

THE USE OF STORY MAPPING IN TEACHING AND LEARNING NARRATIVE TEXT WRITING

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Abstrak

Keterampilan menulis teks naratif merupakan salah satu keterampilan yang harus dikuasai oleh setiap siswa SMP. Namun, realitanya masih banyak siswa yang kesulitan dalam menulis teks naratif secara mandiri. Ada beberapa metode pembelajaran yang dilakukan oleh guru untuk mengajarkan teks naratif secara efektif di kelas, salah satunya dengan menggunakan media peta cerita. Penelitian ini dilakukan dengan tujuan untuk mengetahui cara guru mengimplementasikan media peta cerita pada pembelajaran teks naratif dan untuk mengetahui persepsi siswa mengenai penggunaan media peta cerita dalam pembelajaran teks naratif. Jenis penelitian yang dilakukan adalah penelitian kualitatif. Instrumen pengambilan data yang digunakan pada penelitian ini adalah observasi dan kuesioner. Adapun subjek penelitian dalam penelitian ini adalah 20 siswa kelas IX di MTS Negeri Darul Ulum Sidoarjo serta guru bahasa Inggris mereka. Hasil penelitian menunjukkan bahwa pembelajaran yang dilakukan oleh guru dalam mengimplementasikan media peta cerita kurang maksimal karena ada langkah prosedur yang dilewati. Namun, persepsi siswa terhadap penggunaan media peta cerita pada pembelajaran teks naratif di kelas cukup baik. Sejumlah besar siswa menyatakan bahwa mereka bisa memahami teks naratif lebih dalam melalui penggunaan media peta cerita. Mereka juga mengatakan bahwa media tersebut menarik dan membuat proses belajar menjadi menyenangkan. Namun, ada beberapa siswa yang memberi respon berbeda. Mereka mengatakan bahwa mereka menghadapi kesulitan dalam penggunaan media peta cerita. Mereka berpendapat bahwa penggunaan media ini memerlukan waktu dan ruang yang cukup banyak sehingga membuat proses belajar kurang maksimal.

Kata Kunci: peta cerita, penulisan teks naratif, persepsi peserta didik.

Abstract

Writing narrative text is one of the skills that must be mastered by every junior high school student. However, in reality, there are still many students who have difficulty writing narrative text independently. Several learning methods can be used by the teacher to teach narrative text effectively in the classroom, one of which is by using a story map. This research aims to know how teachers implement story maps in narrative text learning and to determine students' perceptions of story map media in narrative text learning. The research was conducted in a qualitative research design. Data collection techniques used in this study were observation and questionnaires. The research subjects in this study were 20 students in the ninth-grader MTSN Darul Ulum in Sidoarjo and their English teacher. The results showed that the learning carried out by the teacher in implementing the story map media was not optimal because there were procedural steps that were skipped. However, students' perceptions of the use of story map media in narrative text learning in the classroom are quite good. Most students stated that they could understand narrative texts more deeply through the use of story maps as media. They also said that the media was interesting and made the learning process fun. However, some students gave different responses. They said that they faced difficulties in using story map media. They argue that the use of this media requires quite a lot of time and space to make the learning process less than optimal.

Keywords: story maps, narrative text writing, learners' perceptions.

INTRODUCTION

In general, writing is a way of communication that is mostly transmitted through writing. Students need effective writing skills to meet their academic needs (Rao & Durga, 2018). Writing can also be a means for someone to express various inspirations in various forms, even though there are difficulties faced in writing for students, especially writing in English (Salikin & Tahir,

2017). Based on the explanation above, writing is an interest where writers can express their thoughts in good sentences, from sentence to paragraph, and from paragraph to essay.

There are numerous varieties of text in writing such as narrative, descriptive, recount, procedure, report, news item, and so forth. This article focused on narrative writing. The researcher chooses narrative text because most students find difficulties in learning narrative text

writing. This is proven in the research that has been done by Megawati & Anugerahwati (2012) that there are a lot of students who could not achieve the minimum passing criterion, 70.

