

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English becomes a foreign language in Indonesia, which is studied by students from elementary school to university level. Then, there are four competencies in learning English that must be mastered by students. Namely is reading, listening, speaking and writing. From those competencies the writer interests in writing because writing plays important role in students' language proficiency. According to Ann Raimes states that:

...writing helps the students learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that have been taught by the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.<sup>1</sup>

Besides, Harmer also states that "Writing gives the students more 'thinking time' than they get when they attempt spontaneous conversation. This allows the students more opportunity for language processing – that is thinking *about* the language – whether they are involved in study or activation".<sup>2</sup>

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<sup>1</sup> Ann Raimes, *Techniques in Teaching Writing*, 1st Edition (New York: Oxford University Press, 1983), 3.

<sup>2</sup> Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education, 2007), 112.

From two statements above, the writer assumes that there are the reasons why someone write, and writing has many different purposes. Some of the purposes of writing is to express ideas, thoughts, and feelings to other people through a process organizing of them into written form. Furthermore, writing also aims to entertain. It use language in a humorous way and is usually combined with explaining, informing, or arguing.

For English foreign learners, writing is considered as one of the hardest skills to learn. Based on my classroom observation, there are students' problems of writing as follows: First, some students are lack of vocabularies. It reflects in learning process, some students often asks the meaning of vocabularies to the teacher or open the dictionary. Second, some students do not have a good understanding on grammar. This become one of the factors is hard to make good sentense. Third, some students do not have writing habit. Fourth, some students do not understand how to organizing and expressing their ideas. Fifth, some students admit there are not interest in writing English or their writings' motivation is very low. Sixth, the teacher seldom ask students to practice writing and it become worst because teacher never use learning media in teaching writing.

Based on *Buku Guru Bahasa Inggris SMP/MTs kelas VIII* related to the English learning syllabus for junior high school level in the revised 2013 curriculum, there are some text types taught to the students. One of them is

recount text.<sup>3</sup> It is taught by teacher in order to the students are able to write and retell their personal experiences such as having holiday, funny story or unforgettable event that has been occurred in the past. However, the fact of classroom observation shows that some students who are disable to write recount text well.

Based on the students' problems above, the writer assumes that the learning process of writing needs improvisation to overcome the students' problems in writing on recount text. Then, one of the effective way is by using graphic organizer in form of Story Map. Because, it used to identify the main elements of the story and categorize the main events in sequential order. So, story map can help students to get information and organize their ideas and they can write their story with cronologically and sistematically that related to the topic of story. Therefore, the writer is strongly believe that this study under the title "The Effectiveness of Using Story Map to Improve Students' Writing Skill on Recount Text" (A Quasi-Experimental Research at the Eighth Grade of MTs Darun Ni'am-Kopo Kab. Serang-Banten).

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<sup>3</sup>Siti Wachidah, Asep Gunawan, Diyantari dan Yuli Rulani Khatimah, *et al.*, *Buku Guru Bahasa Inggris "When English Rings a Bell" Kelas VIII* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 139.

## **B. Identification of Problems**

Based on background of the study, the writer can identify the students' problems of writing skill as follows:

1. Some students are lack of vocabularies. It reflects in learning process, Some students often asks the meaning of vocabularies to the teacher or open the dictionary.
2. Some students do not have a good understanding on grammar. This become one of the factors is hard to make good sentence.
3. Some students do not have writing habit.
4. Some students do not understand how to organizing and expressing their ideas.
5. Some students admit there are not interest in writing English or their writings' motivation is very low.
6. The teacher seldom to ask students to practice writing and it become worst because teacher never use learning media in teaching writing.

## **C. Limitation of the Study**

Based on background of the study and identification of problems, so the focuses of this study is on the effectiveness of story map as graphic organizer to improve teaching technique in writing recount text and the students' improvement in learning writing skill through story map on recount text. It is

conducted only for the eighth grade of MTs. Darun Ni'am in Academic year 2018/2019.

#### **D. The Research Questions**

Based on background of the study, the writer formulates the research questions as follows:

1. How is students' initial writing skill on recount text at the eighth grade of MTs Darun Ni'am?
2. How is the effectiveness of story map in students' writing skill on recount text at MTs Darun Ni'am?

