Research

I designed this research in three phases experimental method of research, there are pre-test, treatment, and post-test. The designs are as follows:

O_1	X	O_2
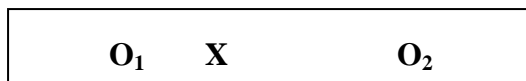
Syamsuddin and Damaianti (2006:157)

Where : O_1= Pre-test

X =Treatment

O_2= Post-test

1. *Pretest*

   Pretest is given before treatment. In the pre-test, I gave an instruction to the students to write narrative text in order to measure the students' basic ability in writing narrative text before story map technique is given. The students are free to choose the narrative text they want to write, but in this step the topics are about fables. The most of students write the stories such as *A Hungry Wolf* and *The Cat and the Big Family Rats.*

2. *Treatment*

   Treatment is one of step in this research. In the treatment, I taught the student writing narrative text by using story map technique. This treatment was done in four meeting time and the topics are fairy tales. Oneof example of the stories that I taught in the treatment by following the procedures of story map technique is *Snow White and the Seven Dwarfs.*

3. *Post-test*

   Post-test is given after treatment. In the post-test, I gave the last test as the same topic in previous pre-test. The students are free to choose the narrative text they want to write, but in this step the topics are still about fables. The most of students write the stories such as *Tiger and Fox, Rabbit and Bear* also *The Smartest Animal.* This test is used to know the result of application story map technique can develop the students' ability in writing narrative text or not.

3. 3 **Population and Sample**

a. Population

The population of this research is all of the students of SMA Negeri 2 Limboto especially in second grade in 2012/2013 academic year that consist of 292 students.

b. Sample

As the sample of this research is the second grade of IPA class. That consists of 25 students. I took this sample by using purposive sampling. Purposive sampling means the material of story map only give to the second grade.

3.4. **Variable of Research**

Variable is all thing that become the object of research (Arikunto2002:97) the variable of this research follows:

a. Story map as independent variable X.

b. Students' ability in writing narrative text as variable Y as dependent variable.

3.5 **Technique of Collecting the Data**

In collecting the data, I use test. By using this test the students wrote a narrative text based on the procedures of story map and the topics are fables

3.6   Technique of Analyzing the Data

In analyzing the data of the students' ability in writing narrative text, I used statistical analysis and gaves to them two categorized, they are:

1.   According to Heaton (1989:79) said that, the result of the students, it can be   used the percentage follows:

76% - 100% is categorized excellent

56% - 75% is categorized good

40% - 55% is categorized enough

0% - 39% is categorized poor

2.   Intensity scores between 1 and 6. According to Haris in Heaton (1989:91-93), the method of scoring which require a separate score for each of the number of aspect of a task are said to analysis. The following scale, for the aspects of writing ability:

A.   Grammar

The grammar aspect in this research was focused on the use of English grammar or structures that used in a narrative text. The main analysis of grammar is on the use of tense. Simple past tense is the main tense of narrative text. Besides that, in narrative text use words that link to arguments of issued. The scores used to analyze grammar aspect are the scores 1 to 6 with the descriptions are as follows:

Table 1

The Scores of Grammar Aspect

Scores	*Descriptions*
1	Errors of grammar or word order so severe as to make comprehension virtually impossible.
2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
4	Errors of grammar or word order fairly frequent; occasional re-reading Necessary for full comprehension.
5	Some errors of grammar or word order, which do not, however, interfere with comprehension.
6	Few (if any) noticeable errors of grammar or word order.

B.   Vocabulary

The vocabulary was analyzed with counting the number of words used by the students in their writing. Besides that, it was analyzed by looking at the use of the second verb form because the narrative text uses simple past tense. The scores used to analyze vocabulary aspect are scored 1 to 6 with the descriptions are as follows.

Table 2

The Scores of Vocabulary Aspect

Scores	*Descriptions*
1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
4	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
5	Uses inappropriate term or rely on circumlocution; expression of ideas hardly impaired.
6	Occasionally uses inappropriate term or rely on circumlocution; expression of ideas hardly impaired.

C.   Mechanics

The mechanic was analyzed with checking the use of spelling or punctuation; include 'coma', 'full-stop', 'capital letters' etc. The scores used to analyze mechanic aspect are 1 to 6 with the descriptions are as follows.

Table 3

The Scores of Mechanic Aspect

Scores	*Descriptions*
1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible.
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity, sometimes required on reader's part.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
5	Occasional lapses in punctuation or spelling, which do not, however, interfere with comprehension.
6	Few (if any) noticeable lapses in punctuation or spelling.

D.   Fluency

The fluency was analyzed with analyzing the choice of structure and vocabulary consistently appropriate in narrative text. The scores used to analyze fluency aspect are the scores 1 to 6 with the descriptions are as follows.

Table 4

The Scores of Fluency Aspect

Scores	*Descriptions*
1	A 'hotch–potch'of half – learned misused structures and vocabulary items rendering communication almost impossible.
2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
4	'Patchy' with some structures or vocabulary items noticeably inappropriate to general style.

5	Occasional lack of consistency in choice of structures and vocabulary, which does not, however, impair overall ease of communication.
6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.

E. Form (organization).

As stated in previous explanation that the narrative text has three organizations. They are 'thesis' – 'arguments' – 'concluding recommendation'. Thus, in analyzing the form of the text, it is analyzed from the structure of the narrative text. The scores used to analyze form (organization) aspect are the scores 1 to 6 with the descriptions are as follows.

Table 5

The Scores of Form/Organization Aspect

Scores	*Descriptions*
1	Lack of organization so severe that communication is seriously impaired.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
3	Little or no attempt at connectivity, though reader can deduce some organization.
4	Some lack of organization; re-reading required for clarification of ideas.
5	Material well organized; links could occasionally be clearer but communication not impaired.
6	Highly organised; clear progression of ideas well linked; like educated native writer.

3.7 Testing Hypothesis

Testing hypothesis is to determine the story map can develop the students' ability in writing narrative text.

I used T-test to testing hypothesis.

(Sudjana, 1996: 239)

$$t = \frac{X_{1-X_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

Notes:

X_1 = The Average Value of Pre-Test

X_2 = The average value of post-test

N_1 = The number of samples of post-test

N_2 = The number of samples test

S_1 = Standard deviation of pre-test

S_2 = Standard deviation of post-test

S = Standard deviation of pre-test and post-test

3.8   Hypothesis Verivication

Hypothesis verification is used in order to know the result of this research are tenable or untenable. In verifying the hypothesis of this research, I used the level of significance is:

(Sudjana, 1996:239)

$\alpha = 0,05$ and dk = $(n_1 + n_2 - 2)$ with criteria as follow:

Tenable   = Ho, IF − t $(1 - 1 / 2\ \alpha) \leq t \leq (1 - 1 / 2\ \alpha)$

Untenable   = Ho, IF − t $(1 - 1 / 2\ \alpha) \geq t \geq (1 - 1 / 2\ \alpha)$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1   Research Finding

In this part, I would like to present the result of this research. The data of this research was obtained by using test, the kinds of test is essay test. The item obtained in narrative text by using story map technique consists of grammar, vocabulary, fluency mechanic and form. Moreover, the result of research can be presented clearly as follows:

4.1.1   The Description of Pre-Test Data

In pre-test, I asked thestudents to make a composition of narrative story focussing on setting, character, events and conclusion based on the visual of story map given. In addition, the students have to paid attention to the composition of narrative text such as grammar, vocabulary, mechanic, fluency and form.