The narrative text is a kind of text in which to recount past activities or events, which describes experiences and resolutions of the problem and is often also intended to provide moral lessons to the reader (Purba, 2018). There are two types of narrative text, non-fiction, and fiction. Non-fiction narratives tell true stories that happen in life. While fiction narratives tell stories based on the author's free imagination.

In general, the process of teaching narrative writing to middle school students consists of two sets of skills. The first one is composing skills using the writing process such as pre-writing, planning, drafting, and revision. The second one is skilled in writing transcription such as punctuation, capitalization, spelling, and handwriting or keyboarding (Sedita, 2012).

To get the best narrative text from the students, the teacher can not just give them a topic and let them write it naturally. Learning narrative text writing need a process that takes a long and sustainable time, while students' interest in learning narrative text writing is low. According to Megawati & Anugerahwati (2012), there are a lot of students that had a low interest in learning narrative text writing, which made them find difficulty in composing their writings during the teaching and learning process.

According to Marulafau & Al Hafihz (2013), there are students' difficulties in writing narrative text, such as 1) finding an idea, students often think of complicated and perfect ideas than think simple ideas. They do not understand that writing interesting ideas can be obtained from the events around them not from finding interesting ideas that make it difficult for them, 2) organize the ideas, students have got an idea, but they do not know how to arrange it into an interesting and good story. This happens because they lack vocabulary and grammar. Students have to think about grammar to make a good sentence otherwise, they will find difficulties in writing narrative text. As well to lack of vocabulary, students will find it difficult to write narrative text because later they will be confused in arranging the right words in making sentences.

Teaching writing using learning media is very important to build a comfortable learning environment effective, comfortable, interesting, and fun for the student and even for the teacher. In this case, the story mapping technique was chosen as one of the media that can be used in learning to write narrative text because through this technique students understand that the characters in the story and the events being told are interrelated

(Ibnian, 2010). In addition, the use of story mapping can guide to make it easier for students to generate and pour their ideas into the process of writing narrative text. It can also help students to identify the elements contained in the book or story.

Story mapping is a story structure, it is a visual depiction of a story by writing important elements of the story structure (characters, settings, plots, and themes), which also depicts the major events and actions of story characters in narrative text and is drawn/composed to connect the story (Tabatabaei & Radi, 2013). This means story mapping is a technique that uses sequences or maps to identify graphic organizers to help students understand elements of a story (Latifah, 2018). In addition, the story map provides a bullet-point framework to understand the important elements in a narrative text story and helps students identify the main components of the story. Before students write a story, students can learn how to use a story map to identify people, locations, sequences of events, and solutions in a story.

Name: _____ Date: ____/____/____

Story Map
(Identify and learn the elements of a book or story)

Topic: _____

Characters (Name and traits)	Setting (When and where)
Problem or Conflict (Something the MC "main character" has to solve)	
Plot (Major events and key actions that contribute to the story)	
Resolution/Ending (How the conflict gets solved)	

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Figure 1. Story Map Template (Paper, 2022)

Story maps help students identify the main characters, settings, problems, and solutions to the narrative text (Grünke et al., 2013). This means that story mapping is an essential framework that helps students understand narrative story elements such as orientation, complication, and resolution. Is previously known that when writing a narrative essay, ideas play a very important role in producing an interesting story and have a broad meaning. Therefore, story mapping is required to get an idea of an interesting story based on organizing the main components of the story.

Based on the above definitions, it can be concluded that when students want to write, this story map can be used as an overview of student writing. The map will illustrate a way to tell the story. Because it consists of brief information about characters, settings, problems, objectives, events, and resolutions. When writing narrative text, story mapping can also help authors develop their ideas based on themes provided by imaginative story writers, or tell readers about their own experiences.

