

**USING STORY-MAPPING TECHNIQUE TO IMPROVE THE WRITING  
ABILITY OF GRADE VIII STUDENTS AT SMP N 2 GAMPING, SLEMAN  
IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

**Presented as Partial Fulfilment of the Requirements  
for the Attainment of the *Sarjana Pendidikan* Degree  
in English Language Education**



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2014**

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A Thesis



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## PERNYATAAN

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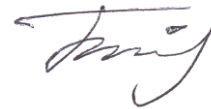
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**DEDICATIONS**

*Purwanto and Mujíasih*

*Loving parents and inspiring teachers*

*Hasan Musthofa*

*Beloved brother*

## **MOTTOS**

*“Verily, with every difficulty there is relief”.*

*(Qs. Al Insyiroh 94:6)*

*Narated By Abu Hurairah : “The Apostle of Allah (pbuh) said: If anyone pursues a path in knowledge, Allah will thereby make easy for him a path to the Paradise; and he who is made slow by his actions will not be speeded by his genealogy”.*

*(Shahih: Muslim)*

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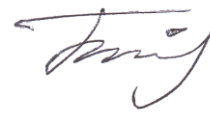
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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 28 April 2014

A handwritten signature in black ink, appearing to read 'Teddy', with a stylized flourish at the end.

Teddy Ansyah Abidin



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Abstract

This research investigated how the use of The Story-mapping Technique could improve the writing ability of grade VIII students at SMP N 2 Gamping in the academic year of 2013/ 2014. It concerned on solving the students' problems in writing on the five aspects namely content, organization, vocabulary, language use, and mechanics.

This study was categorized into Action Research (AR). The subjects of the study were the VIII B students of SMP N 2 Gamping in the academic year of 2013/ 2014. The first cycle was divided into three meetings and the second cycle was divided into two meetings. The research was done with the participation of 30 students of VIII B class, the English teacher and another collaborator. The qualitative data were in the form of field notes and interview transcripts while the quantitative data were in the form of the students' scores. The validity of the research was obtained by adopting five criteria of validity namely democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

The results of the research show that the use of the story-mapping technique was believed to be useful to improve the students writing ability. The students made a good improvement in some aspects of writing ability. Based on the qualitative data, the students were able to generate their ideas to produce well-organized recount texts. They were also able to use the appropriate vocabulary, grammar, punctuation, spelling, and capitalization in their writings. During the teaching and learning process, they also showed positive response toward the lesson. They enthusiastically joined the teaching and learning activities and did the tasks well. Based on the quantitative data, the students' mean score improved. In the pre-test, the students' mean score was 10.40. The mean score increased in both cycle 1 and cycle 2 in which the mean scores were 11.67 and 14.70. In the post-test, the score increased into 16.28. The gain score of the mean scores from pre-test to post-test is 5.88.

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is very important in the daily life. As an International language, it plays important role in communication which mostly many people are involved in. English has many interrelationships with various aspects of life owned by human being. Therefore, English as a compulsory object is taught at junior and senior high schools in Indonesia.

In English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Listening and reading are receptive skills because learners do not need to produce language to do these, they receive and understand it, on the other hand, speaking and writing are productive skills because learners need to do these to produce language. They are also known as active skills.

The writing skill becomes very important in the education field. Therefore, students need to be exercised and trained in order to have a good writing skill. Writing is a complicated process of problem solving which involves controlling the text, reaching the purpose of writing the thoughts in the text, planning-arranging the thoughts and collecting data for the target (Chen and Zhou, 2010). Writing in second language is assumed to be more difficult than that in the first language. To some extents, the writing disabilities are caused by problems in vocabulary and grammar. However, an understandable and acceptable writing not only depends on vocabulary and



grammar but also has to be well sequenced, cohesive, coherent, and appropriate with its purpose.

Nowadays, English language is studied in all levels of school. In junior high school, where the students have not understood yet about English, commonly their English proficiency is still low. Based on School Based Curriculum or KTSP, students in junior high schools have to be able to not only understand the nature of English but also produce certain various short functional texts, monologues and essays in the form of procedure, descriptive, recount, narrative and report. It becomes a challenge to the teacher to teach in a writing class. Nevertheless, writing is needed to be taught as early as possible so the students can achieve better understanding and practice on it. Furthermore, the act of writing is an essential activity for them in their future academic life.