The data of pre-test presented in the table of interval relative frequency as follows:

Table 6

The Interval Frequency of Pre-Test Data

No	Class Interval	F. Absolute	F. Relative
1	8-9	2	8%
2	10-11	4	16%
3	12-13	13	52%
4	14-15	5	20%
5	16-17	1	4%
Total		**25**	**100%**

By seeing the table above, it was clear that the students' ability in pre-test are various and the students' scores in the pretest data are distributed into five classes of interval, start from score 8-9 was the lowest score, 10-11 was the second lowest score, the middle score was 12-13, while 14-15 was the second highest score and the last score 16-17 was the highest score.

Furthermore, from the table above, it show that in interval 8-9 there are 2 students with percentage 8%, in interval 10-11 there are 4students with the percentage 16%, there are 13 students in interval 12-13 with the percentage 52%, there are 5 students in interval 14-15 with the percentage 20% and there is1 student in interval 16-17 with the percentage 4%.

After that, I calculated the score of pre-test data as shown in the

(appendix 2) as follows :

1) The total number of students as sample in pre-test was 25 students.

2) The students' lowest score is 8

3) The students' highest score is 16

4) The range of class interval (R) is 8

5) The amount of class interval (K) is 6

6) The wide of class interval (P) is 1.33

7) The mean of score is 12.42

8) The standard deviation is 2

Furthermore, all of the data above can be presented into the polygon

graphic as follows:

The Polygon Graphic of Pre-test Data

The Interval Relative Frequency of Pre-test Data
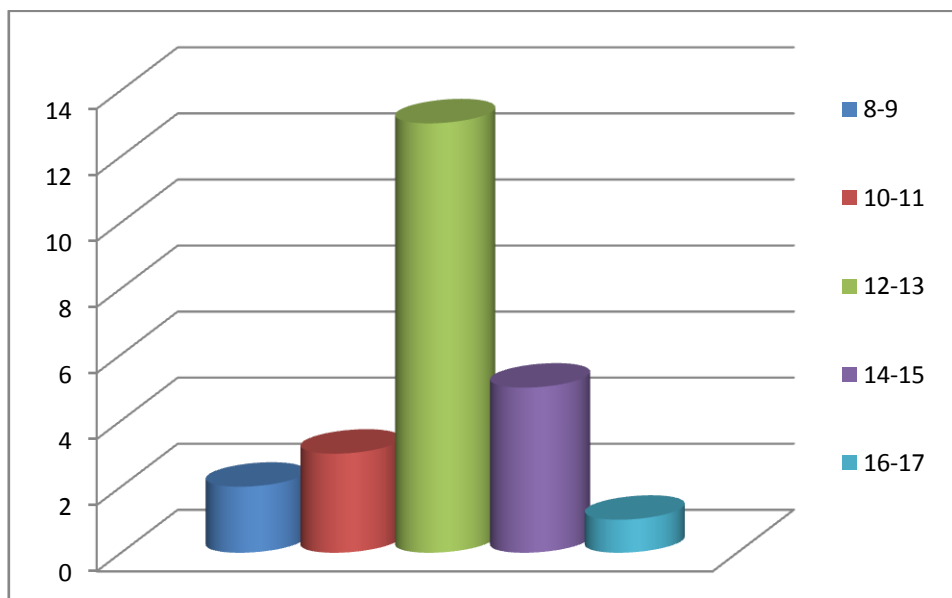
By looking the data on graphic above, it is clear that the highest class interval is 12-13with 13 students, the second highest class interval is 14-15 with 5 students, the middle class interval was in interval 10-11with 4 students, interval 16-17 is indicated as the lowest class interval with 1 student and the second lowest class interval is 8-9 with 2 students.

Furthermore the following table is description of the student's ability in writing narrative text based on five aspects of writing :

Table 7

The Result of the Students' Writing Ability in Pre-test

No	Aspects of Writing	Total of Score
1	Grammar	71
2.	Vocabulary	69
3.	Mechanics	53
4.	Fluency	42
5.	Form	71
	Total	**306**

Based on the table above shows the result of the students' ability in writing narrative text, in the pre-test I took five aspects of writing, they are grammar, vocabulary, mechanic, form (organization) and fluency.

In grammar aspect, the total of scores 71 (2.84%), in vocabulary they got score 69 (2.76%), in mechanics they got score 53 (2.12%), in form they got score 71 (2.84%), and in the last aspect there is fluency they got score 42 (1.68%). So, the whole these indicators were:

$$P = \frac{X}{Total\ Score}\ x\ 100\%$$

$$P = \frac{2.84+2.76+2.12+2.84+1.68}{5}\ x\ 100\%$$

$$P = \frac{12,24}{5}\ x\ 100\%$$

$$P = 24.48\%$$

From the calculation of the formula above, it can be concluded that the students' ability in writing narrative text was 24.48%. It can be categorized poor.

4.1.2   The Description of Post-Test Data

In post-test, I gave the story map. It is including to composition of narrative story such as setting, character, events and conclusion. In this test, I asked the students to write the narrative text based on the visual of story map given. In addition, the students have to paid attention to the composition of narrative text focussing on grammar, vocabulary, fluency, form and mechanic.

The result of post-test data can be presented to the table interval relative frequency as follows:

Table 8

The Interval Frequency of Post-Test Data

No	Class Interval	F. Absolute	F. Relative
1	18-19	3	12%
2	20-21	1	14%
3	22-23	14	56%
4	24-25	6	24%
Total		**25**	**100%**

The table above, shows that the students' class interval in post-test was distributed into four class interval start from score 18-19 was the lowest score, 20-21 was the second lowest score, while 22-23 was the second highest score and the last score 24-25 was the highest score.

Furthermore, there are 3 students in interval 18-19 with the percentage 12%, in interval 20-21 there is 1 student with the percentage 14%, in interval 22-23 there are 14 students with the percentage 56%, there are 6 students in interval 24-25 with the percentage 24%.

After that, I calculated the score of post-test data as shown in the (appendix 5) as follows:

1) The total number of students as sample in post-test was 25 students.

