

**THE IMPLEMENTATION OF STORY MAP STRATEGY TO
IMPROVE STUDENTS' WRITING SKILL IN NARRATIVE
TEXT AT THE SECOND GRADE STUDENTS
OF SMAN 3 PINRANG**



By

NASRAH

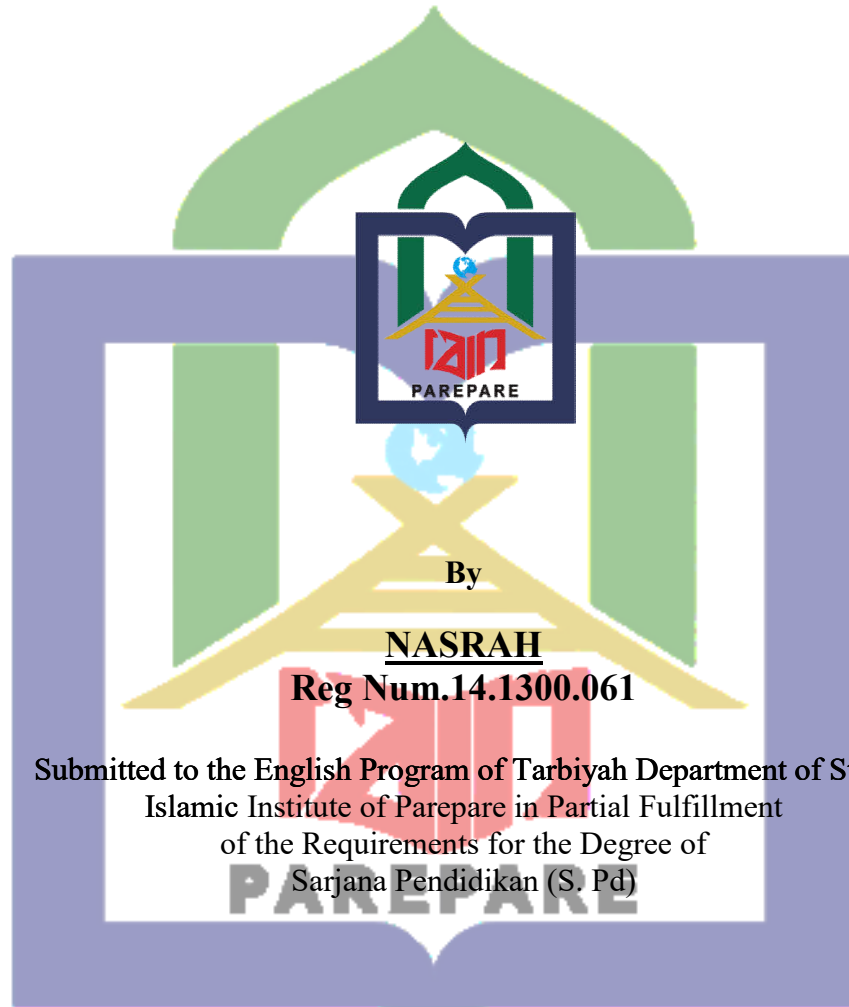
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PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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NASRAH

Reg Num.14.1300.061

Submitted to the English Program of Tarbiyah Department of State
Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd)

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TARBIYAH AND ADAB DEPARTMENT
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SKRIPSI

**As Partial of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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SKRIPSI

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Submitted by

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In the name of Allah, The Beneficent and The Merciful

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Finally, the writer realized that this skripsi always need correction in order to be perfect from any mistakes. Therefore, the criticism and suggestions will be highly appreciated.

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Stated that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Nasrah. *The Implementation of Story Map Strategy to Improve Students' Writing Skill in Narrative Text at The Second Grade Students of SMAN 3 Pinrang.* (Supervised by Anwar and Abd. Haris Sunubi).

This research was carried out at the second grade students of SMAN 3 Pinrang. The students got some problems in writing narrative text. So the writer would like to improve it by implementing story map strategy. A story map is a strategy that can help the students to organize the story characters, events, and setting in writing narrative text. The aim of this research was to find out the implementation of story map strategy able to improve students' writing skill in narrative text at the second grade students of SMAN 3 Pinrang.

The research method used in this research was a quantitative method using pre-experimental design with pre-test and post-test. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether the story map strategy able to improve students' writing skill in narrative text. The subject of this research is XI IPA 2 as a sample in which each class consist of 35 students.

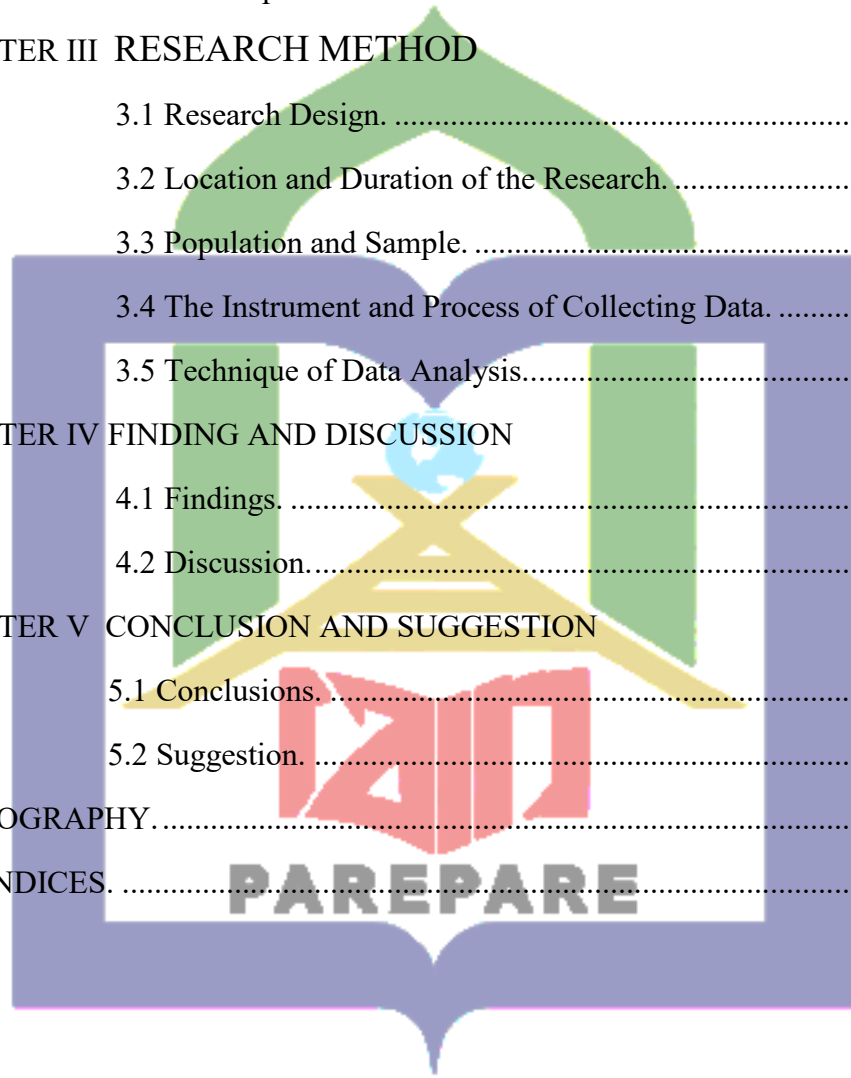
The result of this research was indicated that there was improvement of the students' writing skill in narrative text. It can be seen from the result of the mean score in post-test (14,68) was greater than pre-test (8,57). Even, for the level significant (p) 5% and $df = 34$, and the value of t-table is 1,690, while the value of t-test is 26,7. It means that, the t-test value is greater than t-table ($26,7 > 1,690$). It can be concluded that the students' writing skill in narrative text is significant better after giving treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Writing Skill, Narrative Text, Story Map Strategy.

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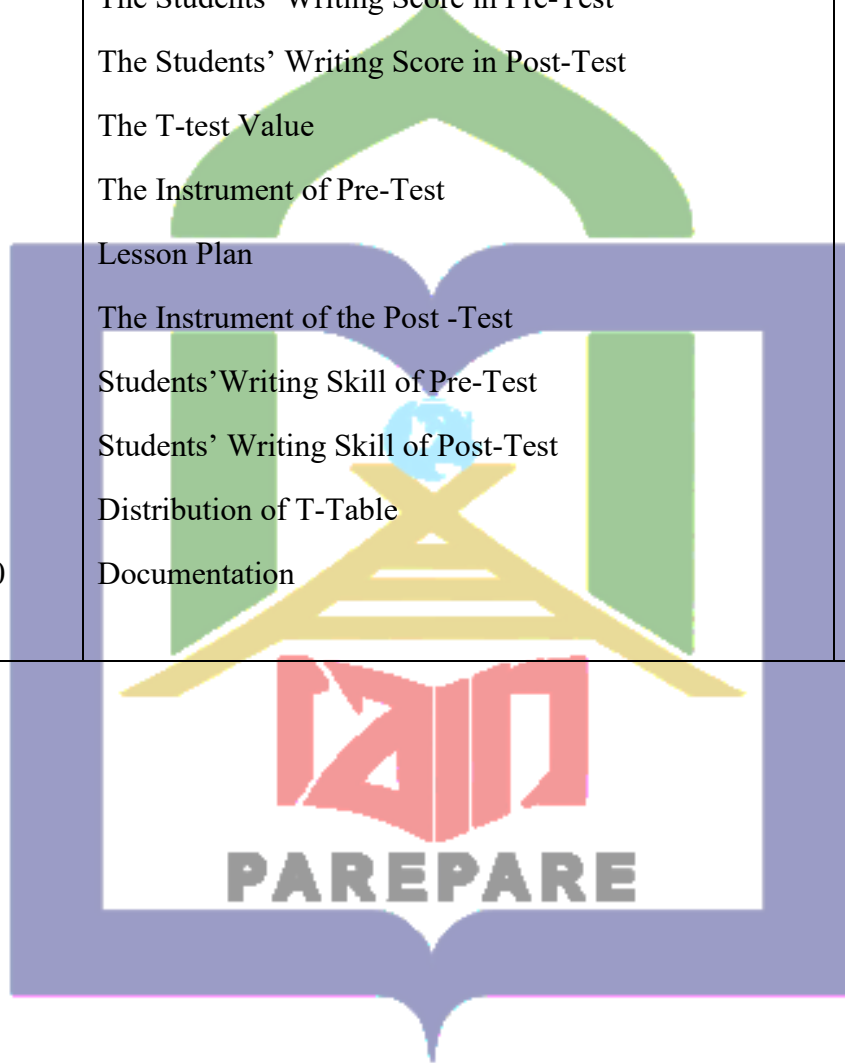
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CHAPTER 1

INTRODUCTION

1.1 Background

Language is a system of communication in speech and writing that people use of a particular country.¹ Language is an effective way to communicate or express the feelings. Therefore, It is maybe confined only to human beings for communication intention.² So, language is a something that important in people life which is used to express people's idea and feeling to interact with the other people. In this world, there are some people able to use some languages. Because, it is very important to know another language. One of the famous languages in this world that people use to communicate is English.

As international language, English is taught in every country all over the world, including an Indonesian people. It is taught in schools, from junior high school to senior high school. This proves that English has been viewed the community as one of the languages that people needed and has an important position in the life of a society.

In teaching English as a foreign language, there are four skills that people use to increase their knowledge of foreign language namely listening, reading, speaking and writing. Writing is one of skill that people use to communicate with the other

¹Oxford University Press, *Oxford Learner's Pocket Dictionary*, Third Edition (Printed in China, 2003), p.247.

²Muhammad Javed, Wu Xiao Juan, and Saima Nazli, "A Study of Students' Assessment in Writing Skill of the English Language," *International Journal of Instruction*, vol.6 no.2 (July 2013), p. 130. <https://googleweblight.com/i?u=https://eric.ed.gov/?id%3DED544075&hl=id-ID>. (Access on February 5th 2018).

people in the society and also to express their ideas, feeling, and opinion in writing form. To mastery in writing the people have to know the process of writing and elements of writing such as vocabulary, grammar, organization, punctuation. So in the writing English subject, the students have to know and understand those elements. To improve students' writing skill in English, they can improve it by using some strategies, planning, evaluating and reviewing stages in their written products.³ A good writing will make the reader understand the meaning of the sentences. To make the reader understand what the writer means, the writer should pay attention to the structure, organization, content, and vocabulary.

In writing, the students learned about the kind of the text. It is a way to practices the students' writing skill. One of the text that the students study is a narrative text which is talking about the past and the structure of the narrative text is simple past tense. In fact, the problems that happened to the students in writing are sometimes when the teacher gives the task for students to write a narrative text some of the students find a difficult when they write a text. Such as they do not know how to begin the text, they do not know how to organize the text, some of them cannot write the word correctly, and always do the mistakes in writing narrative text although they have studied about the structure. If write a narrative text, the students should pay attention in structure so that there is no misunderstanding and mistakes when read it. It is very important for the teacher to understand the problems that make the students do the same mistakes in writing narrative text.

³Sabri Sidekli, "Story Map: How to Improve Writing Skill," *Academic Journal*, vol.8 no. 7 (April 2013),p.290. <https://www.academicjournals.org/journal/ERR/article-full-text-pdf/FCBB1624610>. (Access on December 12th 2017).

One of strategy able to help the teacher in avoiding the mistakes of the students' writing is Story Map. A story map is a strategy that can help the students to organize the elements of the story. With the help of the story map, students learn the relationship between the sections or elements of the story. The story map includes the illustration of the basic elements of a story. So, story maps provide the key information in narrative texts to be expressed in a visual presentation technique. The use of story map helps the students to get information and organizing of a story after the reading process.

Finally, this strategy is expected to improve the ability of students in mastering the writing. Based on the explanation above, the writer interested in concluding research with the title "The Implementation of Story Map Strategy to Improve Students' Writing in Narrative Text at The Second Grade Students of SMAN 3 Pinrang".

1.2 Problem Statement

In relation to the background above, the problem of research can be stated as follow:

- 1.2.1 How is the students' writing skill in narrative text before implementation story map strategy?
- 1.2.2 How is the students' writing skill in narrative text after implementation story map strategy?
- 1.2.3 Is the implementation of story map strategy able to improve students' writing skill in narrative text?

1.3 The Objective of the Research

The following are the objectives of the research:

- 1.3.1 To know the students' writing skill in narrative text before implementation story map strategy.
- 1.3.2 To know the students' writing skill in narrative text after implementation story map strategy.
- 1.3.3 To find out the implementation of story map strategy able to improve students' writing skill in narrative text.

1.4 The Significance of the Research

The significance of the research is expected to give contributions both theoretical and practical aspect as follows:

1.4.1 Theoretical Aspect

Theoretical of this research is to introduce a story map strategy that can improve writing skills in narrative text. It is also the result of this research is expect to next research which related to story map strategy and writing skill.

1.4.2 Practical Aspect

- 1.4.2.1 For the students, to guide the students to correct the mistakes in writing narrative text by using story map strategy in order to involve themselves in writing process with enthusiasm.
- 1.4.2.2 For the teacher, the research will motivate the teacher to do mini-learning in the class as a guiding for students in writing narrative text.
- 1.4.2.3 For the writer, the research is able to improve the knowledge and experience in teaching with a good strategy for checking the students' writing.

1.4.2.4 For the readers, to give more information about the implementation of story map strategy to improve students' writing in narrative text and to be a reference which is useful for the next researcher.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of some pertinent ideas, The previous Related Finding, Conceptual Framework, and Variable and Operational Definition.

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.1.1 The Concept of Writing

In this, explain about the concept of writing skills as a second variable of this research which has content: the definition of writing, the importance of writing, the writing process, types of writing, and good writing.

2.1.1.1 Definition of Writing

Generally, Writing is something that people needed to share what they have in their mind, to express their idea, opinions, knowledge, experiences, and willingness. And also, one of important thing that be able to help students to improve their skill in writing and the key to be success. Writing not only leads the students to be more competitive when they want to be a success and have a good position for the job but also helps them to think critically.

Writing is a something that complex and sometimes difficult to teach, because in writing not only need mastery in grammatical and rhetorical but writing needs a conceptual and have an element.¹ Besides that, writing can be also said is graphic

¹J. B. Heaton, *Writing English Language Test* (New York: Longman Group UK Limited, 1988), p.135

symbols, any letters or combinations of letters such as making a mark on a surface. But writing is clearly much more than the production of graphic symbols and just a speech is more than the production of sounds.² It means that the symbols or letters have to be arranged according to certain conventions, to form words and words have to be arranged to form sentences.

Writing is a tool of human communication that represent of language and use signs or symbols. In most language, writing is a complement to speech or spoken language. In language system, writing relies on many of the same structure as speech, such as vocabulary, grammar, and semantics with added some signs and symbols. So the result of writing is called *text*, and the recipient of text is called a *reader*.³

Writing helped the students to express their ideas in the written form. So they have to master English Vocabulary and tenses as the main part to express their ideas in writing. In fact, some students got difficulties in writing, such as lack of vocabulary and tenses.⁴ Writing is claimed to be an emotional as mach a cognitive activity. It is effective constituents including emotion, apprehension, and motivation influence all stages of the writing process.⁵ It means that writing required not only the cognitive aspect but also effective aspect that could give an influence for students.

