

CHAPTER I INTRODUCTION

A. The Background of the Study

The teaching of English has become increasingly important as a foreign or second language in almost all levels of education of Indonesia. It is a compulsory subject to be taught in Junior High School and Senior High School, either in state or public schools. Ironically, students' English communication skill is not satisfying yet, although they have been studying it for about twelve years.

There are basically two different meanings of teaching defined by the experts. One of them is that teaching is a process of transmission of knowledge from a teacher to the students. It means that the teacher is the main source of the knowledge taught in the classroom. As a consequence, it leads to the application of teacher-centered learning. In this case, the teacher plays an important role; without him there is no teaching-learning process at all.

The humanistic movement stresses the importance of qualities such as understanding, personal assumption of responsibility and self-realization (Stevick, 1990). From this perspective, language learning is seen as an activity which involves students as complex human beings, not 'simply' as language learners. Teaching should therefore exploit students' effectiveness, intellectual resources as fully as possible, and be linked into their continuing experience of life. In other words, teaching is defined as the creation of conditions in which, somehow, students learn from themselves (Harmer, 2001: 56).

There are four kinds of language skills that should be acquired by the students namely, listening, speaking, reading and writing. Of course, teaching them needs a good preparation of the teacher. To reach the nature of teaching such as mentioned above, it is important to be aware of the approaches of teaching, the methods of teaching, the techniques of teaching, the strategies of teaching and even the materials of teaching. It is expected that all of these things are appropriate, interesting, and meaningful for the students. For instance, an English teacher who is teaching writing has to apply a good and appropriate strategy, because writing is an extraordinary complex productive skill that incorporates thought processes, feelings and social interaction (Graham, Macarthur, & Fitzgerald: 2007).

Writing is one of four language skills besides listening, speaking, and reading that should be taught to students. Wallace (2004: 15) states that writing skill for beginning students can benefit from learning and practicing one skill at a time. So, it means that by studying writing skill students can learn another aspect of language at once. In school, writing is taught after listening, speaking, and reading. But, it does not mean that learning writing is not important. Writing is one of language skills which is very important to learn because through writing students can share information, experiences, ideas, feelings and thoughts to others. They can convey their ideas in their mind by organizing them into a good text.

However, students think that writing is the most complicated subject to learn and only talented students can do it. According to Nacira (2010), writing and learning to write has always been one of the most complex language skills in

which it is not a very easy task to achieve because it requires hard work, lengthy steps, enough time, and more practice. It is reinforced by Nunan's statement (1989: 12) that it is easier to learn to speak than to write no matter if it is a first or second language. She also defined that students must master the graphic system of language, its grammatical structure, and select the appropriate vocabulary (mechanisms of writing) related to the subject matter. At the sentence level, the students have to take into consideration many features such as content, sentence structure, vocabulary, punctuation, and spelling. But even though the students master that system of language, it cannot guarantee that students are able to write well. They also need knowledge of organizing ideas, experiences, and information into a good paragraph. The process of organizing ideas, experiences, and information into a good paragraph is not easy. The students should be taught how to develop that skill. So writing is a part of the language skill that must be taught maximally by the teacher to the students.

According to syllabus of Junior High School curriculum, there are some kinds of writing genre that must be studied by students. One of them is narrative text. Narrative text is type of writing genre which tells an event in certain time. The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres because narrative has been and continues to be such a popular genre (Knapp and Watkins, 2005:220). This study is focused on narrative text because narrative text deals with experience and imagination of the students so the researcher hopes that it will be easier for the students in writing their idea. Furthermore, writing narrative text can also help students in enhancing their

creativity, because in writing narrative text students are free to express their creative ideas into written form without any limitation.

Based on the observation which had been conducted by the researcher in grade VIII of SMP Negeri 2 Deli Tua and after interviewing the English teacher, from 36 students it was found that there were 16 students who did not pass the Minimum Standard Competence (KKM) of writing competence tests in the first semester and 12 students in the second semester. The score of minimum standard competence is 70. The recapitulations of students' scores from the examination of both semesters shown on the following table :

Table 1.1. Students' Scores of Writing Competence Tests in Two Semesters of Academic Year 2014/2015