2) The students' lowest score is 18

3) The students' highest score is 25

4) The range of class interval (R) is 7

5) The amount of class interval (K) is 6

6) The wide of class interval (P) is 1.16

7) The mean of score is 22.26

8) The standard deviation was 2

Moreover, the data on the table above can be presented in the polygon graphic as follows:

The Polygon Graphic of Post-test Data

The Interval Relative Frequency of Post-test Data
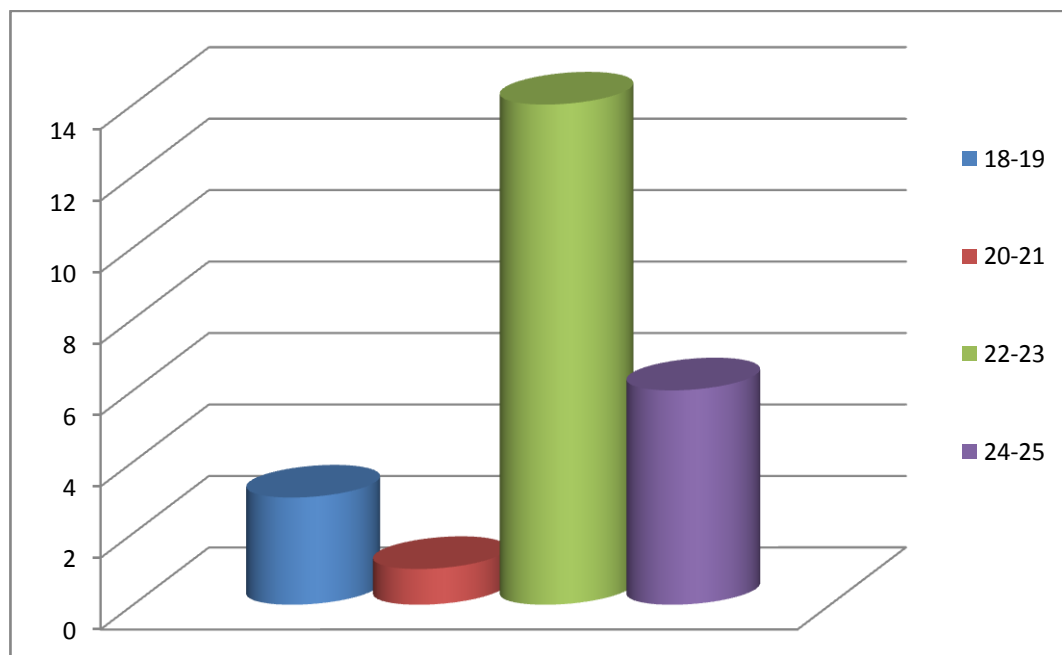
By looking to the graphic above, it is clear that highest class interval was in interval 22-23 with 14 students, the second highest class interval was in 24-25 with 6 students, the first lowest class interval was 20-21 with 1 student, the second lowest interval class was 18-19 with 3 students.

Furthermore, the data of the students' ability in writing narrative text based on five aspects can be seen in the table below:

Table 4

The Result of the Students' Writing Ability in Post-test

No	Aspects of Writing	Total of Score
1	Grammar	104
2.	Vocabulary	129
3.	Mechanics	113
4.	Form	118
5.	Fluency	99
	Total	**563**

Based on the table above shows the result of the students' ability in writing narrative text through story map technique, in post-test I took as the same aspects in the previous at pre-test, they are grammar, vocabulary, mechanic, form (organization) and fluency.

In grammar aspect, the total of scores 104 (4.16%), in vocabulary they got score 129 (5.16%), in mechanics they got score 113 (4.52%), in form they got score 118 (4.72%), and in the last aspect there is fluency they got score 99 (3.96%). So, the whole these indicators were:

$$P = \frac{x}{total\ score} \ \text{x}\ 100\%$$

$$P = \frac{4.16+5.16+4.52+4.72+3.96}{5} x100$$

$$P = \frac{22,52}{5} x100$$

$$P = 45.04\%$$

From the calculation of the formula above, it can be concluded that the students' ability in writing narrative text was 45.05%, so it can be categorized enough.

4.1.3 Hypothesis Verification

The hypothesis verification is aimed at prooving that the story map technique can improve the students' ability in writing narrative text. So, in this part, I would like to verify it by using formula as follows:
(Sudjana, 1996 : 239)

$$t = \frac{X_{1-X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)\, S_{1^2} + (n_2 - 1)\, S_{2^2}}{n_1 + n_2 - 2}$$

After testing the hypothesis of this research by using t-test, it is found the data as follows:

$X_1 =$ The average value of pre-test $= 12.42$

$X_2 =$ The average value of post-test $= 22.26$

$n_1=$ The number of samples of pre-test $= 25$

$n_2=$ The number of samples of post-test $= 25$

$S_1 =$ Standard deviation of pre-test $= 2$

$S_2 =$ Standard deviation of post-test $= 2$

$S =$ Standard deviation of pre-test and post-test $= 4$

t_{count}   **$=-8.70$**

The data above can be presented into the table below:

Table 10

The Result of Testing Hypothesis

N	Df	t_{count}	t_{list}
25	48	-8.70	2.02

Notes :

N   : The number of sample

Df   : Degree of freedom = (n_1+n_2-2) = (25+25-2)

t_{count} : The value obtained from the computation result of t testing analysis

t_{list} : The value obtained by taking at the table of t-distribution on the level of

         significance $\alpha = 0,05$

By seeing the data on the table above, I found that t_{count}= -8, 70 with the degree of freedom =(n_1+ n_2– 2) = (25 + 25 -2) = 48 and the level significance α = 0,05. I found the value of t_{list}= 2,02.

From the explanation above, it can be seen that there was differences between t_{count} and t_{list}, where $t_{count} \leq t_{list}$. So, I concluded that writing narrative text through story map technique can improve significantly the student's ability. It means that, the hypothesis of this research was accepted.

Completely, the result of the students' writing ability on both pre-test and post-test can be seen in the table below :

Table 11

The Percentage of the Students' Ability in Writing Narrative Text

No	Aspects of Writing	Pre-Test		Post-Test	
		Total of Score	Percentage	Total of Score	Percentage
1.	Grammar	71	2.84	104	4.16
2.	Vocabulary	69	2.76	129	5.16
3.	Mechanics	53	2.12	113	4.52
4.	Form	71	2.84	118	4.72
5.	Fluency	42	1.68	99	3.96
	Total	306	24.48	573	45.04

Futhermore, the data described above can seen clearly in the following polygon :

The Polygon of the Percentage of the Students' Writing Ability

an each Component in Pre-Test and Post-Test
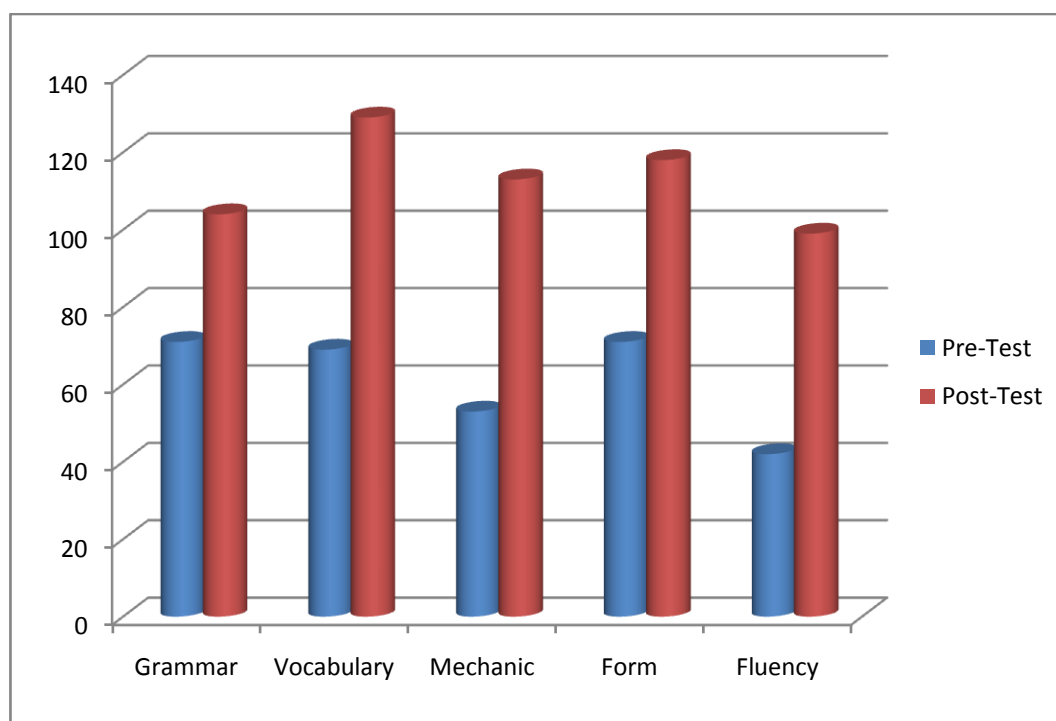
Based on the table and polygon above, I concluded that the percentage in pre-test was 24.48% categorized poor level, while in post-test was 45.04% can be categorized enough level.