Applying story maps in the teaching of narrative text needs to follow several instructional procedures: (1) The teacher first explains elements such as setting, characters, complications, and resolutions in the narrative text while introducing story maps as graphic organizers to plan the writing; (2) The teacher demonstrates this strategy by completing part of the story mapping on the story pictures; (3) The teacher asks the students to complete the story mapping of the folktale. In this case, students can work in groups, share ideas and help each other. When students in their groups finished, the teacher asks them to share their story maps and check if they have finished; (4) The teacher asks students to start writing their story. The teacher asks students to use the Story Map that has been created to guide them through the writing process; (5) and finally, the teacher reviews their stories and provides feedback.

Regarding the problems stated above, the researcher formulated research questions to be taken into consideration:

1. How does the teacher implement story maps media to teach narrative text writing to middle school students?
2. What are the learners' perceptions of the use of story map media in writing narrative text learning?

METHOD

This study used descriptive qualitative research as the research design. According to Casterle et al (2012) that qualitative research is a complex and challenging part of the research process and has received limited attention in the research literature. In other words, the study aims to use data collected in different ways to understand what is happening. Qualitative research uses data collection techniques to identify or describe phenomena that occur naturally in the classroom when teachers use story mapping in instructional narrative text.

The participants of this study were 20 students in the ninth grade of the middle school in Sidoarjo and their teacher. Students in this class were chosen considering that students who have studied narrative writing prefer to use story maps as a medium for learning narrative writing. While the teacher was chosen because the teacher taught the students to write narrative text by using

story maps. In addition, junior high schools were chosen because the learning material was by the application of story map media, and some students were motivated to learn narrative text writing with something new.

The researcher obtained the data using a questionnaire and observation. Two instruments are used during the observation; observation checklists and observation field notes. The observation checklists were used to identify instructional practices for implementing story maps to write narrative text. In the observation checklists, there are several statements. Each statement is given a checklist (✓) based on the observations made. These statements address the learning process when using story maps in the classroom. Meanwhile, field notes were used to know the process of writing narrative text using story maps in the classroom. Field notes help to access the subject and record what is observed unobtrusively and write down every important thing during the observation process. Observation checklists and field notes were used during pre-teaching and teaching, while questionnaires were conducted during post-teaching. When students used the story map media, observations were done to observe the teaching process.

The first data was collected by observing how teachers implemented story maps. The second data collection was conducted by giving questionnaires to the students. Questionnaires were submitted after they had written down the narrative text using Story Maps media in class. At the same time, questionnaires were distributed to students to obtain further input and to identify obstacles encountered in the learning process of writing narrative text using story maps. The questionnaire included questions about students' perceptions of the implementation of the story map, such as text during the learning process. The questionnaire uses open-ended questions designed to allow respondents to provide a variety of responses. This is in line with Hyman and Sierra (2016), who stated that open-ended questions are intertwined with essays or short answers to questions addressed to respondents.

The data was assessed using qualitative data analysis after it was collected and obtained. To examine the data, three stages were followed. According to Schutt and Chambliss (2013), data reduction, data display, and drawing conclusions/verification were the three procedures used to examine the data. Following the collection of part of the data, the data is reduced initially by picking data based on literature analysis and theory to eliminate unneeded data. Reading the results of the observation checklist and field notes was the first step in data reduction. Following the reading, the data is chosen by removing irrelevant information based on the literature review or theory for the first data. The amount

of data in the second data set is the same as the first data set, but it has been decreased by deleting extraneous data.

The information was organized or the data was put into a data presentation after the data was reduced. For the first set of data, gather information on how the teacher used story maps to teach narrative text writing. The second set of data is organized information about how students' opinions and perspectives changed when they utilized a story map to write a narrative text. After exhibiting the data, a conclusion or verification was reached by offering written comments based on the displayed data. The first set of data includes written comments on whether or not the instructor was successful in using the narrative map during the learning process, and the second set of data includes written comments on whether or not the students were interested in the story map when it was used. After that, conclusions were drawn about teaching narrative text writing to ninth-grade junior high school students utilizing story mapping.