However, not all students like the method which is used by their teachers. In fact, learning English with the same teaching technique makes the students bored. Especially in writing, sometimes students are lack of idea. That is why teachers need various methods which can encourage students' creativity and sense of writing. The teacher should make use of available resources to develop students' creativity in learning English, especially in writing.

In the implementation of teaching and learning process of English, the improvement of basic skills of language is still hard to achieve and one of them is in writing skills. Writing is usually considered as the most frustrating skill to master for the students who are learning English. As well as the other skills,

writing is a skill that must be improved by the students. In the process of teaching and learning writing, some teachers do not know how to teach writing appropriately. They usually ask the students to write sentences as many as they can but they do not know how to make their students do the instruction. This fact motivated the research to focus on encouraging the students to write recount or to tell stories of their past experience in the written form.

## **B. Identification of the Problem**

Based on the background problem in the research study, there are many factors affecting the writing ability of junior high school students. Nowadays, writing activity is often assumed less important compared with other skills. That is why many people do not know the benefits of writing in the students' learning process. In this case, good environment should be created by the teacher or instructor to facilitate students' writing skill development as writers. As a facilitator, the teacher has to facilitate the teaching and learning process in the classroom so it can run well. Teacher has to give stimulus and choose appropriate material and technique.

Another problem comes from the students themselves. Writing is usually viewed as a so-much-formal activity. There are many rules in writing that make students less motivated to write. It is another teacher's responsibility to correct this assumption by convincing the students that they can write with freedom, without considering the rules too much. In writing, the students are not only the object of learning but also the subject of learning. It means that,

besides they receive the materials given by the teacher, they have to learn and develop their ability by themselves. Their desire to write by themselves has to be increased through writing activities in the classroom because they rarely practice writing outside the school. They do not give themselves more exposure of writing while the teacher does not have sufficient time to focus on their writing.

Lastly, the activities done by the teacher are did not encourage the students to learn and write more. The teacher usually just asks the students to write based on the instruction, but it is very difficult for them to write directly in the empty paper. Asking the students to rearrange words into sentences or sentences into paragraphs cannot stimulate their willingness to write. The English teacher in SMP N 2 Gamping usually asked the students to write sentences based on pictures, but the students are still confused about how and where they have to start writing. Considering this, it is the English educators' or teachers' responsibility to provide learning process that is able to support the junior high school students' writing ability. Moreover, it can also encourage them to write more both inside and outside the classroom.

### **C. The Limitation of the Problem**

Based on the observation and interview that had been done and had been explained above, the students writing ability of grade VIII students at SMP N 2 Gamping was low. The low writing ability was affected by some factors and that would be impossible to analyze all of them one by one in this research.

That would spend much effort and time while the researcher had to do the study in a limited time. Therefore, the researcher focused on the technique to improve the students writing ability using story-mapping technique.

By using the story map, it was expected that the students had the prewriting activities so they can write more easily because they could have imagination on their writing. As a prewriting activity, students could sketch the beginning, middle and concluding events as frameworks for their stories. The story map also improved the students' ability to sequence story events. Students' low writing ability were improved by using story map because it overcame the problems of writing related to the teacher (method and media), the student (motivation, confidence, interest), and the process (classroom activities).

The researcher also expected that the story map encouraged the students to like writing and write both inside and outside the classroom. It was also hoped that they were able to develop their writing skills.

#### **D. The Formulation of the Problem**

Based on the identification of the problems and limitation of the problem explained above, the researcher formulated the problem of the research in the following question: “How the story-mapping technique could be implemented to improve the writing ability of the students grade VIII in SMP N 2 Gamping?”

### **E. The Objective of the Research**

The objective of this research was to describe the use of the story-mapping technique in improving the writing ability of the students grade VIII at SMP N 2 Gamping.