Futhermore, on reserach findings, I found that the average of the students' ability in pre-test 12.42, while the average of the students' ability in post-test 22.26. This case indicates that the students' competences in writing ability are various either in pre-test or post-test.

4.2   Discussion

Writing is a part of language learning. The mastery of English writing needs to improve and support by the other language skills (reading, speaking and listening). In writing activity the writer may convey his or her idea, opinion argument, statement or experience. It can also show his or her idea point of view. But in this case, writing is aimed at narrating a story in the text namely narrative text.

In writing narrative text, the aspects of writing are the most important that should be mastered by the students and helped them in composing the narrative text. Refering to the result of testing hypothesis, it is proved that the students' ability in writing narrative text could be increased if story map technique really applied.

Before I applied story map technique, for the first time Iconducted the pre-test. Inthe pre-test, it can be found that the students were difficult to write the event structurally, they was confused about how to begin the first even till the next event. Another case that, they didn't know what is the rules of writing while refers to Oshima (1981: 1) "a paragraph is composed of a group of sentence expressing one central idea". It means that, the student should bemastering the rules of writing such as topic of paragraph, body of paragraph, and conclusions of paragraph. Moreover, it can be found also that the students still make mistake in aspects of writing, such as in grammar, vocabulary, mechanics and so on.

In addition, in pre-test data, I got the writing scores of each student as sample. These scores weregotten after I analyzed the students' writing narrative

text based on the aspects of writing, they are grammar, vocabulary, mechanics, fluency and form (see appendix 2).

Based on the scores in appendix, I found that the most of the student's interval score is among 12 to 13. Total of the student who got score 12 to 13 is 13 students, and the percentage of the data in the pre-test is (52%). So, I calculated the average score of pre- test data is 12.42

In the second step of this research, I conducted the treatment. It was done in four times of treatment. I taught the students as sample of this reserach by using story map technique. This technique was appliedin order to train the students can mastery well to write the narrative text. However, before I taught them by using story map technique, I arranged them into five small groups, which consists of five students for each group. Group I consists of 5 students, group II consists of 5 students, group III consists of 5 students, group IV consists of 5 students, and group V consists of 5 students

From the four times of treatment, I taught the students by the following procedures of the way how to compose story map. The steps of story map procedures are as follow:

1) Telling who are the characters in the story

2) Telling where the story takes place

3) Telling when the story happens

4) Telling what is the difficulty or problems

5) Telling what is the goal or more of the characters has a goal – something they need or what would be happened.

6) Telling the event 1, 2, 3 - things that happened in the story that telling how the characters got from the problem and its goal to the ending of the story.

7) Telling the ending or what was happened at the end of story also telling how the characters achieved his goal and solved his problem.

This procedures refers to Saskatoon (2011 : 6) "the way how tocompose story map", it should be mastered by the students, in order to improve their ability in writing narrative text.

In the first treatment of my reserach, I taught the students how to begin writing the setting including characters, place and time in the story. The purpose of this treatment is to enhance the students interpretative abilities by enabling them to visualize the setting. In the process of this treatment showed that most of students are able to start well their writing, but there are 7 students (28%) who are difficult to start their writing.

The second treatment, I taught the students how to write the problem and the goal in the story, and the purpose of second treatment is to develop students' sense of story which asist story telling, retelling and writing. Along this process there are 15 students (60%) who do not know what should be write as the problem and the goal in the story. After I taught them about the problem, in this treatment I also disscussed and evaluated their work in make the setting in their story.

In the third treatment, the purpose is to increase students' comprehension of selection by organizing and sequencing main story events. I taught the students how to write the events structurally, starting from event 1, 2 and 3. In the process of this treatment, they were confused to begin the first till the next event and there

are only 3 students (12%) who are able to write the event structurally. After I taught them about the events, in this treatment I disscussed, evaluated and analyzed their work in make the setting and the problem in their story.

In the last treatment of my research or the fourth treatment, I taught the students how to make the ending of their story. This treatment has purpose to increase students' awareness that story characters and events are interrelated. Almost the students could made the ending of story, there is only 1 student (4%) who are not able to compose the ending of the story. After I taught them about how to make the ending of the story, in this treatment I also disscussed, evaluated and analyzed their work in make the setting, the problem, the events in their story.

After the all of the procedures of story map technique applied in this research, I conducted the post-test. In the post-test, I gave an instruction to students to write narrative story based on the application of the technique given. Finally, when I analyzed the post-test data, the result of their writing shows that the students can mastery well the steps of composing narrative text by using story map technique.

The result of writing score of each students based on the aspect of writing (grammar, vocabulary, mechanics, form and fluency) can be seen in (appendix 5). I found that the most of the student's interval score is among 22 to 23. Total of the student who got score 22 to 23 is 14 students and the percentage of the data in the post-test is 56%. So, I calculated the average scores of post-test data is 22.26.

Related to the previous score, there is a successfull of applying story map technique. It refers to Saskatoon's argument (2011: 1) that story map technique can develop students' interpretative abilities by enabling them to visualize story characters, event and settings.

So, by using story map technique in all treatments, it makes the students easy to write the narrative story, the students know how to write the begin of story that telling about the setting (characters, place, and time), write the problem happens in the story, write the events in the story and made an ending of the story in narrative text also understand what is the rules of writing narrative text. Finally, they could do the post-test better than pre-test.

By looking the explanation above, here is an important illustration of the differences between result of the post-test toward the pre-test, based on the aspects of writing as follows:

1. **Grammar**

    In this aspect, I checked the grammatical structure. Before the story map technique applying to the students, most of them made error in using grammar while grammar is the most important part that shoudbe mastered by the students' in writing skill.

    When I analyzed their writing, I found the students' mastery on grammatical stucture in the pre-test is 71 while in the post-test is 104. This value is the whole of the students' grammar scores and the percentage of the students' ability in this aspect is 2.84% in the pre-test while in the post-test is 4.16%.