RESULT AND DISCUSSION

How the Teacher Implemented Story Maps Media to Teach Narrative Text Writing for Middle School Students

This study used an observation checklist and field notes to know the teaching and learning process during the implementation of story maps media for writing narrative text. It was done to answer the first research question about how the teacher implements story maps for writing narrative text in class.

The teacher goes over all of the phases of teaching narrative text writing with the help of the lesson plans. The teacher began class by pre-teaching, while-teaching, and after-teaching. To begin, the teacher quizzed and tested the students on their knowledge of the narrative text. The questions are undoubtedly about narrative text's definition, function, moral story, generic structure, and language qualities. The students did a good job in answering the teacher's questions even though some of them forgot the answers because they had not taken notes from the previous meeting.

After the teacher checked the students' knowledge about a narrative text, the teacher told the students that they would write down a narrative story again but this time using Story Maps media. Then the teacher discussed the meaning, method, and how to make a story map media. The students were instructed by the teacher to focus their ideas on story mapping.

The teacher started by making a plotted story map, which consisted of settings, orientation, complication, resolution, and re-orientation. The box that has been plotted for the story map is empty and later will be filled

by a series of narrative stories that have been created. Then the teacher divided the students into several groups to make a story map like what the teacher made and asked the students to fill in the empty boxes that have been mapped before. Based on the 'Beauty and the Beast' story, students are asked by the teacher to write the story using their own words and develop it. If there are students who can not write the story in English or can not find any idea, they are allowed to find the translation in their dictionary and do not allow to ask the teacher. After the students got an idea about the text to be written on the story map, the students submitted their work to the teacher and the teacher checked their work for 15 minutes.

When the students' work had been checked by the teacher, the teacher asks the students to retell what they are written based on their story maps one by one. This activity is carried out so that all students understand what they have written in the generic structure of the narrative story writing section and increase students' self-confidence. Next activity, the teacher asked the students to write down their narrative stories as a whole individually in 20 minutes based on the story map that they have made before. At this point, story mapping will serve as a guideline for the students to write narrative stories. After 20 minutes, the teacher asked them to submit the results of their narrative stories. The teacher will check the students' work.

After the teacher checked the students' work, the teacher gave feedback on the students' work. Then, the teacher shared feedback with each student so they can fix their work if something goes wrong. At the end of the learning activities, the teacher gave motivation to the students so they can be more active in the learning process and thanked them for attending the class. The teacher also asked the students to always study hard, then ended the class by giving *salam*.

The Learners' Perceptions on the Use of Story Maps Media in Writing Narrative Text Learning

Students' perceptions of the use of story maps in writing narrative texts investigated in this study not only explain the use of story maps as a medium in writing narrative texts but also determine students' reactions to how they use them. After all of the learning activities are completed, the students were given a questionnaire to fill out. With the results of the answers from the questionnaire, it is very important to determine whether the use of story maps can help students in writing narrative text.

Based on the questions addressed to the students, most of them stated in the questionnaire that had been distributed that story maps helped them in writing

narrative text. According to them, there are several reasons why they find it helpful to use story maps in writing narrative text. One of them is because they can more easily understand the text. In addition, most of the students said that it is easy to learn and it makes the material interesting for them, other than that, when the use of a story map just wrote down the important points in the narrative text structure, students don't need to write down the entire text so they can understand easily.

The next question to address to students is whether writing narrative text using story maps is an interesting activity or not. Most of the students answered that using story maps in class was an interesting activity for them. There are several reasons for students, that they felt it is an interesting activity to use a story map like the following, the students stated that it is such an interesting activity. They can learn something new when they read the story map because it was interesting and not boring for all of them. Indeed, they find it interesting because usually the appearance of the story map is made and shaped as attractively as possible so that it can attract the reader and not get bored while reading it. The use of story maps can generate interest in students to learn to write narrative text. Based on the explanation above, there is no doubt that the use of story maps can be interesting for the readers. In addition, one of the students said that the story map is presented in a unique concept to make the reader interested because it only displayed the story components in the story map.