### **F. The Significance of the Research**

This research was conducted to describe how the story-mapping technique was implemented to improve the students' writing ability of grade VIII students at SMP N 2 Gamping. It was hoped that the finding of this research would give benefits and contribution to some parties theoretically and practically and for the research and development program.

#### 1. Theoretically

The researcher expected that the result of this study could be used by English Education Department students of Yogyakarta State University as a reference related to the topic of writing ability and the use of the story-mapping technique. The findings would also enrich and enlarge the knowledge of English teaching that hopefully could be a beneficial reference for the future researchers who would do similar study.

#### 2. Practically

For the English teachers, the findings would be useful information about the use of the story-mapping technique which could improve students' writing ability. It was expected that the story-mapping

technique could be used as alternative technique to teach writing in their teaching and learning process. For the students of grade VIII in SMP N 2 Gamping, hopefully their writing skill could be improved after the implementation of this research. For the researcher himself, this study was expected to improve his awareness of the importance of writing and gave experience in doing the research and working with other people as well.

### 3. Research and development program

For the material developers, the result of this study can be used as a reference which gave information about the use of the story map in writing task.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter is divided into two parts, which are literature review and conceptual framework. Literature review discusses the theories and studies related to the topic while conceptual framework discusses the relationship of the theories with the study.

#### **A. Literature Review**

##### **1. Theory of Writing**

###### **a. What is Writing**

Oshima and Hogue (1997: 2) define writing as a progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Writing is actually one of language skills which is categorized as a productive one. It is a continuing process of discovering the way to find the most effective language for communicating someone's feelings and thoughts. Writing is also a form of communication to express the thinking or feeling through writing after spoken.

Byrne (1984:1) states that writing is the act of forming. Writing is Graphic symbols, that is letter or combination of letter in which relate, to the sounds when the writers make in speaking in their sense, the symbols have to be arranged according to certain contention to form word and words have to be arranged to form sentence.

While Bram (1995: 3) also defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write, we need to determine what the writer shall have something meaningful to convey.

Another definition of writing is proposed by Celce Murcia (2003). She states that writing is the production of the written word that results in a text in which must be read and comprehended in order for communication to take place. Writing makes a product in the form of written texts which are used to deliver the writer ideas and meanings to the reader.

In writing, the writer must always use graphic symbols namely letters or combinations of letters that related to the sound made when speaking. Writing is however not just production of graphic symbols. There is necessity that the symbols (the letter) put together to form words, sentences, and paragraphs under certain conventions. Writing is not just to write a single word, nor is it to write just single sentence. In a sentence, the words must be related to each other, and the paragraph, the sentences must be knitted together (Byrne 1988).

By writing activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate through his way that is impossible through other means. Writing involves large areas including two main cases: linguistic and extra linguistic systems. The former refers to thing or things to communicate. This means that writing is the act to expressing something through the application of linguistic systems.



So, when writing, there are two problematic areas namely what to write and how to write it, which become two competences for a writer, reference or knowledge of language and knowledge of reference or language and thought (Brown, 1987:56 ) or linguistic competence and communicative competence (Littlewood, 1981: 3). It is then understandable that linguistic skills are meant as the ability to manipulate the rules of language usage conventionally, while extra-linguistic system or knowledge of word refers to what the writer knows about the subject to write.

Writing is complex. In addition to the knowledge of the vocabulary, grammar and syntax, a writer must also have good knowledge of other writing mechanics such as the use of punctuation such as, capitalization, question mark, commas, and act. These mechanics are used to reveal syntactic structure (Fromkin and Rondman, 1983: 154). Based on some definition above the writer concludes that writing is a way to producing a message into writing.

#### **b. Micro Skills and Macro skills of Writing**

Brown (2001) proposed twelve micro kills and macro skills of writing as presented below:

Micro Skills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at efficient rate of speed to suit the purpose.

- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g., tense, agreement, pluralization, patterns, and rules).
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills:

- 7) Use rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms,

soliciting peer and instructor feedback, and using feedback for revising and editing.