Related to this finding, it found that the problem in writing is we have to use the appropriate tense when we write in different period. In the result of pre-test, before the treatment applied, the students' grammar showed various and after the treatment their grammar knowledge is improved. It shows in the result of post-test, they used good grammar in their writing.

2. Vocabulary

When I checked the vocabulary in their writing in the pre-test, it was still limited because their mastery of vocabulary is less, while the mastering of vocabulary is also important part in writing activities because without sufficient vocabulary they will be difficult to make a good writing.

In the pre-test, I found most of the students could not write well. It can be seen based on the grammatical result above and it can be concluded that the students have lack vocabulary before the treatment given. Their writing is rather difficult to be understand because they used wrong in appropriate words.

Related to the explanation above, and after I calculated the data, I found students' mastery on vocabulary is 69 in the pre-test and the percentage of the students' mastery in this aspects is 2.76% while in the post-test is 129 and the percentage is 5.16%.

In the other hand, in the result of post-test, the students' vocabulary has improved, the most of them using vocabulary which suitable and

appropriate word. It means that, the students are able to know the words based on the treatment of the procedures story map tecnique given.

3. **Mechanics**

In this aspect, before the treatment given, in the result of pre-test, I found the students' frequency errors in punctuation, their writing is so hard to understand because they still dont know how to place a comma in sentences and most of them are wrong to spell words. I concluded that students' mastery in mechanic is still low. But in the post-test, their mastering of mechanis has improved, because they only make one or two small errors.

By looking the explanation above, after I calculated the data, I found that, in the pre-test the students' mastery on mechanics is 53 and the percentage is 2.12% while in the post-test the percentage is 4.52% and the value of the students' mastery in this aspects is 113. This value is the whole of the students' mechanic score.

4. **Form (organization)**

The students' writing ability in this aspect based on the result of pre-test showed various. From the result, I found that most of them are difficult to organize their ideas. They were confuse make the events in the story interrelated with story characters and setting.

It can be seen in their writing result of pre-test, their mastery on form (organization) is 71 and the percentage of their ability in this apect is 2.84%. The result is differences with the result of post-test. In the-post-

test, the percentage of the students ability is 4.72% and the value of the whole of students' form score is 118.

Related to the result above, shows that in the post-test the students could organize well their ideas in writing narrative text by the using of story map technique.

5. **Fluency**

This aspect was analyzed with analyzing the choice of structure and vocabulary consistently appropriate in narrative text, in this case narrative text written by using story map.

In this aspect of writing, after I calculated the data, I found that, in the pre-test the students' mastery on fluency is 42 and the percentage is 1.68% while in the post-test the percentage is 3.96% and the value of the students' mastery in this aspects is 99. This value is the whole of the students' fluency score. Based on the previous score, it can be seen in this aspect the students can manage well the choice of structure in their writing.

From the result of this research, the treatment of story map technique that I applied proved the students' ability in writing narrative text was improved. The calculation of the data by using t-testing, it is found that t_{count} (-8.70) $\leq$ t_{list} (2.02). It means the hypothesis of this reaserch is acceptable. Acceptable means that, the students' ability in writing by using story map technique can improve.

CHAPTER V

CONCLUSION AND SUGGESTION

In this part, I would like to present the last chapter, it is covering conclusion and suggestion about the reserach. They are as follows:

5.1   Conclusion

The conclusion in this chapter is given based on the research finding and disscussion. The conclusion presented as follows:

Firstly, it can be concluded that the story map technique can improve the students' ability in writing narrative text also can increase the students' awareness that story characters and events are interrelated. It is supported by the result of this research that the hypothesis of this research is accepted.

Secondly, in pre-test data the students' highest score is 18 and the lowest score is 8, differences with the pre-test, in the post-test data the students' score was improved where the lowest score is 18 and the highest score is 25. It means that, there is improvement score in post-test data. In addition, between the result pre-test and post-test there are significant differences result, it is caused by the application of story map technique as long the treatment time.

Thirdly, the hypothesis of this research that is "the students' writing ability can be improved by using story map technique" can be acceptable, because the result of research show that t_{count} (-8.70) $\leq$ t_{list} (2.02), based on the criteria of

hypothesis if t_{count} less than t_{list}, it means that the hypothesis of research is acceptable.

5.2   Suggestion

By seeing the result of research, the suggestion can be presented as follows:

Firstly, it can be suggested to the English teacher can apply the story map technique in teaching process especially in writing narrative text. Because this research proved that this technique is significantly to increase the students' writing ability.

Secondly, for the students of second grade who want to write a narrative text, it is suggested to use the story map technique in order to help the students in process of writing.

Thirdly, for the futher research, it is suggested to another researchin order to carry out the research about English to used this technique.

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Appendix 1

(The Names of Sample – Students of Second Grade SMA Negeri 2 Limboto)

No	Nama Siswa	Hari/Tgl Selasa 09/04/13	Hari/Tgl Kamis 11/04/13	Hari/Tgl Jumat 12/04/13	Hari/Tgl Selasa 16/04/13	Hari/Tgl Kamis 18/04/13	Hari/Tgl Jumat 19/04/13
1.	Abd. Rahmat Dai						
2.	Aryo Humonggio						
3.	Atika R. Mustapa						
4.	Desrita Gani						
5.	Edwin Rauf						
6.	Fatmah Harun						
7.	Filya Nurhamidin						
8.	Fiska H. Musa						
9.	Helmi bayanu						
10.	Ika Purnamasari						
11.	Irfin Bina						
12.	Iswan Mustapa						
13.	Muh. Ardi Idrus						
14.	Muliani Suronoto						
15.	Monalisa Bungi						
16.	Noval Humolungo						
17.	Nurfadilah Molou						
18.	Nur Safitri						
19.	Rahmatia Buoki						
20.	Ryundi Sompi						
21.	Siskawati Biki						
22.	Ulfatun Nadifa						
23.	Yulianti Rahim						
24.	Yolanda Toyi						
25.	Zakir Pulu						

Gorontalo,   April 2013

Mengetahui Kepala Sekolah

Mengetahui Guru Mitra

Dr. Baharudin Puyo S.Pd, M.Pd

Herni Sy. Hemu, S.Pd

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Appendix 2

(The Raw Score of Pre-Test)

No of Sample	Grammar	Vocabulary	Mechanic	Fluency	Form	Total
1	3	2	1	1	1	8
2	3	2	1	1	1	8
3	2	3	2	3	1	11
4	2	3	2	3	1	11
5	2	3	2	3	1	11
6	2	3	2	3	1	11
7	3	3	2	1	3	12
8	3	3	2	1	3	12
9	3	3	2	1	3	12
10	3	3	2	1	3	12
11	3	3	2	1	3	12
12	3	3	2	1	3	12
13	3	3	2	1	3	12
14	3	3	2	1	3	12
15	3	3	2	1	3	12
16	3	3	2	1	3	12
17	3	3	2	1	3	12
18	3	4	2	1	3	13
19	3	4	2	1	3	13
20	3	1	3	2	5	14
21	3	1	3	2	5	14
22	3	1	3	2	5	14
23	4	4	2	3	2	15
24	2	2	3	4	4	15
25	3	3	3	2	5	16
TOTAL	**71**	**69**	**53**	**42**	**71**	**306**

Appendix 3

(The Step Finding Interval of Pre-Test)