²Donn Byrne, *Teaching Writing Skills, New Edition* (Longman: Longman Group UK Limited, 1988), p. 1.

³"Writing," *Wikipedia the Free Encyclopedia*. <https://en.wikipedia.org/wiki/Writing> (Accessed on February 2nd, 2018).

¹⁰Fitri Nurdianingsih, "Thematic Progression Pattern : A Technique To Improve Students' Writing Skill Viewed From Writing Apprehension," *Journal of Linguistic and English Teaching*. vol.2 no.2(October 2017), p. 238. <https://jurnal.fkip-uwgm.ac.id/index.php/Script/article/download/128/pdf>. (Access on February 2nd 2018).

⁵Muhammad Alnufaie and Michael Grenfell, "EFL Writing Apprehension: The Macro or the Micro," *Journal of Arts and Humanities*, vol.2 no. 3 (April 2013), p. 79. <https://googleweblight.com/i?u=https://www.theartsjournal.org/index.php/site/article/view/86&grqid=zHtkhTZw&s=1&hl=id-ID>. (Access on February 5th2018).

From some definition above, the writer can conclude that writing is a way to form letters become words and form words become sentences. So students need to master in vocabulary and tenses. And also writing is a complex process to express the ideas. Become a good writing will help someone get information and support their future career.

2.1.1.2 The Important of Writing

Some people never think about the difficulty of the writing process. They just minimize the importance of the writing process because they believe it goes unread. In fact, relative to all other academic activities, writing requires more basic skills than perhaps any other. For example, when the students write a task when they study, they will find some difficulties. Sometimes they difficult to express ideas in their mind into written form especially in writing narrative text.⁶

It is shown that how important the basic of writing and knowledge to produce their ideas in writing. So teaching writing is very important for the students, because through writing they will be able to put or express their ideas in a piece of writing.⁷ To improve writing skill, it is very important to know the importance of demonstrating progress, which are:

1. The writing programmed should continue to provide opportunities for reinforcing language learned orally.

⁶Kukuh Arif Wibowo, "Improving Students' Writing Ability in Narrative Text by Using Chronological 3D Pictures as Media." *Journal English Language Teaching Forum*, vol.2 no.1 (June 2013),p.2.<https://googleweblight.com/i?u=https://journal.unnes.ac.id/sju/index.php/elt/article/view/1555&grqid=6Si9CE5e&s=1&hl=id-ID>. (Access on January 22th 2018)

⁷Yessy Anggraini, Annas Yasin, and Desmawati Radjab, "Improving Students' Writing Skill of Narrative Text Trough Video at Grade XII Ipa 2 of SMAN 2 Bukit Tinggi." *Journal English Languag.Teaching*,vol.2no.2(July2014),p.79.<https://ejournal.unp.ac.id/index.php/elt/article/download/4587/3627>. (Access on December 1st 2017).

2. The writing program should be designed to include a greater range of the resources of the written language.
3. The amount of control over what the learners write should be reduced.
4. The range of communication tasks should be extended.⁸

Actually why writing is very important? Because Writing expresses who you are as a person, Writing helps others give a feedback, Writing helps you refine your ideas when you give others feedback and Writing is an essential job skill.

2.1.1.3 Writing Process

Every writer follows his or her own writing process. Often the process is a routine that comes naturally and is not a step by step guide to which writers refer. Being conscious of your own writing process is especially helpful when you find yourself struggling with a particularly tricky piece. In the writing process, there are some steps that should be known by the students when write an essay. They are pre-writing that can help the students ready to write then try to write their feeling after that revising their writing. Process writing as a classroom activity incorporates four basic writing, they are planning, drafting, revising, editing, and final version.

1. Planning

Planning is seemed as with pre-writing. Pre- Writing is activity in the classroom that convinces the students to write. It is will simulates the students for getting started to write. So, when the students want to write they have to make a

⁸Donn Byrne, *Teaching Writing Skills, New Edition* (Longman: Longman Group UK Limited, 1988), p. 48.

planning. First, they need to think and read and then write the content. In planning, students have to remember the purpose of their writing and then they should pay attention to the content structure.

2. Drafting

After making a planning, the first attempt at writing is drafting. When drafting, the students are focused on the fluency of writing and are not preoccupied with a grammatical accuracy of the draft. Because one dimension of good writing is the writers' ability to visualize the audiences.⁹ The most important thing in drafting is to get words onto a paper. In this process, there is no the time to worry about the spelling, grammar, punctuation or the best wording.¹⁰ When the students want to write, they should think their feeling or idea that has been planned as a guide to writing.

3. Revising

When the students have made a draft, they can think about the revision of the content and organization of their ideas. But, this process is not easy for students to do. Because some students have a limited understanding about what is revision exactly. Sometimes the students lack the patience and frustrating revision process. The reader or editor who gives a comment and suggestions would help the writer in revise their writing. So, the way to avoid that is revising the draft, called editing.

⁹Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 316-317.

¹⁰Kristine Brown and Susan Hood, *Writing Matters Writing Skill and Strategies for Students of English* (Cambridge: Cambridge University Press, 1989), p. 14.

4. Editing

Editing is another aspect of writing and needs to recognize the problems in grammar, syntax, and mechanics. In this process, the writer will revise the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Actually, writing is not problematic in the way of revising, because some of the students are willing to work hard at editing their writing.¹¹

5. Final Version

If the writers have been revising their draft then they make a change they considered to be necessary, they produce the final version. This may look considerably different from both the original plan and the first draft because these things have changed in the editing process. But the writer is ready to send the written text to its intended audience.¹²

2.1.1.4 Types of Writing

Paragraphs and essays can be written in different types or style. A writer will choose a type depending on what the writer to accomplish, what sort of material is to be discussed, and what kind of effect they want to have on the reader. There are four general purposes that lead someone to write a piece and these are known as the four styles or types of writing. The types of writing are:

1. Description

The description is used to tell the reader about the characteristics of a person, place, or thing. The description is explained on five senses such as sight, hearing,

¹¹Jerry G. Gebhard, *Teaching English as a Foreign or Second Language* (United States of America: The University of Michigan, 1996), p. 228-230

¹² Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p.4.

taste, touch, and smell. It may also describe about moods such as happiness, loneliness, or fear.¹³ Description main purpose is to describe. It can be poetic when the author takes the time to be very specific in his or her description.

2. Expository

Expository writing is one of the most common types of writing. When the writer writes an expository style, they will try to do things such as explain a concept, imparting information from themselves to the audience. The authors focus on telling you about a given topic or subject without voicing their personal opinions. So the author just tells about a given subject, such as how to do something.

3. Persuasive

Persuasive writing's main purpose is to convince the audience of a position or belief. Unlike expository writing, persuasive writing contains the opinion the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials.

4. Narrative

The narrative is the form of writing to relate the story of acts or events that happen. The purpose of narrative writing is to tell a story, whether that story is real or imaginary. When the authors write a narrative text, they will try to give constructive and communicate a story, and also complete with characters, conflict, and setting. Narrative writing can also include dialogue.¹⁴

¹³Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing a Rhetorical Reader and Guide* (New York: Bedford/ St. Martin's, 2015), p. 151.

¹⁴Robin Jeffrey, "About Writing Guide." <https://openoregon.pressbooks.pup/aboutwriting/chapter/types-of-writing-styles/>. (Access on January 31st 2018)

2.1.1.5 Indicators of Writing Skill

Jacob in argues state that there are five indicators of writing skill. They are content, organization, vocabulary, language use, and mechanic.

1. Contents

The writer need to pay attention for content, so it will make the reader easy to get information and understand what the writer convey in writing. The contents of writing is about ability to think about creatively and develop thoughts, and also relevant to the topic. So every paragraph or every sentences should relevant and complete because the characteristic of good writing has relevant and complete.

2. Organization

Organization is the ability to develop ideas and make the ideas clearly. On the other hand, it is a way of writer to arrange and organize the ideas or massages in writing. There are many ways in organization writing process included coherence, order of importance, general to specific, specific to general, chronological order and spatial order.

3. Vocabulary

Good writing need the effective used of the words or vocabulary that content of specific and technical writing. The lack of vocabulary make someone fails to compose they are going to say because they fells difficult to choose words. Appropriate vocabulary will help the writers to composes the writing and also make the reader easy to understand the text. The dictionary is very considerable in writing, because vocabulary is one of component of writing to express ideas.

4. Language Use

Language use in writing involved correct language and point of grammar and adequate grammar. The writer has to know how to use modifier and connective so that they add meaning and clarity to their writing.

5. Mechanic

There are three main parts of mechanic in writing they are capitalization, spelling and punctuation. They are important as the way to clarify the meaning in English writing. In English writing, capital letter has two principles. First, they are used to distinguish between particular things. Second, it is used as first word in quotation, a formal statement and proper adjectives

2.1.2 The Concept of Narrative Text

2.1.2.1 Definition of Narrative Text

The students in writing narrative text are to create cohesive and systematic sentences when they write a story. The students use a narrative text as a tool to help them organize their idea and express their experience. From those experiences that students have, they will be easy to tell their story in form of narrative text. And also narrative is one of the most types of any text.

The narration is a story writing. When the students want to write a narrative text, they will write about the events in the order that they happen. In other words, they use time order to organize the sentences.¹⁵ So, in the model narrative paragraph, the writer used time to tell what happened first, what happened next, what happened after that, and soon. Narratives can be also called a graph. The story graph visually

¹⁵Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 24.

explain how the plot develops, showing the high and low action points of the story as it progresses over time.¹⁶

Narration is a storytelling. Through narration, the students make statements clear by relating in detail something that has happened. In the story students tell and present the details in the orders in which they happened.¹⁷ It means that, if the story detail, the reader will be able to see and understand just why the writer felt that way. On the other hand, narrative is a story report of connected events, real or imaginary, presented in a sequence of written or spoken words, or still or moving to imagine. Narrative can be organized in a number of thematic and formal categories which are non-fiction, a fictionalization of historical event, and fiction proper. Narrative not just all about the story or the legend of the story that most of popular have been recognized by the students, but also about the experience. It is one of the kind that can be written as writing narrative type.

From some definition above, the writer can conclude that Narrative text is a story writing taken from act and events or personal experience that using time in order to organize the sentences. And also narrative text as a tool to help them organize their idea and express their experience. Through narration, the students make a statement by relating in detail something that has happened.

¹⁶Susan Dymock, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness." *Journal International Reading Association*, vol. 61 no. 2 (October 2007), p.163. <https://googleweblight.com/i?u=https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/RT.61.2.6&hl=id-ID>. (Access on February 9th 2018).

¹⁷John Langan, *College Writing Skills with Readings Seventh Edition* (New York: McGrawHill, 2008), p. 203.

2.1.2.2 Types of Narrative Text

There are some types of narrative writing which are personal, imaginative and narrative essay.

1. Personal narrative writing

When a person write about himself or his experience that is called a personal narrative writing. In this style, the writer should write about the events and experiences of his life in such a way that can interest for the reader. There is some experience that people can write such as experience when holiday, in school, in a village, in the market, and in the library.

2. Legend

Legend is a narrative of human actions that are perceived by the listener to take a place in human history. Typical of the legends are short, traditional, and historicized narrative perform in a conversational mode. It means that legend as folklore that consists of a narrative that features human actions. There are some examples of legends such as Sangkuriang, The Legend of Tangkuban Perahu, and Malingkundang.

3. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like a human being. It means that fable is a fictional narrative to teach a moral lesson. The examples of fable in narrative text are The Ants and The Grasshopper, The Smartest Parrot, and The Story of Monkey and Crocodile.

4. Fairy Tale

Fairy tale is a type of short narrative that typically features such as folkloric characters as fairies, goblins, elves, trolls, and dwarves. Fairy tale is a story for children involving magical events and imaginary creatures. The examples of a fairy tale in narrative text are Cinderella, Snow White, Pinocchio, and the Beauty and the Beast.¹⁸

2.1.2.3 Generic Structure of Narrative Text

In constructing narrative text, there is some generic structure that should be known. They are orientation, complication, and resolution.

1. Orientation

It is about the opening of the paragraph where and when the story happened and introduces the characters of the story: who and what is involved in the story. In this section to explain to the reader what the story is going to be about. As the opening of the paragraph, it is very important to make an interesting story to make the reader interest to read the story.

2. Complication

A series of events in which the main character attempt to solve the problem. In this section tells about the beginning of the problems which leads to the crisis (climax) of the main characters. It means that this is the main body of the story in this part include an event of the story. This part will build the tension and anticipation for the reader.

¹⁸ Study English , “The Types of Narrative Text,” <http://studyenglish.blogspot.co.id/2013/the-types-of-narrative-text.html>. (Access on February 09th2018).

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. It means that in this part contains the ending of characters' problem and conflict. Usually, there are three possible resolutions. First, the story will be ended with a happy ending. Second, the story will be ended by the sad ending. The last, the writer allows the reader to guess the end of the story.¹⁹

2.1.2.4 Example of Narrative Text

The following is the example of narrative text.

The Monkeys and The Cap Seller

Orientation

Once a cap seller was passing through a jungle. He was very tired and needed to rest. Then he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour.

Complication

When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see a monkey sitting on the branches of a tree, each of the monkeys is wearing a cap on its head. They had evidently done it to imitate him he decided to get his caps back by making a humble request to monkeys only made face of him. When he began to make a gesture, the monkeys also imitated him.

¹⁹Aris Munand, " Narrative Text," <http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html>. (Accessed on December 2nd2017).

Resolution

At last, he found a clever idea. ” Monkeys are a great imitator,” he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.²⁰

2.1.3 The Concept of Story Map

2.1.3.1 Definition Story Map

Actually, story map has same names with semantic map, concept map and mind mapping. By using map will easy to make a simple idea, and story map is the strategy that emphasizes the use of maps especially in a story text. Beside that story map will help the students to motivate them in writing. This strategy can effective as prewriting stage of the writing process. Story Mapping guides the students to pay attention to the important elements of stories using a specific structure. Story map provides a visual-spatial display for key information in narrative text, this map has a function to push the students to identify story elements and provide space for them to record the information.²¹ By identify story characters, plot, setting, problem, and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits. Story maps will be effective in the planning of stories that will be written in story

²⁰“Narrative Text with Generic Structure,” Free English Course Info, <https://freenglishcourse.info/narrative-text-contoh-generic-structure/> (Access on March 1st 2018).

²¹Tori Boulineau, *et al.*, eds., ”Use Of Story-Mapping To Increase The Story-Grammar Text Comprehension Of Elementary Students With Learning Disabilities,” *Learning Disability Quarterly*, vol. 27, 2004, p. 106. <https://files.eric.ed.gov/fulltext/EJ705453.pdf>. (Access on January 30th 2018).

writing studies. At the same time, story maps will be effective in the analysis of the students' story by their own word.²²

Abnian and Burke et al in Yuliana's journal state that story mapping is a strategy could be used to increase the students' ability in writing by enabling them to visualize story characters, events, and setting. Beside that story map is the key to get information in the narrative text. In writing narrative text, story map can help the writers to develop their writing skill in the imaginative story or telling their experience and they can easily manage their ideas as the writers.²³

From some definition above, the writer can conclude that story map is a strategy that can help the students organize and write the elements of the story especially in narrative text and also the key to get information and can attract the student to focus on writing narrative text.

2.1.3.2 The Important of Story Map

A story map is very important when the student write a something, especially in narrative text. Because using the story map strategy students will be able to understand the structure of the story. A graphic organizer will help students understand the elements of the story which is used to identify characters, plot, setting, conflict, and solution. Story map also involves describing the system as a list of features that provide a sequential story of requirements in a user-centric way.

²²Sabri Sidekli, "Story Map: How to Improve Writing Skill," *Academic Journal*, vol.8 no. 7 (April 2013),p.290. <https://www.academicjournals.org/journal/ERR/article-full-text-pdf/FCBB1624610>. (Access on December 12th 2017).

²³Yuliana, "Story Mapping in Teaching Writing Narrative Text. "*International Journal of English Language and Teaching*, vol. 1 no.1 (September 2017), p.9. <https://googleweblight.com/i?u=https://onlinejournal.unja.ac.id/index.php/IJoLTE/article/view/4588&grqid=mNsf9H-E&s=1&hl=id-ID>. (Access on December 1st 2017).

And also why the story map is very important when students write the story because story map can improve students' writing and can provide students with a framework for identifying the elements of the story, and will help students of varying abilities information and ideas efficiently. Beside that this strategy important for the students because story map has benefit for the students such as story map can be used with the entire class, small groups, or for individual work. This strategy helps the students examine the different component of a story. Story Maps can be used with both fiction (i.e., defining characters; events) and nonfiction (i.e., main ideas; details). The use of Story Maps as a comprehension strategy can be beneficial for all students and are especially helpful for students needing the additional support of a graphic organizer.²⁴

2.1.3.3 The Procedures of Story Mapping

These are some instructions that have to be followed in writing narrative text by using story mapping. The general procedures are used to prepare a basic story map includes the following steps.