### **c. Writing Process**

According to Flower and Hayes as quoted in Scott (1996), writing processes may be viewed as the writer's tool kit. In using the tools, the writer is not constrained to use them in a fixed order or in stages, and using any tool may create the need to use another. Generating ideas may require evaluation, as writing sentences and evaluation may force the writer to think up new ideas. This is the model of writing process adapted from Grave (1983):

#### 1) Prewriting

In prewriting, the goal is to generate ideas. Listing, brainstorming, clustering, outlining, free writing, silent thinking, conversation with a neighbor, diagraming, storyboarding or mind mapping are all ways to generate ideas. Teachers will provide a writing task and help them to generate vocabulary and ideas without concern for correctness or appropriateness in the first stage of writing.

The activities of prewriting is usually to begin with the writers' awareness, what the writer try to communicate and why it is important to communicate. Sometimes the writers use prewriting activities as a means to find a good topic, narrow topics that are too broad, and look at purpose.

The first activity that can be done in prewriting stage can be in the form of brainstorming. In brainstorming, the teacher introduces the topic and then all of the students call out ideas associated with the topic. The

second activity is free writing. Free writing is a method in which the writer writes out everything you know about the topic, even the things that might seem unimportant. The key to free writing is to write without stopping. This can help lead the writer to ideas he had forgotten, or help him to see the relationships between ideas. The third technique is clustering. Clustering can be defined as a prewriting technique that enables the writer to choose an encircled nucleic topic around which whatever may be found in relationship with will be chosen to be jotted down in three-branch like relationship. The writer can select the ones that can be found most crucial or potent enough to develop the topic he/she aims at.

Once the students have interesting idea and know how to develop them, they can write better. In prewriting stages in the classroom, the teacher will create that kind of environment in which the students functionally benefit from. That is why prewriting activity is very important to get the ideas and develop them into a good writing.

## 2) Drafting

Drafting is a stage of the writing process during which a writer organizes information and ideas into sentences and paragraphs. So, it is the first production stage of getting ideas down using complete sentences and reflecting the general conventions of writing. Drafting is used not only in writing a paper or a novel story, but it is also necessary in simple writing like students' writing activities in the classroom. All forms of

writing need to be drafted, the writer needs to write down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The writers can start drafting with write an outline or just write down any idea they have. In this stage, they do not have to focus on accuracy, however content and meaning are the things that they have to focus on. A draft may contains grammatical and spelling errors, and may lack details, so the writer needs to continue rephrasing and expanding their ideas.

### 3) Revising

In revising, the students have to revise and reshape their writing based on the feedback given by the teacher. Revising is where the student given a chance to fix the mistakes such as the content is not dense enough, the order is not clear, the grammar is wrong, the use of the words is inappropriate and so on. They may revise their works by improving the contents, editing the grammar, moving the sentences, using another words, and so on.

### 4) Editing

Editing is the stage where grammar, spelling, and punctuation errors are corrected. According to Grave, the editing stage cannot be included in the stage 1, 2, and 3 because it can decrease the quality of the writing product. If the students worried about their mistakes in the pre-writing, drafting and revising stage, the precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about

writing mechanics. Many professional writers always edit their writing in the end, so if the teacher wants the students to become authors and composers of authentic writing, he has to teach them to approximate the writing process used by real writers.

5) Publishing and sharing

This stage is where students' writing is shared with an audience. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

**d. The characteristics of good writing**

Experiences in school leave some people with impression that good writing simply means writing that contains no bad mistakes. That is no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing. It is writing that is responds to the interest and needs of our readers. Here are the basic characteristics of good effective writing according to Nordiques (1999):

- 1) good writing has a clearly defined purpose
- 2) It makes a clear point
- 3) It support that point with specific information.

- 4) The information is clearly connected and arranged.
- 5) The words are appropriate, and the sentences are clear, concise, emphatic and correct.

**e. The components of writing**

Oshama and Houge (1997) define that there are five components of writing.

1) Content

The content tends of relevance, clarity, originality, logic, and act. The content itself must be clear for the readers so they can get information from it. To have a good content in a piece of writing, the content should be unity and complete. Unity in writing means that each students must relate each other and support the main idea while complete means that the main idea has been explained and developed fully by using particular information.