1. Calculate of Interval class (R)

   R = Highest Score – Lowest Score

   = 16 – 8

   = 8

2. Calculate of amount of interval class (K)

   K = 1 + 3,3 log N

   = 1 + 3,3 log 25

   = 1 + 3,3 (1,39790009)

   = 1 + 4.697940009

   = 5.697940009

   = 6

3. The third step is finding the wide of class interval (P)

$$P = \frac{R}{K}$$

$$P = \frac{8}{6} = 1,33$$

$$P = 2$$

Appendix 4

(The Step Finding The Mean Score and

Standard Deviation of The Pre-Test)

a. Finding the mean score

$$X = \frac{\sum Fx}{\sum F}$$

$$X = \frac{310,5}{25} = 12,42$$

b. Finding the standard deviation

$$S = \frac{\sum F(x - x)}{(N - 1)}$$

$$S = \frac{83,84}{(25 - 1)} = 3,49$$

$$S = \sqrt{1.86}$$

$$S = 2$$

Daftar Perhitungan Standar Deviasi dan Varians

Interval Class	F	X	FX	(X – X)	(X – X)²	F (X – X)²
8-9	2	8.5	17	-3.92	15.3664	30.7328
10-11	4	10.5	42	-1.92	3.6864	14.7456
12-13	13	12.5	162.5	0.08	0.0064	0.0832
14-15	5	14.5	72.5	2.08	4.3264	21.632
16-17	1	16.5	16.5	4.08	16.6464	16.6464
	25		**310.5**			**83.84**

Appendix 5

(The Raw Score of Post-Test)

No of Sampe	Grammar	Vocabulary	Mechanic	Fluency	Form	Total
1	4	5	6	3	6	24
2	2	5	3	4	6	20
3	5	5	3	4	6	23
4	4	5	6	4	6	25
5	3	5	4	3	3	18
6	5	5	3	4	6	23
7	4	5	6	4	4	23
8	4	5	6	4	6	25
9	5	6	4	5	3	23
10	5	5	3	4	6	23
11	4	5	6	4	4	23
12	4	5	6	4	6	25
13	5	6	4	5	3	23
14	3	5	4	3	3	18
15	5	5	3	4	6	23
16	4	5	6	4	4	23
17	4	5	6	4	6	25
18	5	6	4	5	3	23
19	3	5	4	3	3	18
20	5	5	3	4	6	23
21	4	5	6	4	4	23
22	4	5	6	4	6	25
23	5	6	4	5	3	23
24	3	5	4	3	3	18
25	5	5	3	4	6	23
TOTAL	**104**	**129**	**113**	**99**	**118**	**563**

Appendix 6

(The Step Finding Interval of Post-Test)

1. Calculate of Interval class (R)

   R = Highest score – Lowest score

      = 25 – 18

      = 7

2. Calculate of amount of interval class (K)

   K = 1 + 3,3 log N

      = 1 + 3,3 log 25

      = 1 + 3,3 (1,39790009)

      = 1 + 4.697940009

      = 5.697940009

      = 6

3. The third step is finding the wide of class interval (P)

$$p = \frac{R}{K}$$

$$p = \frac{7}{6} = 1,16$$

$$p = 2$$

Appendix 7

(**The Step Finding The Mean Score and**

Standard Deviation of The Post-Test)

c. Finding the mean score

$$X = \frac{\sum Fx}{\sum F}$$

$$X = \frac{556.5}{25} = 22{,}26$$

d. Finding the standard deviation

$$S = \frac{\sum F(x - x)}{(N - 1)}$$

$$S = \frac{90{,}56}{(25 - 1)} = 3{,}77$$

$$S = \sqrt{3{,}77}$$

$$S = 1{,}94 = 2$$

Daftar Perhitungan Standar Deviasi dan Varians

Interval Class	F	X	FX	(X – X)	(X – X)^2	F (X – X)^2
18-19	4	18.5	74	-3.76	14.1376	56.5504
20-21	1	20.5	20.5	-1.76	3.0976	3.0976
22-23	14	22.5	315	0.24	0.0576	0.8064
24-25	6	24.5	147	2.24	5.0176	30.1056
	25		**556.5**			**90.56**

Appendix 8

Calculation of t-testing and Standard Deviation

$$S^2 = \frac{(n-1)S_{1}{}^{2} + (n2-1)S_{2}{}^{2}}{n_1 + n_2 - 2}$$

$$= \frac{(25-1)(2)^2 + (25-1)(2)^2}{25 + 25 - 2}$$

$$= \frac{(24)(4) + (24)(4)}{48}$$

$$= \frac{96 + 96}{48}$$

$$= \frac{192}{48}$$

$$= 4$$

Appendix 9

(**Testing Hypothesis**)

$$t = \frac{X_{1-X_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{12,42 - 22,26}{4\sqrt{\dfrac{1}{25} + \dfrac{1}{25}}}$$

$$t = \frac{-9,84}{\sqrt[4]{0.04 + 0.04}}$$

$$t = \frac{-9.84}{(4)(0.28)}$$

$$t = \frac{-9.84}{1.13}$$

$$t = -8.70$$

Appendix 10

(T$_{list}$ For the Hypothesis Verification)

The criterion of the hypothesis verification of this research if Ho

will be receive, if t = $(1-\frac{1}{2}\alpha) \leq t \leq t(1^{-1}/_2\alpha)$

$$T = (1^{-1}/_2\alpha)(n_1+n_2+2)$$

$$= (1^{-1}/_2\ 0.05)(25+25-2)$$

$$= (1-0.025)(48)$$

$$= (0.975)(48)$$

So, based on the list of T-distribution, the value t (0.975) (48) was

46.8

Appendix 11

(The Scenarios of Teaching)

(First Treatment)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	**: SMA Negeri 2 Limboto**
MATA PELAJARAN	**: Bahasa Inggris**
KELAS / SEMESTER	**: XI / II**
ALOKASI WAKTU	**: 2 x 45**
TEMA	**: Narrative Story**
SUB TEMA	**: Means of Setting in the Story**

I.   Kompetensi Dasar

Menulis kalimat atau paragraf sederhana.

II.   Hasil Belajar

Menulis kalimat atau paragraf awal dalam cerita tentang setting.

III.   Indikator

- Siswa mampu menggunakan kalimat kompleks dalam membuat karangan.
- Siswa mampu menggunakan tata bahasa, kosakata, tanda baca, dan ejaan dengan baik dan akurat.
- Siswa mampu menghasilkan karangan yang baik dan benar.

IV.   Langkah-Langkah

a) Kegiatan Awal

- Salam dan tegur sapa.
- Guru mengecek kehadiran siswa.
- Guru memberikan apersepsi.

b. Kegiatan Inti

- Guru membagi siswa dalam kelompok.
- Guru menjelaskan tentang setting (latar) dalam cerita.
- Siswa menjawab pertanyaan guru tentang jenis-jenis setting.
- Siswa mendiskusikan tentang setting dalam cerita narrative.
- Siswa mengungkapkan hasil diskusi kelompok.
- Siswa mulai menulis paragraf awal cerita tentang setting (kapan dan dimana cerita terjadi juga tentang tokoh atau karakter dalam cerita).

c. Kegiatan Akhir

- Memberikan kesimpulan tentang setting dalam narrative text.
- Memberikan evaluasi terhadap materi yang diajarkan.
- Salam Penutup.