Based on students' responses to the use of story map media, they said that the media made it easier for them to understand the story content. In this study, the students thought that using story maps made them understand stories easily. According to them, there are several reasons for it. They are because the story map explained detail in the story components and it is more easily by using story maps to read the text easily.

In addition to students' perception of the advantages of using story maps, the students also faced some difficulties when using story maps in writing narrative text in class. Based on the results of the students' responses to the distributed questionnaire, it can be determined that some students have trouble constructing narrative maps since they are not in the sequence of the story and take more space and time. Most of the students stated that there were indeed difficulties for them, from being confused about the concept of a story that lacked detail so that it was difficult to understand the sequence part. Even students often got into trouble when they can not understand the structure of the narrative text and are confused by using story maps.

According to the preceding explanation, using story maps to generate narrative text for students can assist

them in structuring the framework of the story using the story maps they created. In addition, the use of story maps also makes it difficult for the students themselves, such as their answers which have been summarized above that they said they found story mapping is complicated because they needed a lot of time when writing narrative text.

Discussion

The findings of the implementation of learning to write narrative text using story maps as the first problem formulation of the research topic are discussed in this study. It also includes the challenges faced by students when writing narrative text using story maps as a second problem formulation, apart from in the teaching and learning process.

The Implementation of Teaching and Learning Narrative Text Writing Using Story Mapping

Based on the findings of the observation, it was discovered that almost all of the phases in teaching narrative text writing were implemented using story mapping, although not everything done by the teacher was faultless and ran smoothly. After the teacher checked the students' knowledge about a narrative text, the teacher told the students that they would write a narrative story using Story Maps as the media. Then the teacher discusses the meaning, methods, and ways of making story map media. The students were instructed by the teacher to focus their ideas on story mapping. In line with Ibnian (2010), he stated that story maps help each writer to stay focused on the topic by displaying their ideas as they write and to keep the storyline in the right order. There are also learning activities carried out by the teacher to ask students to write narrative texts using story maps as media. In this case, the story mapping media used by students will be a guide for students to write narrative stories. According to Momo (2020), story maps can be considered a guide that helped the students to pay attention to the contents of the passage in a narrative story.

After the students finished their narrative text writing by using story maps, they collected them from the teacher. The teacher analyzed and checked the students' work after they finished their narrative story writing but did not discuss it. In addition, the teacher does not review the results of students' narrative writing, only analyzed themselves and provided feedback on writing indirectly together so that students do not know their mistakes. Whereas, the students need a discussion so they can understand their mistakes, and then they can improve their understanding of the narrative text as well. Line Shanahan et al (2010), stated that the teacher needs to

create a discussion to guide students so they can understand more deeply the content of the narrative text.

Furthermore, when the teacher imitates all the story mapping techniques according to the experts correctly, the teacher must criticize the students' writing and story maps, as well as re-explain the common mistakes that students made when making story maps or writing narratives. Students will realize their own and other friends' mistakes if the teacher analyzes the results of story mapping and discusses them with students. In addition, students will identify their friends' mistakes so that they will not make the same mistakes.

Based on the explanation from the observation above, the approach of applying to teach and learning for writing narrative text utilizing story mapping is fairly good. This may be seen in the teaching methods that the teacher follows by the protocols of numerous experts, even though the teacher skips some steps. The numerous challenges that students confront make the teaching and learning process utilizing story mapping inefficient and ineffective, but using all the steps completely it will make the students easy to write their narrative text chronologically. It happened because the students are guided by following the procedures of the story map technique (Yantu, 2013). As a result, if the teacher followed all of the procedures in the application of teaching and learning narrative text, it would be more efficient, maximal, and capable of improving students' narrative writing abilities in the future.