1. Eliciting students' current procedures and strategies for planning before writing. Write a list of ideas on the board.
2. Explaining the process of writing; planning, drafting, revising, and final version. Tell the students that they are going to focus on planning and that you are going to share another strategy with them to help them plan their writing.
3. Introducing the story mapping to the student as a graphic organizer for planning to write.

²⁴Adlit, "Classroom Strategies Story Maps," <http://www.adlit.org/strategies/22736/> (Access on March 1st 2018).

4. Giving the strategy by partially completing a story mapping in the picture for your own story.
5. Having students complete a story mapping for their folk tale. Students may work in groups to share ideas and help each other. When students are finished, have pairs exchange their story maps and check that they are complete.
6. Having students begin write their stories. Remain them to use story mapping to guide them as they write.

Those are simple procedures in writing using story mapping which could be applied in the classroom. It is used as a framework of outlines for story writing.²⁵

2.1.3.4 The Benefits of Story Map Strategy

The story map strategy can be used to develop the students' writing skill in narrative text to visualize story characters, events, and setting. And also the strategy could be use to improve the students awareness that story characters and events are interrelated. The story map question provided by the teacher also can provoke the student's imagination so that they can produce a good text.

Story maps can be used with the entire class, small groups, or for individual work. The use of story maps as a comprehension strategy can be beneficial for all students and are especially helpful for students needing the additional support of a graphic organizer. As one of the graphic organizer story mappings may share the benefits of story map strategy as follow:

²⁵Anna Uhl Chamot, *et al.*, eds., *The Learning Strategies Hand Book* (New York: Longman, 1999), p. 217.

1. These organizers are a way to convince the students to think about the information, with graphic organizer students will remove the words and focus on the connection.
2. A story map is a tool for activities that ask the students to review the concepts and show their understanding.
3. Will help the students clarify their opinion.
4. It's easy to edit, revise, and quickly add to a visual map.
5. Can be used as a nice planning tool for information identification to product development.²⁶

2.2 Previous Research Finding

In constructing this research the writer was considering some previous finding to support the writer's proposal, especially in writing.

Sri Rahayu (2017) in her research "The Impact of Corrective Feedback Type of Students' Writing Skill in Narrative Text at the Second Grade of MTs DDI Lil-Banat Parepare" concluded that the design in this research was pre-experimental with pre-test and post-test design. It aimed to know whether the corrective feedback type especially oral metalinguistic feedback can improve the students' writing skill in narrative text. The result of this research was indicated that there was an improvement of the students' skill in writing narrative text. It was indicated by the students' mean score of post-test (77,3) was greater than pre-test (43). Even for, the level significant (p) 5% and $df = 14$, and the value of the table is 1,761, while the value of the t-test is 6,76. It means that the t-test value is greater than t-table ($6,76 \geq$

²⁶Lailatul Hikmah, "Using Story Mapping to Improve Reading Narrative for Junior High School," *Lingua Scientia Jurnal Bahasa*, vol 4 no.1, (Juni 2012), p. 50.

1,761). Thus, it can be concluded that the students' writing skills in narrative text are significant better after getting the treatment.²⁷

Ara Imanda Putri (2010) in her research "The Implementation of Story Map Strategy to Increasing Students' Reading Comprehension", conclude that this research was aimed to explore the implementation of story map strategy to foster the students' reading comprehension achievement at the second grade of SMPN 2 Trimurjo. This research was classroom action research. The data were obtained from the pre-test, post-test, observation, and questionnaires. The samples of this study were 25 students of SMPN 2 Trimurjo from the class VIII B. The data were analyzed using the descriptive analysis. The result of this research showed that the students who achieved the target of minimum score were 88% at the cycle II. The results of the observation showed that 84% students were actively engaged in reading class after the implementation of story mapping strategy. This suggests that the implementation of story mapping strategy in reading helps the students to improve their comprehension achievement.²⁸

Dewi Awaliah (2014) "The Effectiveness of Picture Series Towards Students' Writing Skill in Narrative Text at The Eleventh Grade Of SMAN 4 Depok". The purpose of this research was to find empirical data regarding whether the picture series is effective against the students' writing skills in narrative text. The method used in this research is a quantitative method. The design of this research was quasi-experimental. Researchers use design quasi-experimental to see the effectiveness of

²⁷Sri Rahayu, "The Impact of Corrective feedback Type of Students' Writing Skills in Narrative Text at The Second Grade of MTs DDI Lil-Banat (Unpublished Skripsi: English Department, 2017), p. x.

²⁸Ara Imanda Putri, "The Implementation of Story Mapping Strategy in Increasing Students' Reading Comprehension (Published Skripsi: English Department, 2107), p. x.

the picture series toward students' writing skill in narrative text. Based on the test criteria, the results show that there is a significant difference between the students' ability to write narrative text use picture series with students' ability to write narrative text without using picture series. The result of calculation showed that in the significance degree of 5%, the value of t-test (t_o) > t-table (t_i) ($5.514 > 1.992$). According to the criteria of the test, the result showed that there is a significant difference between students' writing skill in narrative text by using Pictures series as media and without Pictures series. It means that the Pictures series is effective and applicable at the eleventh grade of SMA N 4 Depok towards students' writing skill in narrative text.²⁹

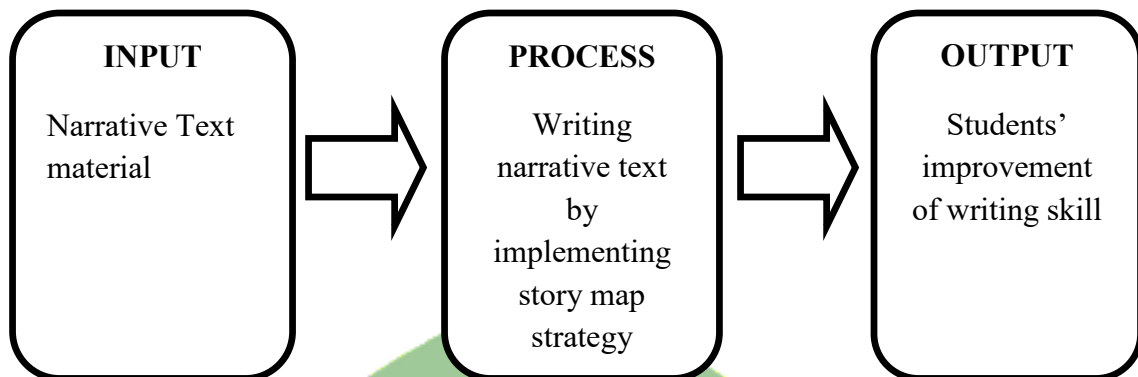
Based on the research finding above that shown of three researchers have been done the research about story map strategy and writing skill. This research will focus on the implementation of story maps strategy to improve students' writing skill in narrative text.

2.3 Conceptual Framework

Sugiyono in his book state that framework is a conceptual model of how the theory relates to a variety of factors that have been identified as an important issue.³⁰ The following is the conceptual framework which is underlying this research:

²⁹Dewi Awaliah," The Effectiveness of Picture Series Towards Students' Writing Skill in Narrative Text at The Eleventh Grade Of SMAN 4 Depok," (Published Skripsi: English Department, 2014), p. iv.

³⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&D* (Cet. 21; Bandung: Alfabeta, 2015), p. 91



There are three components are explained in the following:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning of writing narrative text by using story mapping.
3. Output refers to the students' achievement on writing mastery.

2.4 Hypothesis

In this research, the writer formulates the hypothesis as follows:

- 2.4.1 H_0 (Null Hypothesis): The implementation story map strategy unable to improve the students' writing skill in narrative text.
- 2.4.2 H_a (Alternative Hypothesis): The implementation story map strategy able to improve the students' writing skill in narrative text.

The statistical hypothesis in this research as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

To the hypothesis, the writer used a one-tailed test, with 0,05 level of significance.

If $t\text{-test} > t\text{-table}$ H_a is accepted and H_0 is rejected. It means that the implementation of story map strategy able to improve students' writing skill in narrative text.

If $t\text{-test} < t\text{-table}$, H_0 is accepted and H_a is rejected. It means that implementation of story map strategy unable to improve students' writing skill in narrative text.

2.5 Variable and Operational Definition

2.5.1 Variable

There are two variables involved in this research, the dependent variable and the independent variable, which are the independent variable is the story map and the dependent variable is the students' writing skill in narrative text.

2.5.2 Operational Definition of Variable

2.5.4.1 A story map is one of strategy will use the writer in teaching and doing activities in the class room. Story map strategy is a strategy that will help the students' to organize the story characters, events, and setting before write the story by their own word.

2.5.4.2 The students' writing skill in narrative text is the result and the successfulness as well as progress of students' writing in narrative text that use some aspect to measure the students' writing skill in narrative text..

CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

3.1. Research Design

The design of this research was a pre-experimental with pre-test and post-test design. The students did the pre-test, then got the treatment and then students did the post-test. It aimed to know whether the story map can improve the students' writing in narrative text. The following is the formula:

$$R = O_1 - X - O_2$$

Where: R : Random

O1: Pre-test

X : Treatment

O2: Post-test¹

3.2. Location and Duration of the Research

The location of the research took a place at SMAN 3 Pinrang. The research used the quantitative research that has several time to collect and analyze data. So, the writer used more than one month for collecting the data.

¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&D* (Cet. 21; Bandung: Alfabeta, 2015), p.111.

3.3. Population and Sample

3.3.1. Population

The population of the research was the second grade students of SMAN 3 pinrang academic year 2017/2018 to make clear the population of this research. It can be seen in the table below:

Table 3.1 The Total of the Second Year Students of SMAN 3 Pinrang in Academic year 2017/2018.

| No | Class | The number of the students | | Total |
|-------|----------|----------------------------|--------|-------|
| | | Male | Female | |
| 1. | XI IPA 1 | 9 | 27 | 36 |
| 2. | XI IPA 2 | 5 | 30 | 35 |
| 3. | XI IPA 3 | 8 | 29 | 37 |
| 4. | XI IPA 4 | 8 | 30 | 38 |
| 5. | XI IPS 1 | 12 | 18 | 30 |
| 6. | XI IPS 2 | 20 | 10 | 30 |
| 7. | XI IPS 3 | 16 | 15 | 31 |
| TOTAL | | 78 | 159 | 237 |

(Data' Source: Documentation of SMAN 3 Pinrang 2017/2018)

3.3.2. Sample

In this research, the writer took the sample from the second grade students of SMAN 3 Pinrang. There was seven classes but the writer used a random sampling technique, so the writer chose XI IPA 2 become a sample. This class consists of 35 students.

3.4.The Instrument and Process of Collecting Data

3.4.1. The Instrument

In collecting of the data, the writer used writing test in narrative text to know the student skill before and after did a treatment.. The pre-test was intended to know the students writing skill in narrative text before giving the treatment by using story map strategy. While the post-test was intended to know the improvement of students' writing in narrative text. In pre-test the writer asked to write about personal experiences in measuring students' writing skill before implementing story map strategy. In post-test the writer gave a theme for the students and write the story by their own word to know the improvement after implementing story map strategy.

3.4.2. The Procedure of Collecting Data

The procedure of collecting data as follows:

3.4.2.1.Pre-test

The students did the pretest before the writer gave a treatment, the writer gave the students pre-test about narrative text with personal narrative text. After giving pre-test the writer checked the students' work to know the student's mistakes in writing narrative text. After that, the writer gave a treatment by using story map.

3.4.2.2.Treatment

After giving a pre-test, the writer gave a treatment to the students in the classroom. The procedure of the treatment that the writer presented and introduce the materials in the class and explained what the students have to do. After that, the writer gave the students activity through visual method.

In the first meeting, the writer gave motivation to the students about the importance of English before giving material. After that, the writer gave materials about narrative text and example consist of generic structure and element of narrative text such as setting, characters, problem, plot, resolution and language future of narrative text and explained about how to make story map strategy from the story. So, the students would not do the mistakes in writing narrative text. After the writer gave an explanation about the material, the writer gave a chance to the students to ask some question about the material. Then the writer answered the questions of the students. The last, the writer closed the meeting, but before that, the writer gave some motivation to the students.

In the second meeting, the writer continued the material about the strategy that could be used to improve their writing that was story map but before that remained to the students' about narrative text that the writer has explained. After the writer gave an explanation about how to create a story map, the writer gave a chance to the students to ask some question about the material. And then the writer answered the questions of the students. After that, the writer divided the students into some group and gave them some irregular verbs and regular verbs. The writer gave some theme about the story, after that the students tried to write and organize the narrative text by using story mapping before writing the story in their own word. After the students did the test, the writer asked the students to present what they already to write in front of the other groups. Then the other groups and the writer gave correction about their writing. And then the students directly know their error in writing narrative text.

In the third meeting, the writer explained and gave some types or theme of the narrative text and gave an example of the story map. After that students had to pay attention and read carefully to the text. Then the students wrote and organized the story characters, events, and setting by using the story map on the paper. After that, the students wrote again the story in their own word and they presented in front of their friends. Then the other student would give correction about the writing. After all of the students presented their writing the writer would give correction so the students would understand and know their mistake in writing narrative text. The last, the writer close the meeting, but before that the writer would give some motivation to the students.

3.4.2.3. Post-test

After giving the treatment, the writer gave the students post-test to find out the students' improvement in writing narrative text.

3.5. The Technique of Data Analysis

The data was collected through the test that had been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

3.5.1. Classifying the Students' Score into the Following Criteria.

Table 3.2: The Classification of Students' Score in Writing Skill

| No. | Aspects | Criteria | Scores |
|-----|---------|--|-------------------------------------|
| 1. | Content | <ul style="list-style-type: none"> • Relevant to the topic. • Mostly relevant to the topic but lacks detail. • Inadequate development of the topic. • Not relevant to the topic. | <p>4</p> <p>3</p> <p>2</p> <p>1</p> |

| | | | |
|----|--------------|---|------------------|
| 2. | Organization | <ul style="list-style-type: none"> • Ideas clearly stated and supported, well organized (generic structure), cohesive. • Loosely organized but main ideas stand out, not well organized (generic structure). • Ideas confused or even no main ideas, bad organization (generic structure). • Does not communicate, no organization (generic structure). | 4 3 2 1 |
| 3. | Vocabulary | <ul style="list-style-type: none"> • Effective word/idiom choice and usage. • Occasional errors of word/idiom form, choice, and usage. • Frequent errors of word/idiom form, choice, and usage. • Little knowledge of English vocabulary, idioms, and word form. | 4 3 2 1 |
| 4. | Language Use | <ul style="list-style-type: none"> • Few errors of agreement, tense, number, word order, articles, pronouns or prepositions. • Several errors of agreement, tense, number, word order, articles, pronouns or prepositions. • Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition. • Dominated by errors. | 4 3 2 1 |
| 5. | Mechanics | <ul style="list-style-type: none"> • Few errors of spelling, punctuation, capitalization and paragraphing. • Occasional errors of spelling, punctuation, capitalization, and paragraphing. • Frequent errors of spelling, punctuation, capitalization and paragraphing. • Dominated by errors. | 4 3 2 1 |

Adapted from Jacob et al.'s (1981)

3.5.2. Scoring the Students' Writing of Pre-Test and Post-Test.

$$\text{Score} = \frac{\text{Students' correct}}{\text{Max Score}} \times 100$$

3.5.3 The Classification of Students' Score in the following criteria as in the table below:

Table 3.3 Classification Students' Score

| No. | Classification | Score |
|-----|----------------|--------|
| 1. | Very Good | 80-100 |
| 2. | Good | 66-79 |
| 3. | Fair | 56-65 |
| 4. | Poor | 40-55 |
| 5. | Very poor | ≤39 |

Based on Suharsimi Arikunto's statements that the student who got 80 – 100 scores, they would be in very good position, the students who got 66 – 79 scores, they would be in good position, the students who got 56-65 scores, they would be in fair position, while the students who got 40-55 scores, they would be in poor position and the student would be in very poor position if they got ≤ 39 scores.²

3.5.4 Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

² Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 245.

Where:

P = percentage

F = frequency

N = total of number of sample.³

3.5.5 Finding out the mean score by using the following formula:

$$\bar{X} = \frac{\sum xi}{n}$$

Where:

X = Mean score

$\sum X$ = Total Score

N = The total number of students⁴

3.5.6 Find out standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

Where:

SD = standard deviation

$\sum X^2$ = The sum of score

³Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

⁴Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2015), p. 137.

$(\sum X)^2$ = The square of the sum of score

N = The total number of subject⁵

3.5.7 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁶



⁵L. R. Gay. *Educational Research: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Merrill Publishing, 1981), p. 298.

⁶L. R. Gay. *Educational Research: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Merrill Publishing, 1981), p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The finding of the research covers the description of the result of the data collected through a test that can be discussed in the section below.

4.1 Findings

The findings of this research consist of the classification students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the writer gave a test that was given twice. A pre-test was given before treatment to know the students' writing skills in narrative text before doing the treatment, while post-test was given after treatment to know the students' writing skills after giving treatment and the result of the post-test of this research can answer the third question of this research that aims to find out the implementation of story map strategy able to improve students' writing skill in narrative text at the second grade students of SMAN 3 Pinrang.