2) Organization

Organization concern with the way of how the writer arranges and organizes their idea and their message in writing form which consist of the same partial order. In writing, the writer should know about what kinds of paragraph that they want to writer and what topic that they want to tell to the readers. It must be supported by cohesion. In addition, Byrner (1988) state that writer should be take care of the organization in their writing because will help then communicate successfully.

### 3) Language Use

It deals with the rules of verbs, agreement, articles, and act. To have good grammar in writing, the writer should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause, etc. The lack of grammar will create miss understanding between the writer and the reader.

### 4) Vocabulary

A good writer should master vocabulary and idiom as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into the sentences and the putting sentences the paragraph until they can build a piece of writing. Most of the students are lack of vocabulary, therefore they are failed to compose a good piece of writing because they find it difficult to choose the words to write.

### 5) Mechanic

It deals with capitalization, punctuation, spelling, etc. It is very important part in writing because it will lead the reader to recognize immediately what writer means. The use of favorable mechanic in writing will make the reader easy to group the conveying ideas and message towards the written text.

## **f. Short Story Writing**

Murdoch (2002) in short story writing, stated that short stories can, if selected and exploited appropriately, provide quality text content which will



greatly enhance EFL courses for learners at intermediate level of proficiency. He added that based on short stories, instructors can create a variety of writing activities to help students develop their writing skills. Besides, short story writing forces students to discipline their writing, emphasize conciseness, and sharpen grammar skills. It can also take a role in developing the students Self-expression which is also an important ingredient in all good essays.

There are certain elements that should exist in the short story:

- 1) **Setting:** the time and place in which the story happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.
- 2) **Characters:** persons, or sometimes even animals, who take part in the action of a short story or other literary work.
- 3) **The Conflict (problem):** the struggle between two people or things in a short story. The main character is usually on one side of the central conflict. The main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, and illness).
- 4) **The Plot (events):** the systematic chain of events which make up the short story. Each link in the chain helps to build suspense and to solve a problem.
- 5) **The Solution:** the outcome of the attempts to resolve the problem or conflict.

- 6) The Theme: the theme is the controlling idea or belief of the story. It gives a basic meaning to a literary work. Generally, a theme is inferred from the other elements in the short story and often evolves through the conflict experienced by the main character.

**g. Teaching Writing**

According to Brown (1994), teaching means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand. It can be inferred that teaching writing means showing and helping the students to write, giving them instruction in order for them to write, providing them the knowledge, making them understand the knowledge of writing and know how to write so they will be able to write and produce good written product. The skills need and required in writing are highly complex. The foreign language learners have to pay attention to the higher level skills such as planning and organizing and also to the lower level skills such as spelling, punctuation, word choice, and so on.

Kimble and Garmezy in Brown (2000) state that learning is relatively permanent change in behavioral tendency and learning is the result of reinforced practice. So, in order to improve the students' writing skill, the students have to practice to write and get reinforcement from the teachers. Despite of the difficulties, Harmer (2001) explains some reasons why

teaching writing should be done, that are reinforcement, language development, learning style, and writing as a skill:

1) Reinforcement

Students may acquire language mainly from oral or aural way. However, most of them learn greatly from language that is written down. Learning through visual demonstration of language construction is not enough. Students often find it useful to write sentences using new language directly after they learned it.

2) Language development

It is believed that the actual process of writing helps students to learn as they go along. The mental activity that they undergo in constructing written text is part of the ongoing learning experience.

3) Learning style

There are some students who are able to learn language just by looking and listening. However, there are also those who need longer time. They need to think things and produce the language in slower way. Writing is appropriate for those students.

4) Language as a skill

Of all, the most important reason of teaching writing is that it is a basic language skill. It is as important as the other skills which are listening, speaking, and reading. Students need to know how to write letters, to know some of writing's conventions (punctuation, paragraph construction etc.), and so on.

#### **h. Teaching Writing in Junior High School**

English in Indonesia becomes popular and important, so that the government obligates the subject to be taught in all stages of education. Teaching English in junior high school is very important since it is one of compulsory subjects. Besides that, teaching English in Junior High School is aimed to teach the students to achieve the functional stage, it means the students have to be able to use English to overcome problem in daily life communication both orally and written. Students of junior high school are required to understand the nature of writing and produce various functional text, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report. Regarding to the text types, students of grade VIII deal with descriptive, narrative, and recount text.

