

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing is one of an important activity to communicate. People who live in different places really need writing to communicate each other. According to Graham et al (2007:2) writing is important in helping people to communicate with other people especially for some people in distance.

As one of productive skill, many people think writing is difficult to do. In writing we must have good quality both in grammar and vocabulary. In addition, reading a lot will help us to be able to defeat the difficulties. Events, ideas and our experiences can be expressed through our writing.

Writing skill can be defined as a very basic and complex skill of language. Writing is also known as a process of expressing ideas, feelings, and thoughts of the authors in written symbol to communicate with people who read. Writing is also a tool that help people to save and remind events, experiences, and knowledge.

According to Richard-Amato (2003:102), writing is an interactive process, involving three basics components. The interactive process includes the researcher, other researchers (and the readers), and other texts. Thus, writing reflects the process of writing itself and the researchers.

As Harmer states (2004:31) that, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material

to help them". We can say that writing gives more time for students to prepare what they want to express on their paper. On the other hand, students often think that writing is more difficult to learn than other language skills in the process of teaching and learning English. Eventhough the students think that writing is more difficult to do, unconsciously they will enrich their vocabulary and more concern about the use of grammar at the same time.

Based on the curriculum of Junior High School (KTSP:2006), students are expected to be able to write paragraphs of description, recount, narrative, procedure and etc. The researcher focuses on students' ability in writing narrative text.

Based on researcher's experience observation on teaching training, he found that students' writing on narrative text need to be awared because it was a serious problem. Firstly, the students found themselves hard to decide what story will be written. They failed to arrange the structure of their story because they did not understand the generic structure of it. Third, they still had problem with their grammar ability. They got confused in using of present or past form in their tenses, wether it is subject or object, and many other problems. Several of them are not interested to write. Even, they did not write anything on their paper.

Based on writer's observation in SMP St. Thomas 1 Medan, the English teacher of Eighth Grade said that the students found it difficult to write a text, especially the narrative text. Most of them were not able to express their ideas in writing, especially to arrange the sequence of events of their story. Besides, the students were lack of vocabulary. The students also had problem with their

grammatical aspects of writing so that their sentence structure is disorganized.

Below is the list of students' scores of VIII-B class.

Table 1.1 The Percentage of Students' Writing Narrative Text Score in Grade VIII-B

Semester	KKM	Score	Students	Percentage	Mean
1 st Semester 2014/2015	70	< 70	27	71,1	65.5
		≥ 70	11	28,9	
2 nd Semester 2015/2016		< 70	25	65,8	66.5
		≥ 70	13	34,2	

(Source: SMP St. Thomas 1 Medan)

The table shows that percentage of students' writing score was still low. Almost 72% students got writing score under the Minimum Criteria Mastery or KKM (Kriteria Ketuntasan Minimal). The KKM applied by the school for is 70.

As Harmer (1997:3) states a teacher teaching technique obviously gives a big influence toward students' motivation of learning. Teachers should think of strategy or technique which appropriates with the students' types. Therefore, teachers should be able to provide some creative methods and create a relevant topic a long with the knowledge and the experience of their students. Accapezzato (2013:9) states that writing skills are part of daily life. They are even embedded into many activities enjoyed by school students. Because most students do not think that practicing writing is important, the 'how does this apply to me' excuse is uttered on a regular basis in the classroom. The goal is to change the students' mindset. To overcome those problems, there are several approaches to improve the students' ability in writing by using method, technique, strategy and media. The study will focus on using a teaching strategy named story mapping as one of graphic organizer's strategy. This study choose story mapping strategy because

among the graphic organizer's strategies, story mapping is easier to be applied to guide the students in writing their narrative text. In addition, story mapping is also interesting for students because the students can simply put their writing into the graphics. By using this strategy, students are hoped to be more motivated to improve their ability in writing.

It has been proved that story mapping is a beneficial teaching strategy based on the references found by the researcher. Moreover, story mapping can help students to motivate them in writing. As Boulliane (2004:3) 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.

Based on those explanation above, the researcher is interested to conduct a study in order to investigate the effect of story mapping strategy on the students' ability in writing narrative text.

B. The Problem of the Study

The problem of this study is formulated as follows. "is the students' achievement in writing narrative text taught by using story mapping strategy higher than that taught by using lecturing strategy?"

C. The Objective of the Study

The objective of the study is to investigate if the students' achievement in writing narrative text by using story mapping strategy higher than that taught by using lecturing strategy.

D. The Scope of the Study

It is important to make the limitation of the problem, to avoid misunderstanding and to clarify the problem. This research focused on investigating the effect of story mapping strategy on the students' achievement in writing especially in narrative text. The level of the students is grade VIII of Junior High School.