4.1.1 Students' Writing Skills in Narrative Text of SMAN 3 Pinrang.

This part presents the result of data analysis about students' writing skill in narrative text of SMAN 3 Pinrang:

4.1.1.1 The Students' Score in Pre-Test

The pre-test had done before implementing story map strategy, the writer found out the result of the students' writing skill in pre-test based on the aspect of

writing which are content, organization, vocabulary, language use, and mechanics before giving treatment through story map which was analyzed and resulted in the information as shown in the following table:

Table 4.1 The Total' Score in Pre-Test Based on Aspects of Writing

| No | Students | Aspects | | | | | Total |
|----|----------|---------|---|---|---|---|-------|
| | | C | O | V | L | M | |
| 1 | S1 | 1 | 1 | 1 | 1 | 1 | 5 |
| 2 | S2 | 2 | 2 | 3 | 2 | 1 | 10 |
| 3 | S3 | 3 | 3 | 2 | 1 | 3 | 12 |
| 4 | S4 | 2 | 1 | 2 | 1 | 1 | 7 |
| 5 | S5 | 1 | 1 | 2 | 2 | 1 | 7 |
| 6 | S6 | 2 | 3 | 3 | 2 | 2 | 12 |
| 7 | S7 | 1 | 1 | 2 | 1 | 1 | 6 |
| 8 | S8 | 3 | 1 | 2 | 2 | 2 | 10 |
| 9 | S9 | 1 | 1 | 1 | 1 | 1 | 5 |
| 10 | S10 | 1 | 1 | 1 | 1 | 1 | 5 |
| 11 | S11 | 4 | 3 | 3 | 2 | 3 | 15 |
| 12 | S12 | 4 | 3 | 2 | 3 | 3 | 15 |
| 13 | S13 | 2 | 3 | 2 | 2 | 2 | 11 |
| 14 | S14 | 1 | 1 | 1 | 1 | 1 | 5 |
| 15 | S15 | 2 | 3 | 1 | 1 | 1 | 8 |
| 16 | S16 | 1 | 1 | 1 | 2 | 1 | 6 |
| 17 | S17 | 2 | 1 | 2 | 2 | 1 | 8 |
| 18 | S18 | 2 | 1 | 2 | 2 | 1 | 8 |
| 19 | S19 | 2 | 1 | 1 | 1 | 1 | 6 |
| 20 | S20 | 2 | 3 | 1 | 1 | 1 | 8 |
| 21 | S21 | 3 | 2 | 3 | 2 | 3 | 13 |
| 22 | S22 | 2 | 2 | 2 | 1 | 1 | 8 |
| 23 | S23 | 2 | 3 | 2 | 2 | 1 | 10 |
| 24 | S24 | 2 | 2 | 3 | 2 | 2 | 11 |

| | | | | | | | |
|-------|-----|---|---|---|---|---|----------------|
| 25 | S25 | 2 | 2 | 2 | 2 | 2 | 10 |
| 26 | S26 | 3 | 2 | 3 | 2 | 2 | 12 |
| 27 | S27 | 1 | 1 | 1 | 1 | 1 | 5 |
| 28 | S28 | 1 | 1 | 1 | 1 | 1 | 5 |
| 29 | S29 | 1 | 1 | 2 | 2 | 2 | 8 |
| 30 | S30 | 1 | 2 | 1 | 1 | 1 | 6 |
| 31 | S31 | 2 | 2 | 1 | 1 | 1 | 7 |
| 32 | S32 | 2 | 2 | 3 | 2 | 2 | 11 |
| 33 | S33 | 1 | 1 | 2 | 1 | 1 | 6 |
| 34 | S34 | 1 | 1 | 1 | 1 | 1 | 5 |
| 35 | S35 | 3 | 2 | 3 | 3 | 2 | 13 |
| Total | | | | | | | $\Sigma = 299$ |

(Data' Source: The Total Score in the Pre-test Based on Aspect of Writing)

Where:

C = Content

O = Organization

V = Vocabulary

L = Language Use

M = Mechanics

After knowing the students score in pre-test based on aspects of writing, the following table is students' score to find out the percentage, the mean score, and the standard deviation.

Table 4.2 The Students' Score in Pre-Test

| No. | Students | Pre-test of the students (X_1) | | |
|-----|----------|------------------------------------|-------|---------|
| | | Max Score | X_1 | X_1^2 |
| 1 | S1 | 20 | 5 | 25 |
| 2 | S2 | 20 | 10 | 100 |
| 3 | S3 | 20 | 12 | 144 |
| 4 | S4 | 20 | 7 | 49 |
| 5 | S5 | 20 | 7 | 49 |
| 6 | S6 | 20 | 12 | 144 |
| 7 | S7 | 20 | 6 | 36 |
| 8 | S8 | 20 | 10 | 100 |
| 9 | S9 | 20 | 5 | 25 |
| 10 | S10 | 20 | 5 | 25 |
| 11 | S11 | 20 | 15 | 225 |
| 12 | S12 | 20 | 15 | 225 |
| 13 | S13 | 20 | 11 | 121 |
| 14 | S14 | 20 | 5 | 25 |
| 15 | S15 | 20 | 8 | 64 |
| 16 | S16 | 20 | 6 | 36 |
| 17 | S17 | 20 | 8 | 64 |
| 18 | S18 | 20 | 8 | 64 |
| 19 | S19 | 20 | 6 | 36 |
| 20 | S20 | 20 | 8 | 64 |
| 21 | S21 | 20 | 13 | 169 |
| 22 | S22 | 20 | 8 | 64 |
| 23 | S23 | 20 | 10 | 100 |
| 24 | S24 | 20 | 11 | 121 |
| 25 | S25 | 20 | 10 | 100 |
| 26 | S26 | 20 | 12 | 144 |

| | | | | |
|----|-----|----|------------------|---------------------|
| 27 | S27 | 20 | 5 | 25 |
| 28 | S28 | 20 | 5 | 25 |
| 29 | S29 | 20 | 8 | 64 |
| 30 | S30 | 20 | 6 | 36 |
| 31 | S31 | 20 | 7 | 49 |
| 32 | S32 | 20 | 11 | 121 |
| 33 | S33 | 20 | 6 | 36 |
| 34 | S34 | 20 | 5 | 25 |
| 35 | S35 | 20 | 13 | 169 |
| | | | $\Sigma X_1=299$ | $\Sigma X_1^2=2869$ |

(Data' Source: The Students Score in the Pre-test)

Based on the table above, showing the result of students' writing score before implementing a treatment by using story map strategy. Total score in pre-test was 299. To make classification students' score based on Suharsimi Arikunto, previously the writer shows the students' score in max score 100.

Table 4.3 The Classification Students' Score in Pre-Test

| No. | Students | Pre-test of the students (X_1) | | |
|-----|----------|------------------------------------|-------|----------------|
| | | Max Score | Score | Classification |
| 1 | S1 | 100 | 25 | Very Poor |
| 2 | S2 | 100 | 50 | Poor |
| 3 | S3 | 100 | 60 | Fair |
| 4 | S4 | 100 | 35 | Very Poor |
| 5 | S5 | 100 | 35 | Very Poor |
| 6 | S6 | 100 | 60 | Fair |
| 7 | S7 | 100 | 30 | Very Poor |
| 8 | S8 | 100 | 50 | Poor |
| 9 | S9 | 100 | 25 | Very Poor |
| 10 | S10 | 100 | 25 | Very Poor |

| | | | | |
|----|-----|-----|------|-----------|
| 11 | S11 | 100 | 75 | Good |
| 12 | S12 | 100 | 75 | Good |
| 13 | S13 | 100 | 55 | Poor |
| 14 | S14 | 100 | 25 | Very Poor |
| 15 | S15 | 100 | 40 | Poor |
| 16 | S16 | 100 | 30 | Very Poor |
| 17 | S17 | 100 | 40 | Poor |
| 18 | S18 | 100 | 40 | Poor |
| 19 | S19 | 100 | 30 | Very Poor |
| 20 | S20 | 100 | 40 | Poor |
| 21 | S21 | 100 | 65 | Fair |
| 22 | S22 | 100 | 40 | Poor |
| 23 | S23 | 100 | 50 | Poor |
| 24 | S24 | 100 | 55 | Poor |
| 25 | S25 | 100 | 50 | Poor |
| 26 | S26 | 100 | 60 | Fair |
| 27 | S27 | 100 | 25 | Very Poor |
| 28 | S28 | 100 | 25 | Very Poor |
| 29 | S29 | 100 | 40 | Poor |
| 30 | S30 | 100 | 30 | Very Poor |
| 31 | S31 | 100 | 35 | Very Poor |
| 32 | S32 | 100 | 55 | Poor |
| 33 | S33 | 100 | 30 | Very Poor |
| 34 | S34 | 100 | 25 | Very Poor |
| 35 | S35 | 100 | 65 | Fair |
| | | | 1495 | |

(Data' Source: The Students Classification Students' Score in the Pre-test)

To know more detail about the percentage of the pre-test based on the classification score, the percentage can be seen at the table below.

Table 4.4 The Rate Percentage of the Frequency of the Pre-Test

| No. | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|------------|
| 1. | Very Good | 80-100 | 0 | 0% |
| 2. | Good | 66-79 | 2 | 5,71% |
| 3. | Fair | 56-65 | 5 | 14,29% |
| 4. | Poor | 40-55 | 13 | 37,14% |
| 5. | Very Poor | ≤39 | 15 | 42,86% |
| Total | | | 35 | 100% |

(Data Source: The Rate Percentage of the Frequency of the Pre-Test)

The data of the table above showed that the rate percentage of pre-test there were two students (5,71%) got good score, five students (14,29%) got fair score, thirteen students (37,14%) got poor score, fifteen students (42,86%) got very poor score, and none of the students got very good score. Based on the table above, showed that the rate frequency and percentage of the students' score in writing in narrative text were still low and most of them got very poor score.

The mean score of pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{299}{35}$$

$$X = 8,54$$

So, the mean score (X_1) of pre-test is 8,54

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 8,54. From that analyzing, it could be seen that most of the 35 students' writing skill in narrative text was still low because most of the students got poor and very poor score.

The standard deviation of pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{2869 - \frac{(299)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{2869 - \frac{89401}{35}}{34}}$$

$$SD = \sqrt{\frac{2869 - 2554,31}{34}}$$

$$SD = \sqrt{\frac{314,69}{34}}$$

$$SD = \sqrt{9,25}$$

$$SD = 3,04$$

So, the result of the standard deviation of pre-test is 3,04

After determining the mean score (X_1) of pre-test was 8,54 and standard deviation (SD) of pre-test was 3,04. It could be seen that the students' writing skill in narrative text were in low category.

4.1.1.2 The Students' Score in Post-Test

Meanwhile, the students' score in post-test would be presented in the following table.

Table 4.5 The Total' Score in Post-Test Based on Aspects of Writing

| No | Students | Aspects | | | | | Total |
|----|----------|---------|---|---|---|---|-------|
| | | C | O | V | L | M | |
| 1 | S1 | 3 | 3 | 3 | 3 | 2 | 14 |
| 2 | S2 | 3 | 4 | 3 | 3 | 3 | 16 |
| 3 | S3 | 4 | 3 | 3 | 3 | 4 | 17 |
| 4 | S4 | 3 | 3 | 3 | 3 | 2 | 14 |
| 5 | S5 | 3 | 3 | 3 | 3 | 2 | 14 |
| 6 | S6 | 3 | 4 | 3 | 4 | 3 | 17 |
| 7 | S7 | 3 | 3 | 2 | 2 | 2 | 12 |
| 8 | S8 | 4 | 3 | 3 | 3 | 3 | 16 |
| 9 | S9 | 3 | 3 | 2 | 2 | 2 | 12 |
| 10 | S10 | 3 | 2 | 3 | 2 | 2 | 12 |
| 11 | S11 | 4 | 4 | 4 | 3 | 3 | 18 |
| 12 | S12 | 4 | 4 | 4 | 3 | 4 | 19 |
| 13 | S13 | 4 | 4 | 3 | 3 | 2 | 16 |
| 14 | S14 | 3 | 3 | 2 | 2 | 2 | 12 |
| 15 | S15 | 4 | 4 | 3 | 2 | 2 | 15 |
| 16 | S16 | 3 | 3 | 3 | 3 | 3 | 15 |
| 17 | S17 | 3 | 3 | 3 | 3 | 2 | 14 |
| 18 | S18 | 3 | 3 | 3 | 2 | 2 | 13 |
| 19 | S19 | 3 | 3 | 2 | 2 | 2 | 12 |
| 20 | S20 | 3 | 3 | 3 | 3 | 2 | 14 |
| 21 | S21 | 4 | 3 | 4 | 3 | 3 | 17 |
| 22 | S22 | 3 | 3 | 3 | 3 | 2 | 14 |
| 23 | S23 | 3 | 4 | 3 | 3 | 2 | 15 |

| | | | | | | | |
|--------------|-----|---|---|---|---|---|----------------|
| 24 | S24 | 4 | 3 | 4 | 3 | 3 | 17 |
| 25 | S25 | 3 | 4 | 3 | 4 | 2 | 16 |
| 26 | S26 | 4 | 3 | 4 | 3 | 3 | 17 |
| 27 | S27 | 3 | 2 | 3 | 3 | 2 | 13 |
| 28 | S28 | 3 | 2 | 3 | 2 | 2 | 12 |
| 29 | S29 | 3 | 3 | 3 | 3 | 3 | 15 |
| 30 | S30 | 3 | 3 | 3 | 2 | 2 | 13 |
| 31 | S31 | 3 | 3 | 3 | 2 | 3 | 14 |
| 32 | S32 | 4 | 3 | 3 | 3 | 3 | 16 |
| 33 | S33 | 3 | 3 | 3 | 2 | 2 | 13 |
| 34 | S34 | 3 | 3 | 3 | 2 | 2 | 13 |
| 35 | S35 | 4 | 4 | 3 | 3 | 3 | 17 |
| Total | | | | | | | $\Sigma = 514$ |

(Data' Source: The Total Score in the Post-test)

Where:

C = Content

O = Organization

V = Vocabulary

L = Language Use

M = Mechanics

After knowing the students' score in post-test based on aspects of writing. The following table are students' score to find out the percentage, the mean score, and the standard deviation.

Table 4. 6 The students' Score in Post-Test

| No. | Students | Post-test of the students (X_1) | | |
|-----|----------|-------------------------------------|-------|---------|
| | | Max Score | X_2 | X_2^2 |
| 1 | S1 | 20 | 14 | 196 |
| 2 | S2 | 20 | 16 | 256 |
| 3 | S3 | 20 | 17 | 289 |
| 4 | S4 | 20 | 14 | 196 |
| 5 | S5 | 20 | 14 | 196 |
| 6 | S6 | 20 | 17 | 289 |
| 7 | S7 | 20 | 12 | 144 |
| 8 | S8 | 20 | 16 | 256 |
| 9 | S9 | 20 | 12 | 144 |
| 10 | S10 | 20 | 12 | 144 |
| 11 | S11 | 20 | 18 | 324 |
| 12 | S12 | 20 | 19 | 361 |
| 13 | S13 | 20 | 16 | 256 |
| 14 | S14 | 20 | 12 | 144 |
| 15 | S15 | 20 | 15 | 225 |
| 16 | S16 | 20 | 15 | 225 |
| 17 | S17 | 20 | 14 | 196 |
| 18 | S18 | 20 | 13 | 169 |
| 19 | S19 | 20 | 12 | 144 |
| 20 | S20 | 20 | 14 | 196 |
| 21 | S21 | 20 | 17 | 289 |
| 22 | S22 | 20 | 14 | 196 |
| 23 | S23 | 20 | 15 | 225 |
| 24 | S24 | 20 | 17 | 289 |
| 25 | S25 | 20 | 16 | 256 |
| 26 | S26 | 20 | 17 | 289 |

| | | | | |
|----|-----|----|--------------------|-----------------------|
| 27 | S27 | 20 | 13 | 169 |
| 28 | S28 | 20 | 12 | 144 |
| 29 | S29 | 20 | 15 | 225 |
| 30 | S30 | 20 | 13 | 169 |
| 31 | S31 | 20 | 14 | 196 |
| 32 | S32 | 20 | 16 | 256 |
| 33 | S33 | 20 | 13 | 169 |
| 34 | S34 | 20 | 13 | 169 |
| 35 | S35 | 20 | 17 | 289 |
| | | | $\Sigma X_2 = 514$ | $\Sigma X_2^2 = 7680$ |

(Data' Source: The Students Score in the Post-test)

Based on the table above, showing the result of students' writing score before implementing a treatment by using story map strategy. Total score in pre-test was 514. To make the students' classification score based on Suharsimi Arikunto, previously the writer shows the students' score in max score 100.