Teaching writing in junior high school is based on the school based curriculum (KTSP). The curriculum contains standard of competence and basic competency that should be achieved in each semester. Standard of competence and basic competency is developed based on the KTSP that is based on standard of contents and standard of graduate competencies (Depdiknas, 2006). Below is the table of standard of competence and basic competency of writing in junior High School in the first semester.

**Table 1. The standard of competence and basic competency of writing in Junior High School in the first semester.**

Standard of competence	Basic Competence	Main Material /Learning
To express the meaning of short simple functional writtent texts and essays in the form of descriptive and recount to interact with the surrounding environment.	6.1.To express the meaning of short and simple functional writtent texts by using written language accurately, properly and acceptable to interact with the surrounding environment  6.2.To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount	Short functional texts such as: - Invitation - Announcement - Short message  Texts in the forms of: - <i>descriptive</i> - <i>recount</i>  Randomized sentences

## **2. The Story-mapping Technique**

### **a. Definition**

Pre writing is a very important step in writing. In this step, the writer has to gather ideas and decide the plot that he wants to apply in the story. The writer has to make the outline first and arrange the outline based on the plot that they want to develop. As Gerrold (2001) stated that all writing is list-making, nothing more. The trick is knowing what to put next on the list. It is can be implied that in developing the plot of the story was in some way similar to the act of writing a list. A story map could be viewed as a visual depiction of the settings or the sequence of major events and actions of story characters with the aim of enabling students to relate story events and to perceive structure in literary selections. The Story Map interactive includes a set of graphic organizers designed to assist teachers and students in prewriting and post reading activities. Li (2007) noted that a story map is a graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. After completing individual sections or the entire organizer, students have the ability to print out their final versions for feedback and assessment.

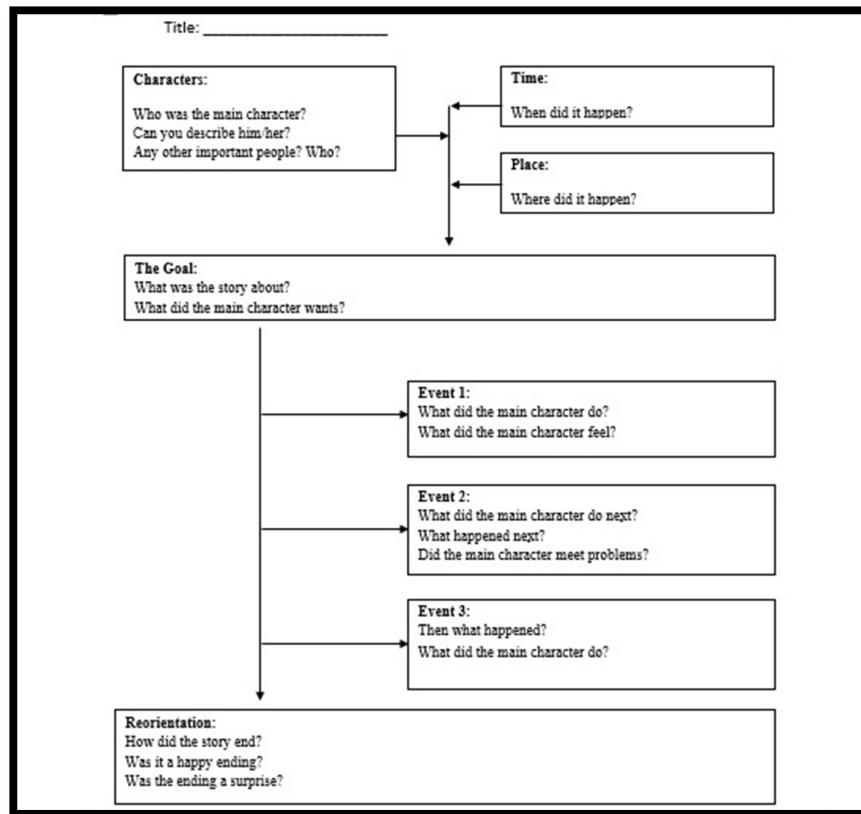


Figure 1: An example of a story map

#### b. Advantages of the story-mapping technique

The story-mapping technique can be used to improve the students' writing ability by enabling them to visualize story characters, events, and setting. It can be used with both fiction (i.e., defining characters; events) and nonfiction (i.e., main ideas; details). Furthermore, the technique could be used to increase 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.