V. **Penilaian**

- Penilaian Proses
- Woks Sheet

Gorontalo, April 2013

Mengetahui Guru Mitra

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Yantu

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Yuni Fatha Siskawaty

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Appendix 11

(The Scenarios of Teaching)

(Second Treatment)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	**: SMA Negeri 2 Limboto**
MATA PELAJARAN	**: Bahasa Inggris**
KELAS / SEMESTER	**: XI / II**
ALOKASI WAKTU	**: 2 x 45**
TEMA	**: Narrative Story**
SUB TEMA	**: Means of Goal and Problem**

I.   Kompetensi Dasar

Menulis kalimat atau paragraf sederhana.

II.   Hasil Belajar

Menulis kalimat atau paragraf kedua dalam cerita tentang tujuan dan permasalahan.

III.   Indikator

- Siswa mampu menggunakan kalimat kompleks dalam membuat karangan.
- Siswa mampu menggunakan tata bahasa, kosakata, tanda baca, dan ejaan dengan baik dan akurat.
- Siswa mampu menghasilkan karangan yang baik dan benar.

IV.   Langkah-Langkah

a)   Kegiatan Awal

- Salam dan tegur sapa.
- Guru mengecek kehadiran siswa.
- Guru memberikan apersepsi.

b) Kegiatan Inti

- Guru membagi siswa dalam kelompok.

- Guru menjelaskan tentang tujuan dan permasalahan dalam cerita narrative.

- Siswa mendiskusikan tentang tujuan dan permasalahan dalam cerita narrative.

- Siswa mengungkapkan hasil diskusi kelompok.

- Siswa mulai menulis paragraf kedua cerita tentang tujuan dan permasalahan.

c) Kegiatan Akhir

- Memberikan kesimpulan tentang pentingnya tujuan dan masalah dalam cerita narrative.

- Memberikan evaluasi terhadap materi yang diajarkan.

- Salam Penutup.

V. Penilaian

- Penilaian Proses

- Work Sheet

Gorontalo, April 2013

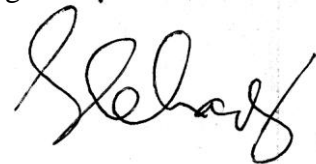Mengetahui Guru Mitra

Mengetahui Mahasiswa / Peneliti

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Appendix 11

(The Scenarios of Teaching)

(Third Treatment)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	**: SMA Negeri 2 Limboto**
MATA PELAJARAN	**: Bahasa Inggris**
KELAS / SEMESTER	**: XI / II**
ALOKASI WAKTU	**: 2 x 45**
TEMA	**: Narrative Story**
SUB TEMA	**: Means of Events**

I. Kompetensi Dasar

Menulis kalimat atau paragraf sederhana.

II. Hasil Belajar

Menulis kalimat atau paragraf ketiga tentang kejadian dalam cerita.

III. Indikator

- Siswa mampu menggunakan kalimat kompleks dalam membuat karangan.
- Siswa mampu menggunakan tata bahasa, kosakata, tanda baca, dan ejaan dengan baik dan akurat.
- Siswa mampu menghasilkan karangan yang baik dan benar.

IV. Langkah-Langkah

a) Kegiatan Awal

- Salam dan tegur sapa.
- Guru mengecek kehadiran siswa.
- Guru memberikan apersepsi.

b) Kegiatan Inti

- Guru membagi siswa dalam kelompok.

- Guru menjelaskan tentang kejadian demi kejadian yang terjadi dalam cerita.

- Siswa mendiskusikan tentang kejadian demi kejadian dalam cerita narrative.

- Siswa mengungkapkan hasil diskusi kelompok.

- Siswa mulai menulis paragraf ketiga dan seterusnya tentang kejadian 1, 2 dan 3 yang terjadi dalam cerita secara terstruktur.

c) Kegiatan Akhir

- Memberikan kesimpulan tentang kejadian yang terjadi dalam cerita narrative.

- Memberikan evaluasi terhadap materi yang diajarkan.

- Salam Penutup.

V. Penilaian

- Penilaian Proses

- Work Sheet

Gorontalo, April 2013

Mengetahui Guru Mitra

Mengetahui Mahasiswa /

Peneliti

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Mengetahui

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Appendix 11

(The Scenarios of Teaching)

(Fourth Treatment)

<u>**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**</u>

SEKOLAH	**: SMA Negeri 2 Limboto**
MATA PELAJARAN	**: Bahasa Inggris**
KELAS / SEMESTER	**: XI / II**
ALOKASI WAKTU	**: 2 x 45**
TEMA	**: Narrative Text**
SUB TEMA	**: Means of the Ending of the Story**

I. Kompetensi Dasar

Menulis kalimat atau paragraf sederhana.

II. Hasil Belajar

Menulis kalimat atau paragraf terahir tentang bagian akhir yang terjadi dalam cerita.

III. Indikator

- Siswa mampu menggunakan kalimat kompleks dalam membuat karangan.
- Siswa mampu menggunakan tata bahasa, kosakata, tanda baca, dan ejaan dengan baik dan akurat.
- Siswa mampu menghasilkan karangan yang baik dan benar.

IV. Langkah-Langkah

a) Kegiatan Awal

- Salam dan tegur sapa.
- Guru mengecek kehadiran siswa.
- Guru memberikan apersepsi.

b) Kegiatan Inti

- Guru membagi siswa dalam kelompok.
- Guru menjelaskan tentang bagian akhir dalam cerita dan penyelesaian masalah.
- Siswa mendiskusikan tentang bagian akhir dalam cerita narrative.
- Siswa mengungkapkan hasil diskusi kelompok.
- Siswa mulai menulis paragraf terakhir tentang bagian akhir dalam cerita dan penyelesaian masalah dalam cerita narrative.
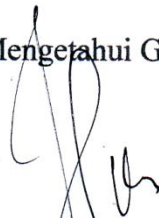
c) Kegiatan Akhir

- Memberikan kesimpulan tentang bagian akhir dalam cerita narrative.
- Memberikan evaluasi terhadap materi yang diajarkan.
- Salam Penutup.
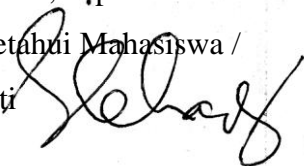
V.   Penilaian

- Penilaian Proses
- Work Sheet

Mengetahui Guru Mitra

Gorontalo, April 2013

Mengetahui Mahasiswa /

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Appendix 12

Instrument of Research

Name _____ Date _____

Story Map 2

Write notes in each section.

Setting:
Where:
When:

↓

Major Characters:
Minor Characters:

↓

Plot/Problem:

↓   ↓   ↓

Event 1:	Event 2:	Event 3:

↓   ↓   ↓

Outcome:

Appendix 13

(The Result of Students' Work)

Pre-Test

Nama : Zakir Pulu
Kelas : <u>XI</u> IPA-02.
Tanggal : 9 April 2013

A HUNGRY WOLF

Once, a wolf was very hungry. It look for food here and there but it couldn't get any. At last it find a loaf of bread and piece of meat in the hole of tree.

the hungry wolf squeez into the hole. it ate the food. it was a wood cutter's Lunch. the was on his way back to the tree to have Lunch. but he saw there was no food in the hole. Instead a wolf. On seeing wood cutter's, the wolf tried to get out of the hole. but it couldn't it's tummy was swollen.