Table 4.7 The Students' Classification Score in Post-Test

| No. | Students | Post-test of the students (X_1) | | |
|-----|----------|-------------------------------------|-------|----------------|
| | | Max Score | Score | Classification |
| 1 | S1 | 100 | 70 | Good |
| 2 | S2 | 100 | 80 | Very Good |
| 3 | S3 | 100 | 85 | Very Good |
| 4 | S4 | 100 | 70 | Good |
| 5 | S5 | 100 | 70 | Good |
| 6 | S6 | 100 | 85 | Very Good |
| 7 | S7 | 100 | 60 | Fair |
| 8 | S8 | 100 | 80 | Very Good |
| 9 | S9 | 100 | 60 | Fair |
| 10 | S10 | 100 | 60 | Fair |

| | | | | |
|----|-----|-----|------|-----------|
| 11 | S11 | 100 | 90 | Very Good |
| 12 | S12 | 100 | 95 | Very Good |
| 13 | S13 | 100 | 80 | Very Good |
| 14 | S14 | 100 | 60 | Fair |
| 15 | S15 | 100 | 75 | Good |
| 16 | S16 | 100 | 75 | Good |
| 17 | S17 | 100 | 70 | Good |
| 18 | S18 | 100 | 65 | Fair |
| 19 | S19 | 100 | 60 | Fair |
| 20 | S20 | 100 | 70 | Good |
| 21 | S21 | 100 | 85 | Very Good |
| 22 | S22 | 100 | 70 | Good |
| 23 | S23 | 100 | 75 | Good |
| 24 | S24 | 100 | 85 | Very Good |
| 25 | S25 | 100 | 80 | Very Good |
| 26 | S26 | 100 | 85 | Very Good |
| 27 | S27 | 100 | 65 | Fair |
| 28 | S28 | 100 | 60 | Fair |
| 29 | S29 | 100 | 75 | Good |
| 30 | S30 | 100 | 65 | Fair |
| 31 | S31 | 100 | 70 | Good |
| 32 | S32 | 100 | 80 | Very Good |
| 33 | S33 | 100 | 65 | Fair |
| 34 | S34 | 100 | 65 | Fair |
| 35 | S35 | 100 | 85 | Very Good |
| | | | 2570 | |

(Data' Source: The Students Classification Score in the Pre-test)

To know more detail about the percentage of the pre-test based on the classification score, the percentage can be seen at the table below.

Table 4.8 The Rate Percentage of the Frequency of the Post-Test

| No. | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|------------|
| 1. | Very Good | 80-100 | 13 | 37,14% |
| 2. | Good | 66-79 | 11 | 31,42% |
| 3. | Fair | 56-65 | 11 | 31,42% |
| 4. | Poor | 40-55 | 0 | 0% |
| 5. | Very Poor | ≤39 | 0 | 0% |
| Total | | | 35 | 100% |

(Data Source: The Rate Percentage of the Frequency of the Post-Test)

The data of the table above showed that the rate percentage of pre-test there were thirteen students (37,14%) got very good score, eleven students (31,42%) got good score, eleven students (31,42%) got fair score, and none of the students got poor and very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in writing in narrative text was higher than the percentage in pre-test. The score also can be described in the chart as follow:

The mean score of post-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{514}{35}$$

$$x = 14,68$$

So, the mean score (X_2) of post-test is 14,68

Base on the result of the post-test. The data showed that the mean score of the post-test was 14,68 From that analyzing, it could be seen that almost of the 35 students' writing skill was very good, good, and fair score.

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{7680 - \frac{(514)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{7680 - \frac{264196}{35}}{34}}$$

$$SD = \sqrt{\frac{7680 - 7548,46}{34}}$$

$$SD = \sqrt{\frac{131,54}{34}}$$

$$SD = \sqrt{3,87}$$

$$SD = 1,97$$

So, the result of the standard deviation of post-test is 1,97

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.9 The Mean Score and Standard Deviation of Pre-Test and Post-Test

| Test | Mean Score | Standard Deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test | 8,54 | 3,04 |
| Post-test | 14,68 | 1,97 |

(Data' source: The Mean Score and Standard Deviation of Pre-Test and Post-Test)

The data in the table 4.9. Showed that the mean score of pre-test was 8,54 (X_1) while the mean score of the post-test increased 14,68 (X_2). The standard deviation of pre-test was 3,04 while the standard deviation of post-test was 1,97.

As the result of this item was the mean score of the post-test was greater than the mean score in the pre-test. It means that the students' writing skill had improvement after implementing story map strategy.

4.1.2 The Implementation of Story Map is able to Improve the Students' Writing Skill in Narrative Text at the Second Grade Students of SMAN 3 Pinrang

This part discusses the result of data analysis about the implementation of story map strategy is able to improve students' writing skill in narrative text at the second grade students of SMAN 3 Pinrang.

4.1.2.1 The T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.10 The Worksheet of the Calculation the Score in Pre-Test and Post-Test of the Students' Writing Skill in Narrative Text

| NO. | X_1 | X_2 | $(X_1)^2$ | $(X_2)^2$ | $D(X_2-X_1)$ | $D(X_2-X_1)^2$ |
|-----|-------|-------|-----------|-----------|--------------|----------------|
| 1 | 5 | 14 | 25 | 196 | 9 | 81 |
| 2 | 10 | 16 | 100 | 256 | 6 | 36 |
| 3 | 12 | 17 | 144 | 289 | 5 | 25 |
| 4 | 7 | 14 | 49 | 196 | 7 | 49 |
| 5 | 7 | 14 | 49 | 196 | 7 | 49 |
| 6 | 12 | 17 | 144 | 289 | 5 | 25 |
| 7 | 6 | 12 | 36 | 144 | 6 | 36 |
| 8.. | 10 | 16 | 100 | 256 | 6 | 36 |
| 9 | 5 | 12 | 25 | 144 | 7 | 49 |
| 10 | 5 | 12 | 25 | 144 | 7 | 49 |
| 11 | 15 | 18 | 225 | 324 | 3 | 9 |
| 12 | 15 | 19 | 225 | 361 | 4 | 16 |
| 13 | 11 | 16 | 121 | 256 | 5 | 25 |
| 14 | 5 | 12 | 25 | 144 | 7 | 49 |
| 15 | 8 | 15 | 64 | 225 | 7 | 49 |
| 16 | 6 | 15 | 36 | 225 | 9 | 81 |
| 17 | 8 | 14 | 64 | 196 | 6 | 36 |
| 18 | 8 | 13 | 64 | 169 | 5 | 25 |
| 19 | 6 | 12 | 36 | 144 | 6 | 36 |
| 20 | 8 | 14 | 64 | 196 | 6 | 36 |
| 21 | 13 | 17 | 169 | 289 | 4 | 16 |
| 22 | 8 | 14 | 64 | 196 | 6 | 36 |
| 23 | 10 | 15 | 100 | 225 | 5 | 25 |
| 24 | 11 | 17 | 121 | 289 | 6 | 36 |
| 25 | 10 | 16 | 100 | 256 | 6 | 36 |
| 26 | 12 | 17 | 144 | 289 | 5 | 25 |
| 27 | 5 | 13 | 25 | 169 | 8 | 64 |

| | | | | | | |
|--------------|------------------|------------------|---------------------|---------------------|----------------|-------------------|
| 28 | 5 | 12 | 25 | 144 | 7 | 49 |
| 29 | 8 | 15 | 64 | 225 | 7 | 49 |
| 30 | 6 | 13 | 36 | 169 | 7 | 49 |
| 31 | 7 | 14 | 49 | 196 | 7 | 49 |
| 32 | 11 | 16 | 121 | 256 | 5 | 25 |
| 33 | 6 | 13 | 36 | 169 | 7 | 49 |
| 34 | 5 | 13 | 25 | 169 | 8 | 64 |
| 35 | 13 | 17 | 169 | 289 | 4 | 16 |
| Total | $\Sigma X_1=299$ | $\Sigma X_2=514$ | $\Sigma X_1^2=2869$ | $\Sigma X_2^2=7680$ | $\Sigma D=215$ | $\Sigma D^2=1385$ |

(Data Source: The Worksheet of the Calculation the Score in Pre-Test and Post-Test of the Students' Writing Skill in Narrative Text)

On the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{215}{35} = 6,14$$

The calculation the t-test value:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{6,14}{\sqrt{\frac{1385 - \frac{(215)^2}{35}}{35(35-1)}}$$

$$t = \frac{6,14}{\sqrt{\frac{1385 - \frac{46225}{35}}{35(34)}}$$

$$t = \frac{6,14}{\sqrt{\frac{1385 - 1320,71}{1.190}}}$$

$$t = \frac{6,14}{\sqrt{\frac{64,29}{1.190}}}$$

$$t = \frac{6,14}{\sqrt{0,05}}$$

$$t = \frac{6,14}{0,23}$$

$$t = 26,7$$

Thus, the t-test value is 26,7

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of the t-test was greater than the t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.11 The Test of Significant

| Variable | T-test | T-table value |
|----------------------|--------|---------------|
| Pre-test – post-test | 26,7 | 1,690 |

(Data' Source: The Test of Significance)

4.1.2.2 The Hypothesis Testing

To find out the degree of freedom (df) the writer used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 35 - 1 \\ &= 34 \end{aligned}$$

For the level, significance (α) 5% and $df = 34$, and the value of the table is 1,690, while the value of the t-test is 26,7. It means that the t-test value is greater than t- table ($26,7 > 1,690$). It can be concluded that the students' writing skill in narrative text is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the implementation of story map strategy able to improve students' writing skill in narrative text.

4.2 Discussion

Writing skill in narrative text is a written form that telling or giving information about the event that happened. In teaching writing skill in narrative text, the students learned about kinds of narrative text such as personal narrative text, fable, legend, and fairy tale and also in narrative text the students have to know the structure and language future of narrative text. So as a teacher should be able to use a good way in order to make the students enthusiastic and interested in writing skill in narrative text. In teaching writing skill in narrative text there is a strategy that can be use the teacher namely story map strategy. Story map strategy is a strategy that could be use to improve the students writing skill by identify the story characters, events, and setting. By using story map strategy the students can improve their writing skill

in narrative text, get more information from the story, the students can organize the story and make them interest to write the story.

In this research, the writer focused on students' writing skill in narrative text and story map strategy as a strategy in teaching writing skill. Because the writer found some problems that happened to the students such as they did not know how to begin write and organize the text, they still lack vocabulary, and always do the mistakes in writing narrative text. The students should be pay attention to the structure of narrative text and have many vocabulary, so they will easy to get information and easy to identify the characters, events, and setting of the story.

4.2.1 The Improvement of Students' Writing Skill in Narrative Text

The result of this research showed that there was improvement of students' writing skill in narrative text by implementing of story map strategy. The writer concludes that the students enjoyed the class and feel ease to write a story by using story map strategy. They could be writing well, because before they write the story by their own word they made story map from the story. The writer used story map strategy to make the students easier to identify the story characters, events, and setting before write narrative text by their own word. So the students could be express their the ideas and opinion in writing. The writer measure the students writing skill by focusing on the aspects of writing which are content, organization, vocabulary, language use, and mechanic. These aspects were a guideline for the writer in scoring the students' writing test. There was an improvement skill after giving the treatment because from the students' score in pre-test was 8,54 and it was very low score then the score of the post-test was 14,68 and it was very high score. It could be seen from the achievement of students in pre-test there were 47% in content, 44% in

organization, 46% in vocabulary, 39% in language use, and 37% in mechanic. While the achievement of students in post-test there were 83% in content, 80% in organization, 76% in vocabulary, 67% in language use, and 61% in mechanic. It means that the students' writing skill had improvement after implementing story map strategy.

From the test finding, the data provided in the classification table based on the aspects of writing. In pre-test there were no one students who got very good score, two students (5,71%) got good score, five students (14,29%) got fair score, thirteen students (37,14%) got poor, and fifteen students (42,86%) got very poor score. While in the post-test thirteen students (37,14%) got very good score, eleven students (31,42%) got good score, and eleven students (31,42%) got fair score. From the result, the writer concluded that the students' writing skill improved from very poor to very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a) the writer used a t-test to calculating the result showed that on the t-test value 26,7 was greater than t-table 1,690 ($26,7 > 1,690$) with a degree of freedom (df) 34. It means that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It was concluded that the implementation of story map strategy able to improve students' writing skill in narrative text at the second grade students of SMAN 3 Pinrang.

Based on the finding above, the writer concluded that the implementation of story map strategy able to improve students' writing skill in narrative text at the second grade students of SMAN 3 Pinrang.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research finding and discussion in the previous chapter, the writer draws the conclusion and some suggestion.

5.1 Conclusions

Writing is one of skill that people use to communicate with the other people in society and also to express their ideas, feeling, and opinion in writing form. To make the reader understand what the writer means, the writer should pay attention to the structure, organization, content, and vocabulary. In writing narrative text there is a strategy that students use to improve their writing namely story map strategy. Story map strategy will guide the students to pay attention and identify the story characters, events, and setting before write a story by their own word. This strategy effective as prewriting of the writing process.

In conducting this research, it was implemented story map strategy to improve students' writing skill in narrative text at the second grade students SMAN 3 Pinrang. The research design of this research is pre-experiment design, the aims of this study is to find out the implementation of story map strategy able to improve students' writing skill in narrative text. Therefore, the writer concluded that there is a significant difference in the students' writing skill before and after treatment. The result of the data analysis, the mean score of pre-test (8,54) and the mean score of post-test (14,68). The standard deviation (3,04) and standard deviation (1,97). Then, the t-test result in which the value of the t-test was 26,7. It was greater than t-table 1,690 at the level significance 0,05 and degree of freedom (df) was 34.

Based on the description of the result above, it can be proved by looking at the mean score of students' writing test in pre-test and post-test. The mean score of pre-test (8,54) was lowest than the mean score of post-test (14,68). Then, the t-test (26,7) was greater than the t-table (1,690). The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the implementation of story map strategy able to improve students' writing skill in narrative text.

5.2 Suggestions

Based on the research, the writer gives some suggestions as follow:

- 5.2.1 In teaching writing skill, the teachers should improve their creativity in teaching writing and the teacher has to know many ways to teach English so that, make the learning process will be running well.
- 5.2.2 It is suggested to the English teacher to use story map strategy in teaching writing in narrative text because it can help the students to organize the story before writing their story.
- 5.2.3 The students should practice writing English text, discussing with the other friends if they have difficulty in writing the text.

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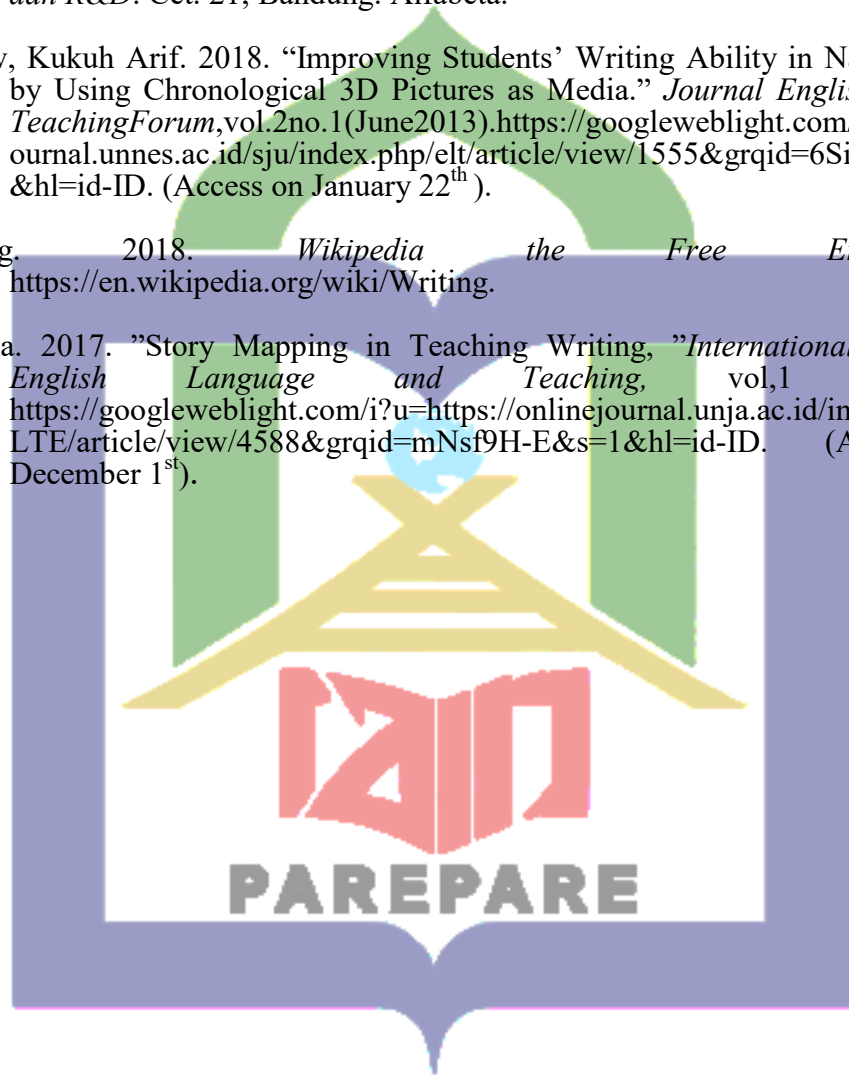
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APPENDICES