Two Semesters of Academic Year 2014/2015	Score	Students	Percentage	Mean
1st Semester 2014/2015	< 70	16 Students	44.4 %	66.82
	≥ 70	20 Students	55.6 %	
2nd Semester 2014/2015	< 70	12 Students	33.3 %	69.06
	≥ 70	24 Students	66.7 %	

Source : The students' accumulated score of the eight grade students at SMP Negeri 2 Deli Tua academic year 2014/2015

Based on the data above, it can be concluded that the students' ability in writing is still low. It was caused by some problems. First, the students are required to be able to understand and make narrative text based on the social function and generic structure of the text. But in reality, the students are still confused if they are asked to write narrative text. They did not know how to begin and what to write. Second, some students had difficulties to convey their ideas in

writing because they lacked of vocabulary, knowledge of tenses and sentence building. They also thought that writing narrative was boring and tiring activity. It was caused by the teacher who only used conventional methods when teaching writing narrative text. She only gave a topic, explained it, then asked students to write it; she also gave the students new vocabularies related to the text, but she did not use any media or interactive strategy in teaching writing. Whereas, the use of the appropriate media or strategy is expected to help the student to develop their ideas into various kinds of literary or non-literary writings. In the long term, it is expected after the students finish their education at one level, they have writing skill according to their needs. For further, teacher should really understand about the nature of teaching writing. Then, teacher should be able to plan an effective teaching and learning process in accordance with the basic competencies. Methods of teaching, teaching media, and learning strategy which are selected must be able to achieve the learning objectives. In other words, it can be used by teachers as a way to implement an effective learning process. The strategy used can be adapted to the material being taught and the conditions of students.

Considering those problems and the need to help students to overcome the problems, the teacher should create and think of effective way to motivate and stimulate students in order they can be more excited in following learning process in the classroom. According to Harmer (2004), a teacher's teaching strategy obviously gives a big influence toward students' motivation of learning. Teachers should think of a strategy which is appropriate with types of students. To convey the strategy, the researcher needs a kind of media. The researcher decides to use

visual aid as an alternative strategy to support the teaching learning process because it is easy to attract students' attention. Visual aids include of real objects, pictures, charts, maps, and so on.

In this research, the researcher used story mapping as the teaching strategy. Mapping is a part of visual aids and it is one part of story mapping strategy. Based on the references that the researcher found about story mapping, it has been proved to be a beneficial as a teaching strategy. It regards as one of effective tools which supposed to be a good way to turn a broad idea into a limited and more manageable story. Moreover, story mapping can help students to motivate them in writing because it helps them to visualize and directs student's attention to the important elements of story using a detailed structure and make students' thoughts to be more organized. This strategy could be effective as prewriting stage of writing process. As Boulliane (2004) states that story map is a tool to create a connection of story components using a visual graphic. Those story components are setting, character, problem, and resolution.

Story mapping can be defined as a strategy that uses a graphic organizer to help students learn the components of a book or story. According to Daqi (2007), a story map is a graphic technique designed specifically to prompt story organization. This technique uses a diagram to represent visually the settings or the sequence of events and actions of story characters. It helps develop the students' schema by providing them an overview of basic elements of the story. That then leads to the students being able to visualize the components and eventually see how they are interrelated. For students diagnosed with a learning

disability, it is a pre-structured outline that could increase their time management and improve writing quality. Story mapping will also benefit students who are struggling with narrative writing. Another important aspect of the effectiveness of story mapping is how it is implemented into the classroom.

Story mapping can be used for many reasons. The reason most mentioned is to improve students' comprehension. Story mapping is used for teaching students to work with story structure for better comprehension. This strategy uses visual representations to help students organize important elements of a story. It also provides structure for the students to express their thoughts and gives the teacher feedback. Then, by using this strategy, the students are expected to know what components are required and follow directions by mapping out the story.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows: "Is there any effect of story mapping strategy on Grade VIII students' achievement in writing narrative text?"

C. The Objective of the Study

The objective of this study is to find out whether story mapping strategy affects Grade VIII students' achievement in writing narrative text.

D. The Scope of the Study

This study is focused on the effectiveness of story mapping strategy on Grade VIII students' achievement in writing narrative text.

E. The Significance of the Study

The finding of the study is expected to be useful and give much information for teachers especially English teachers as one of alternative way to teach writing. Then for the students, it is expected to be useful to increase students' skill in writing narrative texts. The last is the finding is expected to be useful for the other researchers, who want to conduct the same research but with different kinds of text.