The wood cutter caught the wolf and gave it nice beating.

Appendix 13

(The Result of Students' Work)

Post-Test

Nama   : Zakir Pulu

Kelas   : XI IPA - 02.

Tanggal : 19 April 2013

TIGER AND FOX.

One day a tiger saw a fox walking alone. then he Intended to attack the Fox. When tiger Jumped on Fox. Fox Cried out "How dare You attack the King of the Jungle?" tiger looked at him in amazement.

When they came to a herd of deer. the deer saw tiger behind Fox and they fled.

Fox looked to tiger and said "Do You need more proof than that?" "See how the animals flee at the first sight of me?" I am surprised, but I've seen it with my own eyes.. forgive me attacking You, great king" tiger bowed low with great ceremony he let the Fox go.

Appendix 14
Daftar Distribusi t

Nilai Persentil
Untuk Distribusi t
V = dk
(Bilangan Dalam Badan Daftar
Menyatakan t_p)
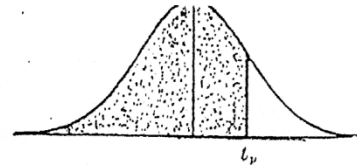
V	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,57	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI GORONTALO
FAKULTAS SASTRA DAN BUDAYA

Kampus DAMHIL Jalan Jenderal Soedirman No. 6 Kotak Pos: 5 Tlp 821125-821752 Fax. 21752 Kota Gorontalo

SURAT TUGAS MENELITI
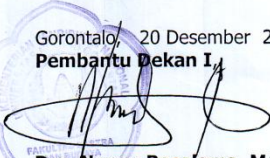Nomor: 406 /UN47.B3/KM/2011

Diberikan kepada:

N a m a	:	Yuni F.S Yantu
N I M	:	321 405 056
Angkatan	:	2005/2006
Fakultas/Jurusan	:	Sastra dan Budaya/Bahasa Inggris

Untuk mengadakan penelitian sehubungan dengan penulisan/penyusunan skripsi yang berjudul:

Developing Students' Ability In Writing Narrative Text

By Using Story Map

Surat tugas ini diberikan kepada yang bersangkutan untuk memperoleh rekomendasi dari Dinas Jawatan yang bersangkutan.

Gorontalo, 20 Desember 2011
Pembantu Dekan I

Dra. Nonny Basalama, MA, Ph.D
NIP. 19680310 199403 2 003

Tembusan, Yth.
- Dekan Fakultas Sastra dan Budaya Universitas Negeri Gorontalo
- Kepala Dinas Pendidikan Nasional Kabupaten Gorontalo
- Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Sastra dan Budaya
- Kepala SMA Negeri 2 Limboto Kabupaten Gorontalo.
- Arsip

PEMERINTAH KABUPATEN GORONTALO
DINAS PENDIDIKAN NASIONAL
Jalan Gunung Boliyohuto L i m b o t o Telp. 881328 Fax. 880129

REKOMENDASI

Nomor   : 420/Diknas-Kab/Sekr/4067

Kepala Dinas Pendidikan Nasional Kabupaten Gorontalo, berdasarkan Surat Pembantu Dekan I Fakultas Sastra dan Budaya Universitas Negeri Gorontalo Nomor : 407/UN47.B3/KM/2011, 20 Desember 2011, dengan ini memberikan Rekomendasi kepada :

N a m a	: **YUNI F. S. YANTU**
N I M	: 321405056
Jurusan	: Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di SMA Negeri 2 Limboto.

Sehubungan dengan penelitian, penulisan / penyusunan Skripsi yang berjudul :

"Developing Students' Ability In Writing Narrative Text By Using Story Map".

Demikian Rekomendasi ini diberikan untuk dipergunakan seperlunya, dengan catatan setelah mengadakan penelitian melaporkan hasilnya kepada kami.

Dikeluarkan di : L i m b o t o
Pada tanggal   : 22 Desember 2011

KEPALA DINAS,

Dra. LILIAN RAHMAN, M.Pd
PEMBINA UTAMA MUDA
NIP. 19591009 198703 2 005

Tembusan :
1. Yth, Rektor Universitas Gorontalo
   di Gorontalo.
2. Yth, Ketua Jurusan Pendidikan Bahasa Inggris.
3. Yth, Kepala Cabang Dinas Diknas Kecamatan Limboto
4. Yth, Kepala SMA Negeri 2 Limboto

DINAS PENDIDIKAN NASIONAL KABUPATEN GORONTALO
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Website :www.sma2limboto.sch.id E-mail :info@sman2Limboto.sch.id

SURAT KETERANGAN PENELITIAN
No : 421.3/SMAN 2 Lbt/563

Yang bertandatangan dibawah ini :

Nama	: **Dr. BAHRUDIN PUYO, S. Pd. M. Pd**
N I P	: 19600104 198103 1 010
Pangkat	: Pembina Tkt I / IV/b
Jabatan	: **Kepala sekolah**
Alamat	: SMA Negeri 2 Limboto

Menerangkan dengan benar kepada :

Nama	: **YUNI F. S. YANTU**
N I M	: 321 405 056
Fakultas/Jurusan	: Sastra dan Budaya / Pendidikan Bahasa Inggris
Angkatan	: 2005 / 2006

Bahwa yang bersangkutan adalah Mahasiswa Universitas Negeri Gorontalo (UNG), telah melakukan penelitian di SMA Negeri 2 Limboto dengan Judul : " **Developing Students' Ability In Writing Narrative Text By Using Story Map Technique** ". Waktu pelaksanaan pada Tanggal 9 April s/d 19 April 2013.

Demikian surat keterangan ini dibuat sesungguhnya untuk dipergunakan sebagaimana mestinya.-

Limboto, 26 Juni 2013
Kepala Sekolah,

Dr. BAHRUDIN PUYO, S. Pd. M. Pd
NIP. 19600104 198103 1 010

CURRICULUM VITAE

Yuni Fatha Siskawaty yantu was born in Gorontalo on June 3 from the couple of Hasan Yantu (Almarhum) and Fatmah Zakaria. She started her formal scholl at Elementary in 1993 at SDN 1 Kayubulan and graduated in 1999. She continued her study in Junior High School at SLTP Negeri 1 Limboto and graduated in 2002. After graduated from Junior High School, she continue her study at SMK Negeri 1 Gorontalo and graduated in 2005.

Then, she chose Universitas Negeri Gorontalo (UNG) and she took Letter and Culture Faculty especially English Department in 2005. She attended some activities at the university such as Campus Introduction Study Program (PBK). She also followed some seminars and workshop at campus.

She followed PKL at Pohuwato, Kuliah Kerja Sibermas (KKS) at Wonosari, Paguyaman in 2008 and in the same years she took PPL in SMU Negeri 1 Gorontalo in 2008.

Then she took TOEFL Prediction conducted by Center for Language Training on Juny 2013.