Appendix I The students' Writing Score in Pre-test

| No. | Students | Pre-test of the students (X_1) | | |
|-----|----------|------------------------------------|-------|----------------|
| | | Max Score | Score | Classification |
| 1 | S1 | 100 | 25 | Very Poor |
| 2 | S2 | 100 | 50 | Poor |
| 3 | S3 | 100 | 60 | Fair |
| 4 | S4 | 100 | 35 | Very Poor |
| 5 | S5 | 100 | 35 | Very Poor |
| 6 | S6 | 100 | 60 | Fair |
| 7 | S7 | 100 | 30 | Very Poor |
| 8 | S8 | 100 | 50 | Poor |
| 9 | S9 | 100 | 25 | Very Poor |
| 10 | S10 | 100 | 25 | Very Poor |
| 11 | S11 | 100 | 75 | Good |
| 12 | S12 | 100 | 75 | Good |
| 13 | S13 | 100 | 55 | Poor |
| 14 | S14 | 100 | 25 | Very Poor |
| 15 | S15 | 100 | 40 | Poor |
| 16 | S16 | 100 | 30 | Very Poor |
| 17 | S17 | 100 | 40 | Poor |
| 18 | S18 | 100 | 40 | Poor |
| 19 | S19 | 100 | 30 | Very Poor |
| 20 | S20 | 100 | 40 | Poor |
| 21 | S21 | 100 | 65 | Fair |
| 22 | S22 | 100 | 40 | Poor |
| 23 | S23 | 100 | 50 | Poor |
| 24 | S24 | 100 | 55 | Poor |
| 25 | S25 | 100 | 50 | Poor |
| 26 | S26 | 100 | 60 | Fair |
| 27 | S27 | 100 | 25 | Very Poor |

| | | | | |
|----|-----|-----|------|-----------|
| 28 | S28 | 100 | 25 | Very Poor |
| 29 | S29 | 100 | 40 | Poor |
| 30 | S30 | 100 | 30 | Very Poor |
| 31 | S31 | 100 | 35 | Very Poor |
| 32 | S32 | 100 | 55 | Poor |
| 33 | S33 | 100 | 30 | Very Poor |
| 34 | S34 | 100 | 25 | Very Poor |
| 35 | S35 | 100 | 65 | Fair |
| | | | 1495 | |

The Rate Percentage of the Frequency of the Pre-Test

| No. | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|------------|
| 1. | Very Good | 80-100 | 0 | 0% |
| 2. | Good | 66-79 | 2 | 5,71% |
| 3. | Fair | 56-65 | 5 | 14,29% |
| 4. | Poor | 40-55 | 13 | 37,14% |
| 5. | Very Poor | ≤39 | 15 | 42,86% |
| Total | | | 35 | 100% |

The mean score of pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{299}{35}$$

$$x = 8,54$$

So, the mean score (X_1) of pre-test is 8,54

The standard deviation of pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{2869 - \frac{(299)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{2869 - \frac{89401}{35}}{34}}$$

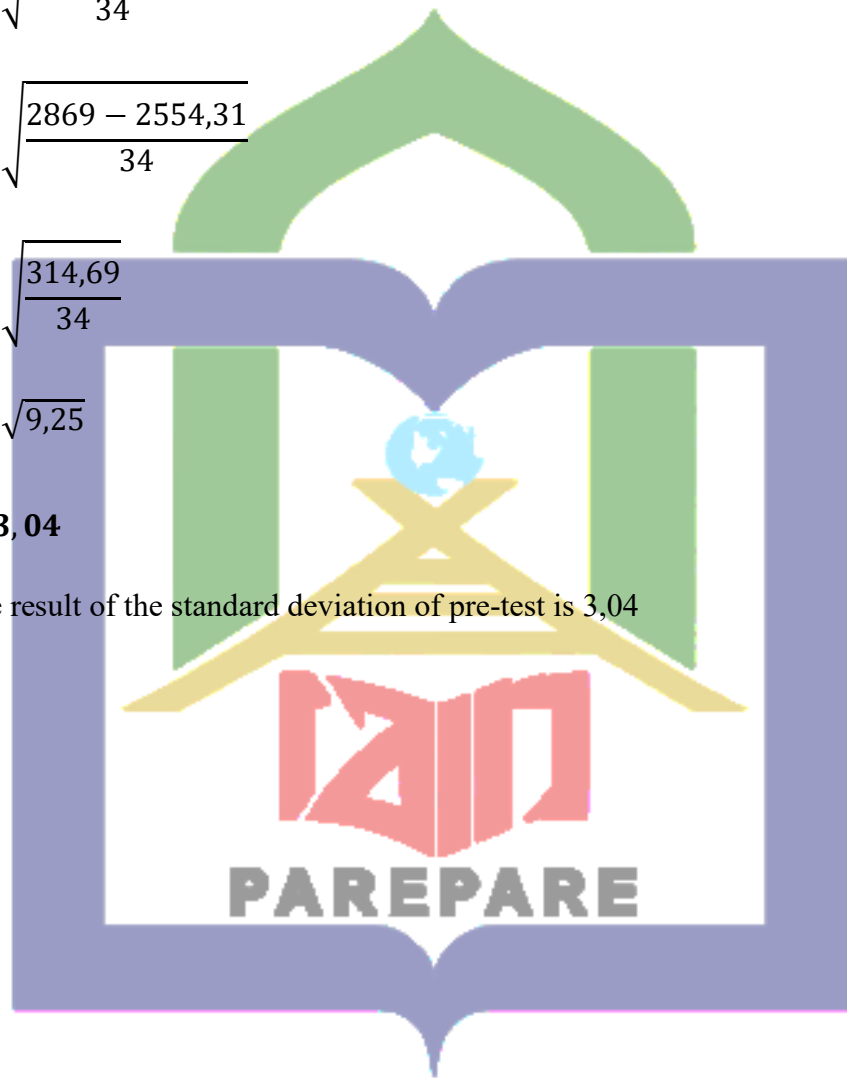
$$SD = \sqrt{\frac{2869 - 2554,31}{34}}$$

$$SD = \sqrt{\frac{314,69}{34}}$$

$$SD = \sqrt{9,25}$$

$$SD = 3,04$$

So, the result of the standard deviation of pre-test is 3,04



Appendix 2 The Students' Score in Post-Test

| No. | Students | Post-test of the students (X ₁) | | |
|-----|----------|---|-------|----------------|
| | | Max Score | Score | Classification |
| 1 | S1 | 100 | 70 | Good |
| 2 | S2 | 100 | 80 | Very Good |
| 3 | S3 | 100 | 85 | Very Good |
| 4 | S4 | 100 | 70 | Good |
| 5 | S5 | 100 | 70 | Good |
| 6 | S6 | 100 | 85 | Very Good |
| 7 | S7 | 100 | 60 | Fair |
| 8 | S8 | 100 | 80 | Very Good |
| 9 | S9 | 100 | 60 | Fair |
| 10 | S10 | 100 | 60 | Fair |
| 11 | S11 | 100 | 90 | Very Good |
| 12 | S12 | 100 | 95 | Very Good |
| 13 | S13 | 100 | 80 | Very Good |
| 14 | S14 | 100 | 60 | Fair |
| 15 | S15 | 100 | 75 | Good |
| 16 | S16 | 100 | 75 | Good |
| 17 | S17 | 100 | 70 | Good |
| 18 | S18 | 100 | 65 | Fair |
| 19 | S19 | 100 | 60 | Fair |
| 20 | S20 | 100 | 70 | Good |
| 21 | S21 | 100 | 85 | Very Good |
| 22 | S22 | 100 | 70 | Good |
| 23 | S23 | 100 | 75 | Good |
| 24 | S24 | 100 | 85 | Very Good |
| 25 | S25 | 100 | 80 | Very Good |
| 26 | S26 | 100 | 85 | Very Good |
| 27 | S27 | 100 | 65 | Fair |

| | | | | |
|----|-----|-----|------|-----------|
| 28 | S28 | 100 | 60 | Fair |
| 29 | S29 | 100 | 75 | Good |
| 30 | S30 | 100 | 65 | Fair |
| 31 | S31 | 100 | 70 | Good |
| 32 | S32 | 100 | 80 | Very Good |
| 33 | S33 | 100 | 65 | Fair |
| 34 | S34 | 100 | 65 | Fair |
| 35 | S35 | 100 | 85 | Very Good |
| | | | 2570 | |

The Rate Percentage of the Frequency of the Post-Test

| No. | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|------------|
| 1. | Very Good | 80-100 | 13 | 37,14% |
| 2. | Good | 66-79 | 11 | 31,42% |
| 3. | Fair | 56-65 | 11 | 31,42% |
| 4. | Poor | 40-55 | 0 | 0% |
| 5. | Very Poor | ≤39 | 0 | 0% |
| Total | | | 35 | 100% |

The mean score of post-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{514}{35}$$

$$x = 14,68$$

So, the mean score (X_2) of post-test is 14,68

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{7680 - \frac{(514)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{7680 - \frac{264196}{35}}{34}}$$

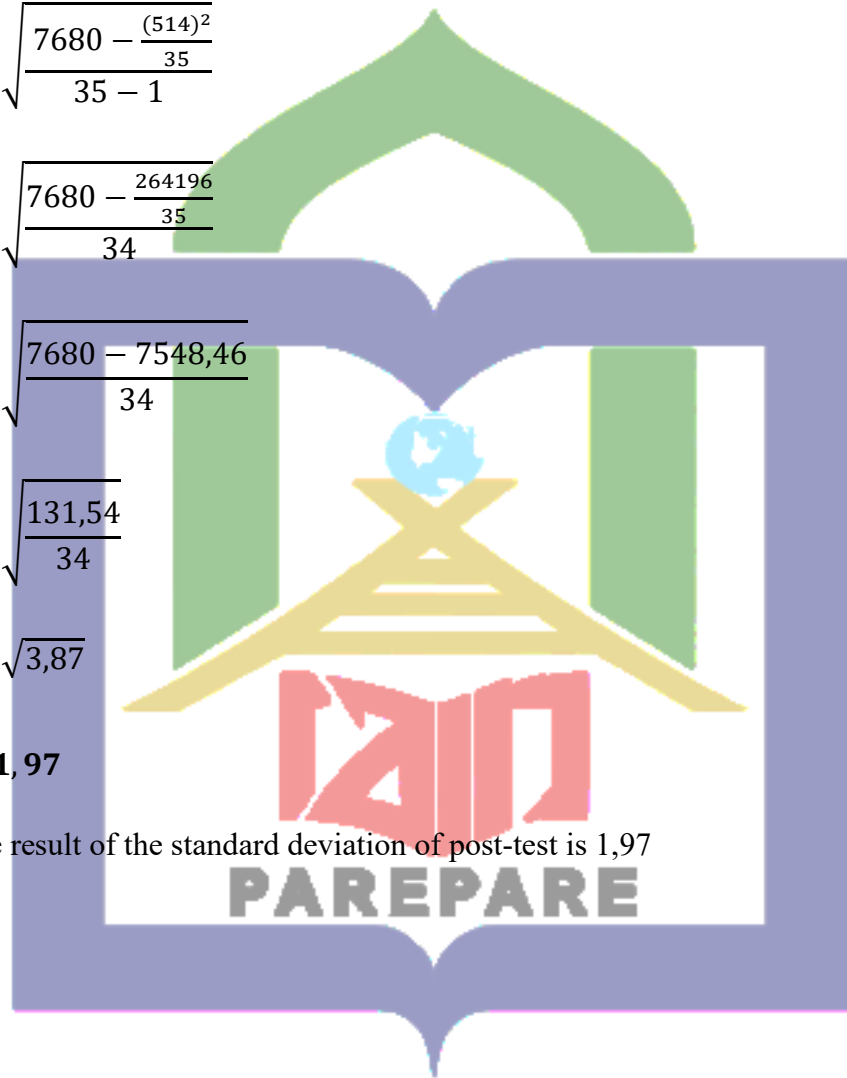
$$SD = \sqrt{\frac{7680 - 7548,46}{34}}$$

$$SD = \sqrt{\frac{131,54}{34}}$$

$$SD = \sqrt{3,87}$$

$$SD = 1,97$$

So, the result of the standard deviation of post-test is 1,97



Appendix 3 The T-test Value

Test of the Students' Writing Skill in Narrative Text

| NO. | X ₁ | X ₂ | (X ₁) ² | (X ₂) ² | D(X ₂ -X ₁) | D(X ₂ -X ₁) ² |
|-----|----------------|----------------|--------------------------------|--------------------------------|------------------------------------|---|
| 1 | 5 | 14 | 25 | 196 | 9 | 81 |
| 2 | 10 | 16 | 100 | 256 | 6 | 36 |
| 3 | 12 | 17 | 144 | 289 | 5 | 25 |
| 4 | 7 | 14 | 49 | 196 | 7 | 49 |
| 5 | 7 | 14 | 49 | 196 | 7 | 49 |
| 6 | 12 | 17 | 144 | 289 | 5 | 25 |
| 7 | 6 | 12 | 36 | 144 | 6 | 36 |
| 8. | 10 | 16 | 100 | 256 | 6 | 36 |
| 9 | 5 | 12 | 25 | 144 | 7 | 49 |
| 10 | 5 | 12 | 25 | 144 | 7 | 49 |
| 11 | 15 | 18 | 225 | 324 | 3 | 9 |
| 12 | 15 | 19 | 225 | 361 | 4 | 16 |
| 13 | 11 | 16 | 121 | 256 | 5 | 25 |
| 14 | 5 | 12 | 25 | 144 | 7 | 49 |
| 15 | 8 | 15 | 64 | 225 | 7 | 49 |
| 16 | 6 | 15 | 36 | 225 | 9 | 81 |
| 17 | 8 | 14 | 64 | 196 | 6 | 36 |
| 18 | 8 | 13 | 64 | 169 | 5 | 25 |
| 19 | 6 | 12 | 36 | 144 | 6 | 36 |
| 20 | 8 | 14 | 64 | 196 | 6 | 36 |
| 21 | 13 | 17 | 169 | 289 | 4 | 16 |
| 22 | 8 | 14 | 64 | 196 | 6 | 36 |
| 23 | 10 | 15 | 100 | 225 | 5 | 25 |
| 24 | 11 | 17 | 121 | 289 | 6 | 36 |
| 25 | 10 | 16 | 100 | 256 | 6 | 36 |
| 26 | 12 | 17 | 144 | 289 | 5 | 25 |
| 27 | 5 | 13 | 25 | 169 | 8 | 64 |

| | | | | | | |
|--------------|------------------|------------------|---------------------|---------------------|----------------|-------------------|
| 28 | 5 | 12 | 25 | 144 | 7 | 49 |
| 29 | 8 | 15 | 64 | 225 | 7 | 49 |
| 30 | 6 | 13 | 36 | 169 | 7 | 49 |
| 31 | 7 | 14 | 49 | 196 | 7 | 49 |
| 32 | 11 | 16 | 121 | 256 | 5 | 25 |
| 33 | 6 | 13 | 36 | 169 | 7 | 49 |
| 34 | 5 | 13 | 25 | 169 | 8 | 64 |
| 35 | 13 | 17 | 169 | 289 | 4 | 16 |
| Total | $\Sigma X_1=299$ | $\Sigma X_2=514$ | $\Sigma X_1^2=2869$ | $\Sigma X_2^2=7680$ | $\Sigma D=215$ | $\Sigma D^2=1385$ |

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{215}{35} = 6,14$$

The calculation the t-test value:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{6,14}{\sqrt{\frac{1385 - \frac{(215)^2}{35}}{35(35-1)}}$$

$$t = \frac{6,14}{\sqrt{\frac{1385 - \frac{46225}{35}}{35(34)}}$$

$$t = \frac{6,14}{\sqrt{\frac{1385 - 1320,71}{1.190}}}$$

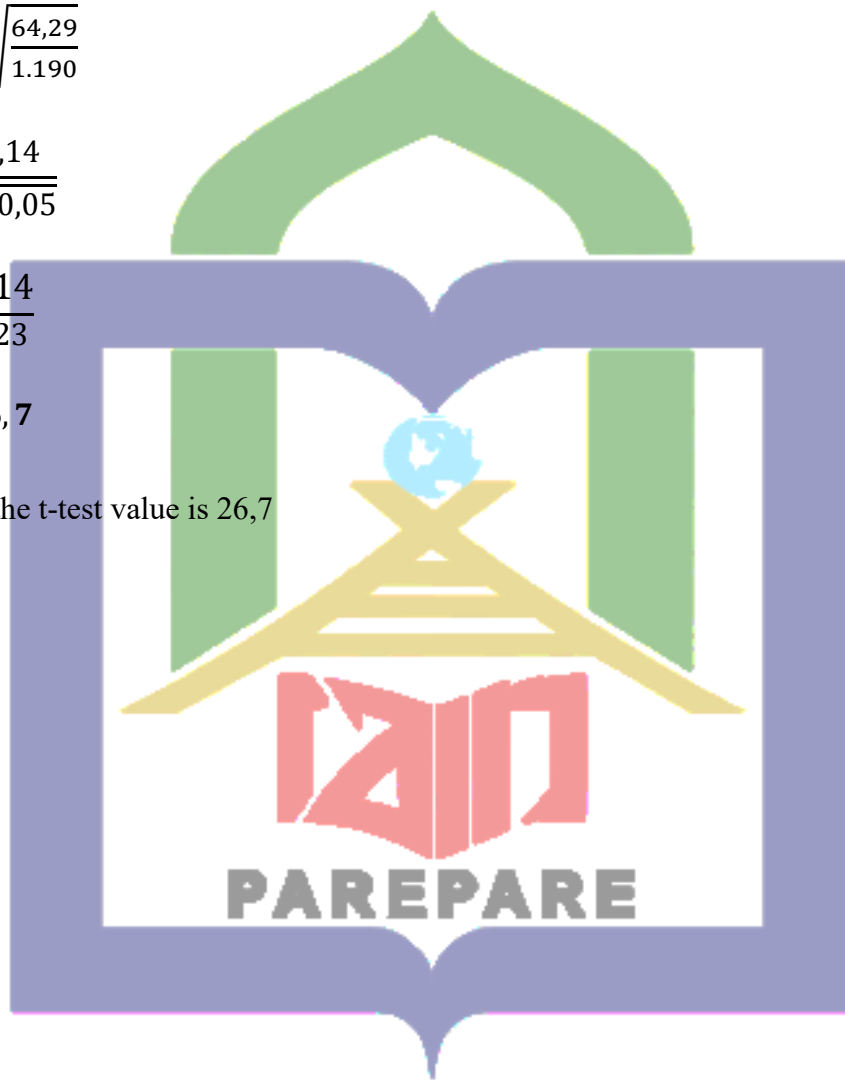
$$t = \frac{6,14}{\sqrt{\frac{64,29}{1.190}}}$$

$$t = \frac{6,14}{\sqrt{0,05}}$$

$$t = \frac{6,14}{0,23}$$

$$t = 26,7$$

Thus, the t-test value is 26,7



Appendix 4 Instrument of Pre-test**Writing Test**

Name:.....