#### **E. Objectives of the Study**

Based on the research questions above, the objectives of this study formulates by the writer as follows:

1. To observe the students' initial writing skill on recount text at the eighth grade of MTs Darun Ni'am.
2. To examines the effectiveness of students' writing skill on recount text through story map at MTs Darun Ni'am.

## F. Significance of the Study

There are two significance of the study, namely theoretically and practically.

1. Theoretically. This study is to support the assumption of the theory which proposed by Daqi Li in journal by Salem Saleh Khalaf Ibnian<sup>4</sup>.
2. Practically. The significance of the study has benefit for teachers, students and writers. This study hopefully will be useful for:

- a. Teachers

To provide the information and contribution to English teacher in teaching writing activities by using story map. In addition, to give alternative learning media in teaching writing.

- b. Students

To create the students' interest and motivate in learning activities, besides to help improve students' writing skill through story map.

- c. Writers

To get a new knowledge and experience in teaching students' writing skills by using story map.

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<sup>4</sup>Salem Saleh Khalaf Ibnian, "The Effect of Using the Story –Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL", *English Language Teaching*, Vol. 3, No. 4, (December, 2010), 182.

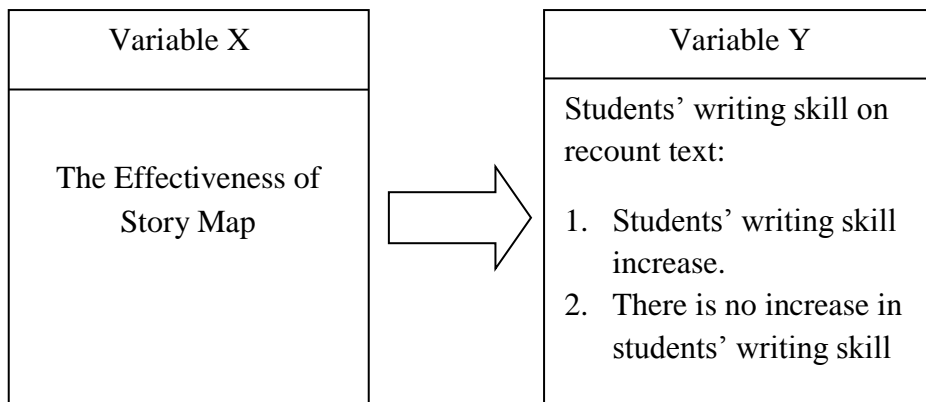
## G. Hypothesis

Based on background of the problems, research problems, and objectives of the research, the writer elaborates hypothesis as follows:

$H_a (t_o > t_{table})$  : There is significant difference between group which use story map and group which did not use story map in improving students' writing skill.

$H_0 (t_o < t_{table})$  : There is no significant difference between group which use story map and group which did not use story map in improving students' writing skill.

## H. Conceptual Framework



**Figure 1.1 : Conceptual Framework**

A story map is graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. Then the story-mapping technique could be used to enhance students' interpretative abilities

by enabling them to visualize story characters, events and setting. This activity boosts their critical thinking by being actively involved in their learning process.

## **I. Previous Studies**

There are some previous study that examined the use of story map to improve students' skills, as follows:

First, the study was done by Sabri SiDEKLi in Academic Journals of Mugla Sitki Kocman University, Turkey. The title is "Story map: How to improve writing skills". The principles of this study by using experiment procedures. The findings of this study is:

1. To identify the story writing states the teacher candidates in pre-assessment;
2. To identify the improvement of story writing skills in the final assessment which is conducted after the application of story map supported activities within class.

The results of this study showed that the average score of the students is ( $\bar{x} = 56.75$ ) before the story writing exercises with story maps within class. Besides, the average score after the application of story writing exercises with story maps within class is ( $\bar{x} = 77.09$ ). Based on that results, the applied



story writing exercises with story maps within class have increased the story writing success of students.<sup>5</sup>

The differences from the first previous study with this study were from the subject sample of study and the research design. Because the purpose of this previous study is to investigate the effect of story map on story writing skills of first grade teacher candidates who study at the Department of Elementary Education. Then this research process is designed with mix method. Meanwhile, this study choses the students of junior high school as the subject sample of study and it uses quasi experiment as the type of quantitative research design.