E. The Significance of the Study

There are two significant outcomes expected to this study, namely theoretical and practical benefit as follows:

1. Theoretical significance

The result of the study are expected to enrich the literature on English teaching in writing a narrative text and to provide a beneficial reference for further research on story mapping strategy in writing a recount text.

2. Practical significance

a. For the teachers

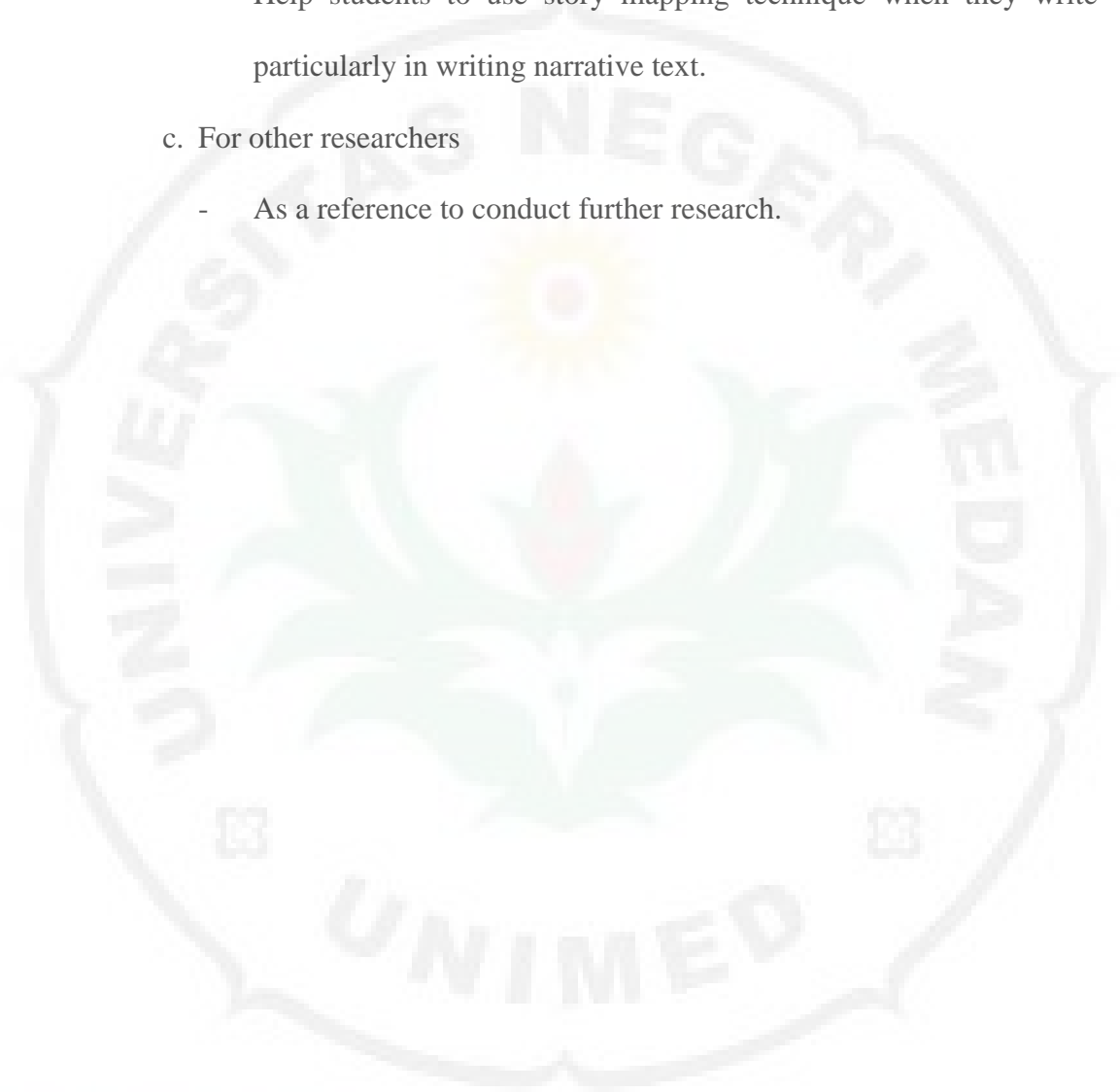
The result of the study are expected to give some advantages for the teachers in their teaching learning process to apply the story mapping technique in their students' writing on a narrative text.

b. For the students

Through this study, the students are expected to be able to:

- Improve their skill in using story mapping in writing narattive text.

- Help students to use story mapping technique when they write particularly in writing narrative text.
- c. For other researchers
- As a reference to conduct further research.



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