Class:.....

Write a narrative text with personal narrative type (personal experiences)!

Write the story by your own experiences. Use the following clues to help you.

1. Describe where the story take a place and what happen of the story.
2. Create some characters of the story.
3. Crate the story conflict based on your experience.
4. Give the solution of the complicit and how the story is ended.



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Negeri 3 Pinrang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 1
 Materi Pokok : Teks Narrative
 Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|---|---|
| 1.2 Menggunakan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan | 1.2.2 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema |

| | |
|---|--|
| ragam bahasa tulis secara akurat, lancar untur berinteraksi dengan lingkungan sekitar berbentuk narrative | cerita yang diberikan dengan langkah retorika yang benar |
|---|--|

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ciri kebahasaan dari teks narrative.
- Memahami teks berbentuk narrative.
- Menulis teks berbentuk narrative dengan menggunakan story mapping technique.

D. Materi Pembelajaran

- Definition and process of writing
- Definition of narrative text
- Generic structure of narrative text: Orientation, complication, and resolution
- Elements of narrative text
- Kinds of narrative
- Language future of narrative text using fast tense
- Story Mapping

E. Metode Pembelajaran: Scientific Approach

F. Media/ Alat dan Bahan: laptop, LCD, gambar

G. Sumber Belajar: Buku bahasa Inggris dan Internet

H. Kegiatan Pembelajaran

Pertemuan 1:

| Tahap Pembelajaran | Kegiatan Pembelajaran | Waktu |
|-------------------------|--|-------|
| Kegiatan Awal | <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa. • Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa. • Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. | |
| Kegiatan Inti | <ul style="list-style-type: none"> • Pendidik membagikan lembar kertas yang berisi hasil koreksi tulisan siswa pada pertemuan pertama. • Peserta didik memperhatikan kesalahan-kesalahan pada lembar kertasnya masing-masing. • Pendidik menjelaskan materi berdasarkan kesalahan dari peserta didik. • Kemudian pendidik menjelaskan materi yang akan diberikan mengenai writing dan narrative text. • Pendidik memberi kesempatan pada peserta didik menanyakan materi yang kurang dipahami. | |
| Kegiatan penutup | <ul style="list-style-type: none"> • Pendidik mengevaluasi peserta didik tentang materi yang diajarkan | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Pendidik memberi kesimpulan kepada peserta didik untuk bertanya tentang materi yang telah dipelajari. • Pendidik menutup pelajaran dan member salam. | |
|--|---|--|

Pertemuan 2:

| Tahap Pembelajaran | Kegiatan Pembelajaran | waktu |
|----------------------|--|-------|
| Kegiatan Awal | <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa. • Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa. • Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. | |
| Kegiatan Inti | <ul style="list-style-type: none"> • Pendidik mengevaluasi peserta didik tentang materi yang dipelajari sebelumnya. • Pendidik menjelaskan materi yang akan diberikan tentang story map, bagaimana cara membuat story map dan menunjukkan berbagai bentuk story map. • Pendidik membagikan lembar kertas yang berisikan regular verbs dan irregular verbs. • Pendidik meminta peserta didik menulis pengalaman yang pernah dialami, kemudian | |

| | | |
|-------------------------|---|--|
| | <p>peserta didik menulis story map dari apa yang telah ditulis.</p> <ul style="list-style-type: none"> • Peserta didik membacakan apa yang telah dikerjakan. | |
| Kegiatan penutup | <ul style="list-style-type: none"> • Pendidik melakukan penguatan mengenai kegiatan yang telah dilakukan. • Pendidik memberi kesimpulan tentang aktivitas menulis hari itu. • Pendidik menutup pelajaran dan member salam. | |

Pertemuan 3:

| Tahap Pembelajaran | Kegiatan Pembelajaran | waktu |
|---------------------------|---|--------------|
| Kegiatan Awal | <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa. • Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa. • Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. | |
| Kegiatan Inti | <ul style="list-style-type: none"> • Pendidik membagi siswa dalam beberapa kelompok. • Pendidik memberikan beberapa jenis narrative text dan contoh gambar-gambar story map. • Peserta didik harus membaca dan memperhatikan text yang telah diberikan, kemudian menulis dan mengorganisir cerita dalam bentuk story map. • Setiap kelompok memiliki perwakilan untuk mempresentasikan hasilnya di depan kelompok | |

| | | |
|-------------------------|--|--|
| | <p>lain.</p> <ul style="list-style-type: none"> • Setiap klompok member koreksi jika ada yang salah dari hasil kelompok yang sedang mempresentasikan hasilnya. • Pendidik akan memberikan koreksi dan menjelaskan apa yang menjadi kesalahan dalam tugas yang telah diberikan. | |
| Kegiatan penutup | <ul style="list-style-type: none"> • Pendidik melakukan penguatan mengenai kegiatan yang telah dilakukan. • Pendidik memberi kesimpulan tentang aktivitas menulis hari itu. • Pendidik menutup pelajaran dan member salam. | |

I. Rubric Penilaian

- **Teknik: tertulis**
- **Bentuk: tulisan (work paper)**

| No. | Aspects | Criteria | Scores |
|-----|--------------|---|------------------|
| 1. | Content | <ul style="list-style-type: none"> • Relevant to topic. • Mostly relevant to topic but lacks detail. • Inadequate development of topic. • Not relevant to topic. | 4 3 2 1 |
| 2. | Organization | <ul style="list-style-type: none"> • Ideas clearly stated and supported, well organized (generic structure), cohesive. • Loosely organized but main ideas stand out, not well organized (generic structure). • Ideas confused or even no main ideas, bad organization (generic structure). • Does not communicate, no organization (generic structure). | 4 3 2 1 |
| 3. | Vocabulary | <ul style="list-style-type: none"> • Effective word / idiom choice and usage. • Occasional errors of word / idiom form, choice and | 4 3 |

| | | | |
|----|--------------|---|------------------|
| | | usage. • Frequent errors of word / idiom form, choice and usage. • Little knowledge of English vocabulary, idioms and word form. | 2 1 |
| 4. | Language Use | • Few errors of agreement, tense, number, word order, articles, pronouns or prepositions. • Several errors of agreement, tense, number, word order, articles, pronouns or prepositions. • Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition. • Dominated by errors. | 4 3 2 1 |
| 5. | Mechanics | • Few errors of spelling, punctuation, capitalization and paragraphing. • Occasional errors of spelling, punctuation, capitalization, and paragraphing. • Frequent errors of spelling, punctuation, capitalization and paragraphing. • Dominated by errors. | 4 3 2 1 |

| No. | Classification | Score |
|-----|----------------|----------|
| 1. | Very Good | 80 – 100 |
| 2. | Good | 66-79 |
| 3. | Fair | 56-65 |
| 4. | Poor | 40-55 |
| 5. | Very poor | ≤ 39 |

J. Pedoman Penilaian

$$\text{Score} = \frac{\text{Students' correct}}{\text{Max Score}} \times 100$$

Peneliti**Nasrah****14.1300.061**

Teaching Material

1. Pengertian Narrative Text

Narrative text is a text focusing specific participants, and social function is to tell stories or past events and to entertain the reader.

2. Tujuan text narrative

The purpose of this text is to entertain or amuse the readers or listener about the story.

3. Jenis-jenis narrative text

There are many kind of narrative text:

- Legend
Examples: Maling Kundang, the legend of Tangkuban Perahu, etc.
- Fable
Examples: the Story of Monkey and Crocodile, the Smartest Parrot, etc.
- Personal experience
Examples: Sad Story, Funny Story, Unforgettable moment, etc.
- Fairy tale
Examples: Snow White, Cinderella, etc.

4. Generic structure of narrative text

A narrative text will consist of the following structure:

- a. Orientation is introducing the participants and informing the time and places.
- b. Complication is tells about the beginning of the problems which leads to the crisis (climax) of the main characters.
- c. Resolution is showing the way of participant to solve the crises better or worse or solution to the problem.

5. Example of narrative text

Kancil and the Lion

Orientation

One day, kancil was so thirsty and wanted to drink to the river. Near the river, he saw a big lion tried to eat a small rat. The rat was so desperate and could not do anything. Kancil felt pity about him and he actually was also afraid of the lion. But kancil had to help the rat.

Complication

He thought hardly and he had an idea. He walked closer to the lion and said hello to them. Kancil said, “Hi guys, you all looked so happy, what kind of game are you playing now?” The Lion said, “How dare you come here small animal, who are you? Oh, lucky me, I can also eat you now. I’m so hungry.” The lion roared. Kancil said, “I’m the king in the jungle. I’m not afraid of anything even human. I will eat everything that made me angry even it is a big animal like you.” The lion was a little bit doubt about kancil. He said, “You are a king? I don’t believe you. How come a small animal like you become a king? Can you prove me?” Kancil said, “Of course you do not know me. You are a new comer here. I am a king and all animal in this jungle respects me because I am a strong animal that has no afraid of anything. You can ask that little rat if you do not believe me.” The lion said to the rat, “Is that true poor rat?” The rat already knew that Kancil said a lie and tried to help him. The rat said, “Yes that is true. He is the king; a very brave king. “ The lion said: “Can you give me a proof? If you lie to me then I will eat you?” Kancil said, “I eat a lion yesterday and I still save the head in the hole near the river. So, I am not afraid of you. Follow me to see your friend’s head in the hole.” The lion began to scare. But he is too shy to be looked scared. The lion follow kancil to go to the hole near the river.

Resolution

Kancil said, “Here we go. I let you see that lion head. But you have to know that I will eat anyone who had seen that head. Just prepare yourself.” The lion began trembling. He scarily looked inside the hole so that he did not clearly see something in the hole except the shadow of his head. The lion thought that his shadow was the lion head that had been kept by kancil. After seeing that hole, the lion run as fast as he could because he was afraid that kancil would eat him. Kancil and the rat were laughing. There was nothing inside the hole except clear water so if anyone saw that hole in a day they would see their own shadow at the surface of the water.

Snow White

Orientation

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Complication

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw

the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.”

Resolution

Doc, one of the dwarfs, said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story, and Snow White and the 7 dwarfs lived happily ever after.

6. Elements of narrative text

- a. Character
- b. Plot
- c. Setting
- d. Theme
- e. resolution

7. Language features of narrative text

- a. Use action verbs

Action verbs are verbs that show the performance of an action.

Examples: walk, run, go, take, jump, swim, etc.

- b. Use of temporal conjunctions

Temporal conjunction is a type of word that is used to connect words or groups of words and it related in time. Examples: after, as soon as, before, finally, since, while, etc.

- c. Use simple past tense

- Verbal sentences

(+) S + V₂

Example: They played football yesterday.

(-) S + did + not + V₁

Example: They didn't play football yesterday.

(?) Did + S + V₁ ?

Example: Did they play football yesterday?

(?-) Didn't +S +V₁?

Example: Didn't they play football yesterday?

- Nominal sentences

(+) S + was, were + non verb

Example: They were very busy last night.

(-) S + was, were + not + non verb

Example: They were not very busy last night.

(?) Was, were +S +non verb.

Example: Were they very busy last night?

- Time signal

Once = pernah

Yesterday = kemarin

Last week = minggu lalu

Last month = bulan lalu

Last year = tahun lalu

Two days ago = dua hari yang lalu

Just now

8. Pengertian story map

Story map is a strategy that can be help the students organize and write the elements of the story specially in narrative text and also the key to get information and can attract the student to focus on writing narrative tex.

9. Contoh gambar story mapping

Story Map

Title:

Characters:

Author:

Illustrator:

Setting:

Problem:

Solution:

(Note: A large 'X' is drawn over the Solution box in the original image.)

Name _____

Story Map

Setting Characters

_____ 's Story Map

Title:

Author:

Setting:

Characters:

Beginning:

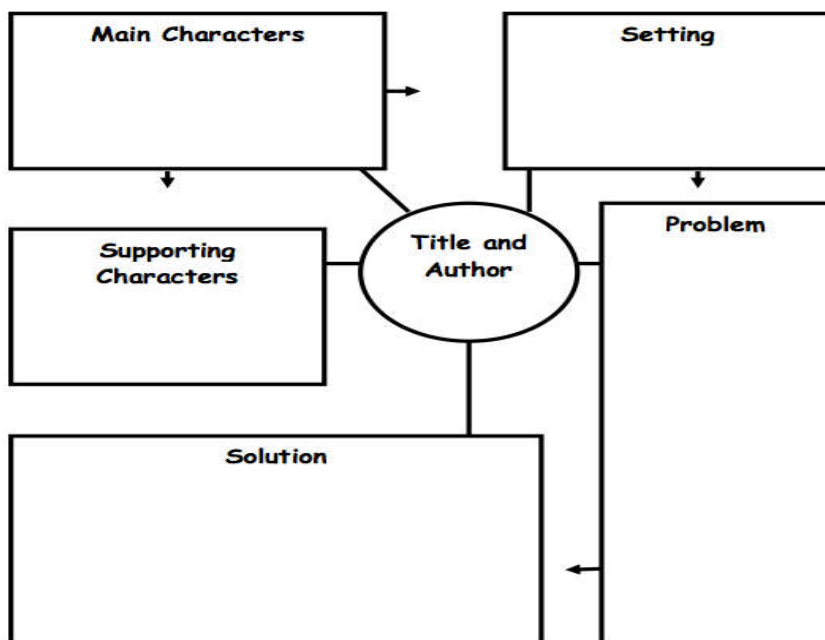
Middle:

End:



Name _____ Date _____

STORY MAP

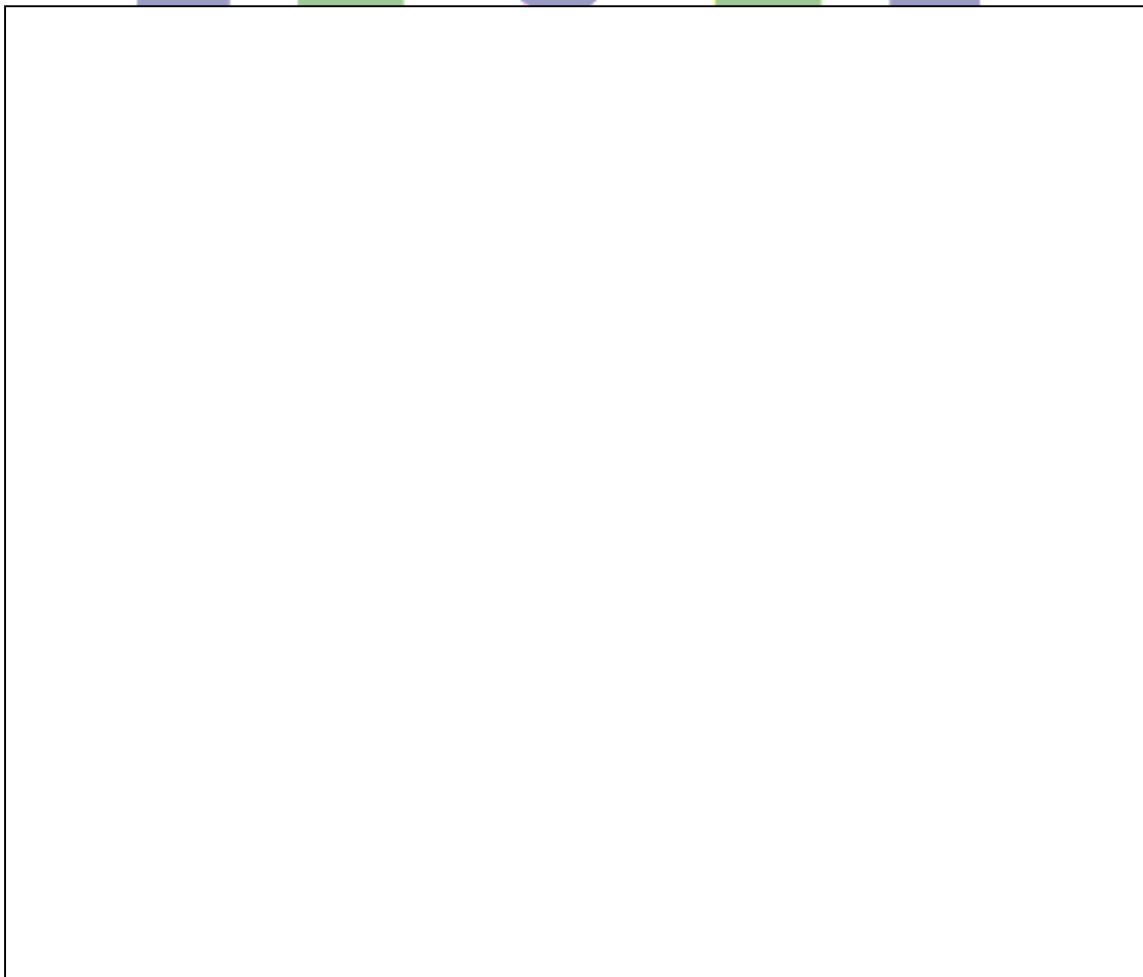


Appendix 5 Instrument of the Post-test**Writing Test**

Name:.....