The Learners' Perceptions on the Use of Story Maps Media in Writing Narrative Text Learning

Based on the facts shown above, it was determined that the use of story maps in writing the narrative text for students was quite beneficial. In line with Yuliana (2018), using story mapping as an outline for students' narrative writing and in the early phases of developing their narrative can be beneficial and helpful. The students found story maps to be useful in generating narrative text for a variety of reasons, as seen by their responses to the questionnaire's results. Among other things, it is easy for them to understand the narrative story and its material. According to Rahmawati et al (2018), story maps help students to identify story elements such as themes, settings, characters, problems, and plots. Besides that, it also helps them to organize their writing better systematically and coherently. In addition, students also found it helpful when using story maps because they only write down the important points in narrative stories. Wells (2013), explains that story maps provide clues to students in helping identify and find important information and serve to assist students later in writing and understanding narrative text.

Another reason for students about using story maps for their narrative writing is because it is also an interesting and unique activity so that many people learn something new and get to know. In line with Martaa (2015) that it is a very interesting and successful way to build a story is to include a story map in the story. Story maps also make students felt not bored while reading or writing it in class. Besides that, story maps can make it easier for students to use because they are also easier to read and explained in more detail in the preparation of the story. Bala (2017) stated that the use of story maps plays a major role in understanding the story elements more easily and does not leave any detail in the story elements.

In addition to students' responses to the advantages, students also had some issues using story maps in class to write narrative text. Students found it difficult to make story maps because they are complicated and also require a lot of time and space so they can not freely make them. Yantu (2013) stated that students have trouble understanding and developing their ideas in writing, especially if they find long stories. So if that happened, they can not make a story map because they are confused in understanding the story. Besides that, Anggraeny et al (2012) also said that students found story mapping challenging. After all, they needed a lot of time when writing narrative text because they spent so much time creating story maps.

CONCLUSION

Following the discussion of the study's findings, it can be stated that the teacher's way of implementing story map media in narrative text learning had been done well, but not completely. As for the teacher's application in using story map media for learning in narrative text writing that has been done to the students, as follows: the teacher began the lesson by checking students' understanding of the narrative text by asking them questions. Then the teacher explained the contents of the story contained in the narrative text and introduced the story map media to the students. The teacher demonstrated the use of this story map in writing narrative text. After that, the teacher asked the students to make story maps in groups so that they could exchange ideas and help each other. When students have completed the story map, the teacher asked students to immediately write down a narrative text based on the story map that they have made. In the end, the students submit their story maps and narrative writing to the teacher for correction. Here the teacher only provides the results of the analysis indirectly to students without discussing it. This causes the students to be unable to understand them more deeply about the narrative text.

Students also can not find the mistakes they made in writing narrative text by using story map media.

There are some differences in the responses of students in using story map media in narrative text learning. Almost all students stated that they could understand the narrative text easily when they used story map media. They find it helpful because the story map only shows the important points, so they can easily write a narrative story. In addition, they consider the use of story maps as interesting activity and have a unique concept that makes them feel motivated in writing narrative stories. Although most the students felt that using story map media makes it easier for them, some students said that they faced difficulties in using story map media. They felt that the story map media is quite complicated to understand. They also said that understanding the overall content of the text using story map media, took quite a lot of time and space.

Suggestion

The suggestion that can be given to the teacher is that the teacher must prepare equipment in the form of a projector to display material and other images about narrative stories that make students interested in narrative text material. In addition, the teacher must also give homework about writing narrative stories to students so that they can develop and improve their ability in writing narrative text. As the suggestion for students, students should concentrate on writing narratives in class during the teaching and learning process so that they can concentrate on listening and following the teacher's directions and become more involved and motivated in learning to improve their narrative text writing habits.

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