Second, the study was done by Mohammad Khatib and Laleh Fakhraee Fauji in Journal of Language Teaching and Research. The title is “The Impact of Using Story Maps as Graphic Organizers on Development of Vocabulary Learning of EFL Learners”. This study used experimental research that consisted of the control and the experimental groups. In this study the researcher followed the research question was raised:

1. Does the use of graphic organizers have any significant impact on vocabulary learning of Iranian intermediate EFL learners?

Then, the researcher also followed null hyphotesis was formulated:

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<sup>5</sup>Sabri Sidekli, “Story map: How to Improve Writing Skills”, *Academic Journals*, Vol. 8, No. 7, (April, 2013), 292-294.

1. Using graphic organizers has no significant impact on vocabulary learning of Iranian intermediate EFL learners.

The results of this study, The value of  $F(58.60) = 7.52 > 0.05$  was statistically significant. Therefore variances were not homogenous and the t separate formula was used. By using this formula t separate was calculated to be 4.38. Then the two parameters of the tobserved and t-critical were compared. Furthermore, the t-observed = 4.40,  $p = 0.05$  (one tailed),  $d = 48$ , and the t-critical = 1.65. Thus the tobserved value was greater than the t-critical value meaning that there was a statistically significant difference between the performances of the two groups and subjects, who received vocabulary instruction through cooperative tasks, outperformed the control group. So, the results of the study provided support for the value of story maps as effective tools for incidental learning of vocabulary.<sup>6</sup>

The differences from the second previous study with this study were from variable and subject sample of the study. Because this previous study was attempted to investigate the impact of using story maps as graphic organizers on developing vocabulary learning of Iranian intermediate EFL learners. Meanwhile, this study will have attempted to investigate the

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<sup>6</sup>Mohammad Khatib and Laleh Fakhraee Faruji, "The Impact of Using Story Maps as Graphic Organizers on Development of Vocabulary Learning of EFL Learners", *Academy Publisher: Journal of Language Teaching and Research*, Vol. 3, No. 6, (November, 2012), 1114-1121.

effectiveness of using story map to improve students' writing skill of Indonesian learners.

Third, the study was done by Salem Saleh Khalaf Ibnian, English Language Teaching, Faculty of Arts, Middle East University for Graduate Studies, Jordan. The title is "The effect of using the story-mapping technique on developing tenth grade students' short story writing skills in EFL". This study conducted by using experimental research. The findings of this study are:

1. There is statistically significant difference between the mean scores of the experimental group and the control group on the post-test in short story writing in favor of the experimental group.
2. There is statistically significant difference between the mean scores of the experimental group on the pre/post-test in short story writing in favor of the post test scores.

The result of post test is T value (2.882),  $\eta^2$  value (0.073) and level significance at 0.05 equaled (1.66). It is indicated there is statistically significant difference between the mean scores of the experimental group and the control group. Furthermore, the scores of pre/post test in short story writing indicated that there is statistically significant difference of both.

Which is T value (11.517),  $\eta^2$  value (0.715) and level of significance at 0.05 equaled (1.67).<sup>7</sup>

The differences from the third previous study with this study were from the variable of text types in writing and the subject of grade students. Because this previous study was attempted to investigate the effect of using story-mapping technique on developing tenth grade students' short story writing skill in EFL. Meanwhile, this study will have attempted to investigate the effect of using story map to improve the eighth grade students' writing skill on recount text.

## **J. Organization of Writing**

In order to help the reader can be understand and easy to follow this research. The writer organization is divided into three chapters.

**Chapter I is introduction.** In introduction which consists of background of the study, identification of problem, the limitation of the study, the research question, objectives of the study, significance of the study, hypothesis, conceptual framework, previous studies and organization of writing.

**Chapter II is theoretical background.** It consists of the concept, introduces and describes the theory that explains why the research problem under study exists.

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<sup>7</sup>Salem Saleh Khalaf Ibnian, "The Effect of Using the Story –Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL", *English Language Teaching*, Vol. 3, No. 4, (December, 2010), 190.

**Chapter III is research methodology.** This section describes actions to be taken to investigate a research problem, to identify the specific procedures or techniques and to analyze information applied to understanding the problem.

**Chapter IV is research finding and discussion.** This section explains the research finding about description and analysis of the data pre-test and post-test. Then the interpretation of finding the data from research questions or hypotheses.

**Chapter V is conclusion and suggestion.** This section is the last chapter which consist of the conclusion and suggestion.