Class:.....

- A. Write a story of “ Cinderella” using your own word.
- B. Describe where the story take a place and what happen of the story.
- C. Create some characters of the story.
- D. Create the story conflict.
- E. Give the solution of the conflict and how the story is ended.



Appendix 6 Students Writing Skill of Pre-test and Post-test

1. Students' Writing Skill of Pre-Test

Writing Test

Name:.....SUDIRMAN

Class:.....X1.1A(2)

Write a narrative text with personal narrative type (personal experiences)!
Write the story by your own experiences. Use the following clues to help you.

1. Describe where the story take a place and what happen of the story.
2. Create some characters of the story
3. Crate the story conflict based on your experience
4. Give the solution of the complicit and how the story is ended

one day I played marbles with friends
my very love to play marbles let
alone I the most smart in playing
marbles

one time I ^{came} come back to house
I ~~quickly~~ quickly come in to house . because
I ^{thirsty} kehausan . ^{kebetulan} kebetulan time that I eat ate
sugar relaxa I ^{quickly} quickly drink
I not ^{Relize} sadar bahwa I sedang was eating
~~eat~~ sugai relaxa . ^{hingga} hingga
^{suddenly} akhirnya I swa? how sugai telxa that
I pun meminta help ...
asked helping ...

| | | | | |
|-----------|---|---|---|---|
| C | O | V | L | M |
| 2 | 2 | 1 | 1 | 2 |
| Total : 8 | | | | |

Writing Test

Name: MetriClass: XI.1A2

Write a narrative text with personal narrative type (personal experiences)!

Write the story by your own experiences. Use the following clues to help you.

1. Describe where the story take a place and what happen of the story.
2. Create some characters of the story
3. Crate the story conflict based on your experience
4. Give the solution of the complicit and how the story is ended

Paputo Beach

One day, my friends and I decided to spend our holiday at paputo Beach, which located around 21 kilometer from pirang.

When we arrived at the paputo beach, ~~our~~ ^{we} were so excited to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy.

After that, we ~~take~~ ^{took} a group chair to order food. Suddenly, I ~~hear~~ ^{heard} a stir. Apparently, a stir ~~is~~ ^{was} a surprise birthday party. It ~~was~~ ^{so} funny.

After enjoy the ~~atmosphere~~ atmosphere time felt so passe. We ~~Plan~~ ^{planned} to come to the home.

| | | | | |
|------------|---|---|---|---|
| C | O | V | L | M |
| 2 | 3 | 2 | 2 | 2 |
| Total = 11 | | | | |

Writing Test

Name: JUFRIANTO

Class: XI: 1A: 2...

Write a narrative text with personal narrative type (personal experiences)!

Write the story by your own experiences. Use the following clues to help you.

1. Describe where the story take a place and what happen of the story.
2. Create some characters of the story
3. Crate the story conflict based on your experience
4. Give the solution of the complicit and how the story is ended

First Time to Go up the
Airplane

In 29th April, 2018, I was selected to ^{go} ~~went~~ to Jakarta to join event ^{of} Kkp (Kawah Kepemimpinan Pelajar). I was very excited to hear the information.

The next day, I ^{make} ~~prepared~~ my self to ^{go} ~~went~~ to airport. In the airport, I ^{met} ~~meet~~ with my friends who ^{were} ~~was~~ selected in their school. We should introduced in others people. No long after ~~that~~ that, the official airport called passenger destination Jakarta to come in the airplane.

In the airplane, I was nervous because ^{that was} ~~this is~~ first time to me to go up the airplane. When the airplane ^{take} ~~was~~ off I was afraid and I ^{thought} ~~think~~ my ears was sick. I was panic and sometime ~~to~~ I was weep.

But one of my friend ^{made} ~~make~~ me calm and ^{gave} ~~give~~ me spirit that is never mind. Finally, I ^{felt} ~~feel~~ good and enjoy the trip. That was my experienced ^{is} ~~is never~~ to unforgettable.

Thank you

| | | | | |
|----------------|---|---|---|---|
| C | O | V | L | M |
| 3 | 3 | 3 | 2 | 3 |
| TOTAL = . . 14 | | | | |

Students' Writing Skill of Post-test

Writing Test

Name: SUDIRMAN

Class: IX 1A (2)

- Write a story of "Cinderella" using your own word.
- Describe where the story take a place and what happen of the story.
- Create some characters of the story.
- Create the story conflict.
- Give the solution of the conflict and how the story is ended.

CINDERELLA

One day, there was a beautiful girl named Cinderella. She lived with stepmother and two stepsisters. Near from her home, there was a palace there ^{would} be held big party. her stepmother and stepsisters go to the party. and ^{left} Leave cinderella alone ^{at} home.

Cinderella ^{felt} sad and ^{cried} cry. suddenly fairy godmother said "do not cry". ^{Fairy} Fairy godmother touched Cinderella foot with the wand and suddenly cinderella had beautiful glass slippers. Before leaving home. Fairy ^{got} mother said "Cinderella you have to come back ^{at} middle night".

When cinderella entered the palace, everyone was stunned by her beautiful. ^{no} no one recognized her because she was so different. A handsome prince also saw Cinderella and he fell in Love. he asked cinderella to ^{danced} dance with him until middle night. And Cinderella remembered her

promise to the Fairy and went home. Cinderella arrived home a few minutes later and back

into the previous shape and she did not wear a beautiful dress and glass slippers. After that, her stepmother and step sisters came back and talked about the beautiful women who danced with the prince they very curious.

Then the prince and his bodyguards went to all home. They wanted to find a woman whose foot matched with the ^{size} of the shoe. The stepsisters also tried the glass slipper but their feet do not match. When Cinderella tried the glass slipper she had perfect leg for the shoe. Finally the prince ~~was~~ recognized her. He married cinderella and they lived happily.

| | | | | |
|-----------|---|---|---|---|
| C | O | V | L | M |
| 3 | 3 | 3 | 2 | 3 |
| Total: 14 | | | | |

Writing Test

Name: MetriClass: XI.1A2

- Write a story of "Cinderella" using your own word.
- Describe where the story take a place and what happen of the story.
- Create some characters of the story.
- Create the story conflict.
- Give the solution of the conflict and how the story is ended.

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her bad stepmother and two stepsisters. They treated Cinderella very bad and didn't appreciate her.

One day, near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother came to the party with her sisters and left Cinderella alone at home.

She felt very sad and cried. Suddenly, a fairy godmother appeared to console her and would not be worry and wanted the wand to transform the Cinderella's old clothes into the new dress which was very beautiful.

Fairy godmother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass slippers. Before leaving home, the fairy godmother said "Cinderella, you have to go home at middle of the night, because this magic will work only until midnight."

Cinderella entered the palace, everyone was stunned by her beautiful face. A handsome prince also saw Cinderella and he fell in love. Prince and Cinderella danced during the night and she was so happy at that night. Cinderella

remember about her promise with a fairy, so she ran and slipped and her shoes fell. The shoes that fell by a prince and he searched for his princess with the one pair shoes.

When cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and ~~the~~ he was convinced that she was a woman who danced with him at the dance. He married cinderella and they lived and happily ever after.

| | | | | |
|-----------|---|---|---|---|
| C | O | V | L | M |
| 4 | 4 | 3 | 3 | 2 |
| Total: 16 | | | | |

Writing Test

Name: JuwiantoClass: XI. IPA.2...

- Write a story of "Cinderella" using your own word.
- Describe where the story take a place and what happen of the story.
- Create some characters of the story.
- Create the story conflict.
- Give the solution of the conflict and how the story is ended.

Cinderella

Once upon a time there was a girl named Cinderella, she lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to the ball in the palace. He wanted to find the crown prince a wife. In the night, the step-mother and two step-sisters go to the ball. Cinderella was left alone, she cried because she want to the ball too.

Just then, a fairy godmother came with her magic hand. She gave Cinderella a lovely dress, a pair of glass slipper to wear to the ball. She also gave Cinderella a coach, two horses, and footman. She told Cinderella to come before midnight.

At the ball, Cinderella danced all night with the prince. The prince felt in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers, slipped off at the door. Cinderella didn't have time to put it back on. The prince was sad, he promised that he want to find Cinderella again.

In the next day, the prince and his men brought the glass slippers along all over the kingdom. They wanted to find a woman whose foot matched with the size of the slippers glass slippers.

C

They came to the home of Cinderella. When Cinderella wore a glass slipper, she had a perfect leg for the glass slippers. The prince was very happy to find Cinderella again. He married Cinderella and they lived happily ever after.

| | | | | |
|------------|---|---|---|---|
| C | O | U | L | M |
| 4 | 4 | 3 | 3 | 3 |
| Total = 17 | | | | |

[Faint, illegible handwriting in a box, likely bleed-through from the reverse side of the page.]

Appendix 7 Distribution of T-Table

Titik Persentase Distribusi t (df = 1 – 40)

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|----|---------|---------|---------|----------|----------|----------|-----------|
| df | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 | 63.65674 | 318.30884 |
| 2 | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 | 9.92484 | 22.32712 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 | 5.84091 | 10.21453 |
| 4 | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 | 4.60409 | 7.17318 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 | 4.03214 | 5.89343 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 | 3.70743 | 5.20763 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 | 3.49948 | 4.78529 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 | 3.35539 | 4.50079 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 | 3.24984 | 4.29681 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 | 3.16927 | 4.14370 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 | 3.10581 | 4.02470 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 | 3.05454 | 3.92963 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 | 3.01228 | 3.85198 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 | 2.97684 | 3.78739 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 | 2.94671 | 3.73283 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 | 2.92078 | 3.68615 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 | 2.89823 | 3.64577 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 | 2.87844 | 3.61048 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 | 2.86093 | 3.57940 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 | 2.84534 | 3.55181 |
| 21 | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 | 2.83136 | 3.52715 |
| 22 | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 | 2.81876 | 3.50499 |
| 23 | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 | 2.80734 | 3.48496 |
| 24 | 0.68485 | 1.31784 | 1.71088 | 2.06390 | 2.49216 | 2.79694 | 3.46678 |
| 25 | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 | 2.78744 | 3.45019 |
| 26 | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 | 2.77871 | 3.43500 |
| 27 | 0.68368 | 1.31370 | 1.70329 | 2.05183 | 2.47266 | 2.77068 | 3.42103 |
| 28 | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 | 2.76326 | 3.40816 |
| 29 | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 | 2.75639 | 3.39624 |
| 30 | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 | 2.75000 | 3.38518 |
| 31 | 0.68249 | 1.30946 | 1.69552 | 2.03951 | 2.45282 | 2.74404 | 3.37490 |
| 32 | 0.68223 | 1.30857 | 1.69389 | 2.03693 | 2.44868 | 2.73848 | 3.36531 |
| 33 | 0.68200 | 1.30774 | 1.69236 | 2.03452 | 2.44479 | 2.73328 | 3.35634 |
| 34 | 0.68177 | 1.30695 | 1.69092 | 2.03224 | 2.44115 | 2.72839 | 3.34793 |
| 35 | 0.68156 | 1.30621 | 1.68957 | 2.03011 | 2.43772 | 2.72381 | 3.34005 |
| 36 | 0.68137 | 1.30551 | 1.68830 | 2.02809 | 2.43449 | 2.71948 | 3.33262 |
| 37 | 0.68118 | 1.30485 | 1.68709 | 2.02619 | 2.43145 | 2.71541 | 3.32563 |
| 38 | 0.68100 | 1.30423 | 1.68595 | 2.02439 | 2.42857 | 2.71156 | 3.31903 |
| 39 | 0.68083 | 1.30364 | 1.68488 | 2.02269 | 2.42584 | 2.70791 | 3.31279 |
| 40 | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |

Appendix 8 Documentation











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : Jl. Amal Bakti No. 8 Sorong Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404 *
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 105 /Sti.08/PP.00.9/05/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NASRAH
Tempat/Tgl. Lahir : LANGNGA, 15 September 1996
NIM : 14.1300.061
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JL. PANAUNGI LANGNGA, LANGNGA

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"THE IMPLEMENTATION OF STORY MAP STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMAN 3 PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

3 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)





**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH**

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213
PINRANG

Pinrang, 04 Mei 2018
Kepada
Nomor : 070 / 291 / Kemasy.
Lamp. : -
Perihal : **Rekomendasi Penelitian.**
Yth Kepala SMA Negeri 3 Pinrang
di-
Patobong.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Parepare Nomor : B-105/Stl.08/PP.00.9/05/2018 tanggal 3 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama : NASRAH
Nim : 14.1300.061
Jenis Kelamin : Perempuan
Pekerjaan/Prog Study : Mahasiswi /Pend. Bahasa Inggris
Alamat : Jl. Panaungi Langnga.
Telephone : 085399276903.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "TEH IMPLEMENTATION OF STORY MAP STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMA NEGERI 3 PINRANG" yang pelaksanaannya pada tanggal 07 Mei s/d 08 Juni 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Sistem Administrasi Umum


Dr. BAU FAVERIGADING
Pangkat : Perajin Utama Muda
Nip : 19601231 1988031 1 087

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab. Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab. Pinrang di Pinrang;
6. Plt Wakil Rektor Bidang APL IAIN Parepare di Parepare;
7. Camat Matirro Sompe di Langnga;
8. Yang bersangkutan untuk diketahui;
9. Arsip.



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMAN 3 PINRANG**

*Alamat : Jl. Panaungi Langnga-Pinrang, Desa Pakobong, Kec. Mattirosmpe, Kab. Pinrang, Sulawesi Selatan
Kode Pos : 91261 Telp. (0421) 391 4148, Email: managri3pinrang@gmail.com*



SURAT KETERANGAN

Nomor: 146/421.4-SMA.3/VII/2018

Yang bertanda tangan di bawah ini Kepala UPT SMAN3 Pinrang, menerangkan bahwa:

Nama : Nasrah
NIM : 14.1300.061
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Jurusan/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Jl. Panaungi Langnga, Kab. Pinrang

Berdasarkan surat masuk dari Pemerintah Kabupaten Pinrang Sekretariat Daerah (Asisten Administrasi Umum) Nomor: 070/241/kemasy tanggal 04 Mei 2018 tentang perihal izin penelitian, yang bersangkutan tersebut namanya di atas telah melakukan penelitian di SMAN 3 Pinrang pada tanggal 07 Mei 2018 s/d 08 Juni 2018 dengan judul penelitian "The Implementation of Story Map Strategy to Improve Students' Writing Skill in Narrative Text at the Second Grade Students of SMAN 3 Pinrang".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 23 Juli 2018
Kepala UPT SMAN 3 Pinrang,

(Signature)
Drs. Abdullah Rahman, S.E., MM
NIP. 19621231 198903 1 128

CURRICULUM VITAE



The writer was born on September 15th, 1996 in Langnga, Pinrang. She is the first child from four siblings; she has three brothers. Her father name is Bahtiar and her mother name is Hasnawati. Her educational background began 2002 in SDN 192 Langnga, Kec. Mattiro Sompe, Kab. Pinrang and graduated on 2008. She continued her study in the same year on 2008 in SMP Negeri 1 Mattiro Sompe,

Kab. Pinrang and graduated on 2011. At the same year, she registered in Senior High School (SMA) Negeri 3 Pinrang and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare bur now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi “The Implementation of Story Map Strategy to Improve Students’ Writing Skill in Narrative Text at the Second Grade Students of SMAN 3 pinrang.”