## **B. Relevant Studies**

There are some relevant studies related to the use of the story-mapping technique in improving students' writing ability. The first is a study conducted by Daqi Li. He studies the effect of story mapping and story map questions on the story writing performance of students with learning disabilities. He conducts the research to four 4th and/or 5th grade students with learning disabilities from two elementary schools in Texas. The aims of this study is to know what is the effect of the instructional strategy of using story maps and story map questions on the fluency of story writing by students with learning disabilities. The finding of the research shows that the strategy of story mapping and story map questions was effective in increasing the story writing fluency of three of the four subjects in the study. Following the intervention of the strategy, the three subjects were able to produce longer stories than before.

The second is a study conducted by Salem Saleh Khalaf Ibnian on a research entitled *The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL*. His study attempted to answer the following questions: What are the short story writing skills needed for tenth grade students in EFL And what is the effect of the using the story-mapping technique on developing tenth grade students' short story



writing skills in EFL. This study is an experimental study conducted in Jordan which use 84 tenth grade male students as sample classified into four classes, two served as an experimental group and the other ones as control. The result of this research proved that the story-mapping technique had a positive effect on developing Jordanian tenth grade students' short story writing skills in terms of content and organization, mechanics of writing, language use as well as in skills emerged from creative abilities (fluency, flexibility, novelty and elaboration).

From the study above, it can be concluded that the story-mapping technique has an effect on improving the students' writing ability, either on normal students, or on the students with learning disabilities. So, I believe that the story-mapping technique can be regarded as an effective way to improve students' writing ability.

### **C. Conceptual Framework**

This study begins with the problem that occurs in English teaching and writing process. The problem is the low writing ability of the students grade VIII in SMP N 2 Gamping. Review of related theories has been presented above as references for dealing with the problem. This section then will present the conceptual framework of the research study.

The low writing ability of the students grade VIII in SMP N 2 Gamping is affected by many factors. One of the factor is the teaching technique. There

are many techniques that can be used to improve the writing ability of the student, and one of them is using the story-mapping technique.

Story-mapping technique is an instructional strategies that may hold promise for many students who are struggling with writing. Story mapping provides students with a glance view of the basic story structure and the relationship between story elements. This technique has been found to be effective in helping students learn the structure of a story and develop their own story. Story-mapping is easy to prepare and implement. English teachers can easily adapt them and apply them to various writing activities.

A story map is used as a visual tool that shows the interrelation among the important idea, notion and facts that take place in the story. It is based on a logical organization of events and ideas of a story. The students do not have to write the text directly but they can write the main point of the text first and then develop it into a more organized text.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the methodology used in this research. The methodology of this research consists of type of the research, setting of the research, subjects of the research, sharpening the problem, research design, the research data collection, validity and reliability of the data, and the research data analysis. Each and all of them will be presented below.

#### **A. The Type of Research**

The type of this research was action research, which focused on the efforts to improve the real condition of the English teaching and learning process. According to Burns (2010), action research is a research in which in doing the research the researcher involves taking a self-reflective, critical, and systematic approach to explore teaching context. In this research, the researcher looked for the problems in the teaching and learning process to be solved or weaknesses on the teaching and learning process that could be improved. Therefore, in action research, the focus is on process not the product. Action research is not only solving problem but also improving matters.

Kemmis and McTaggart (1992:22–5) state that one of the key principles of action research is collaborative, it means action research involves those who responsible for action in improving that action. In doing this research, the researcher did not work alone; he collaborated with the English teacher to improve the way in teaching English, especially in teaching writing in order to

improve the writing ability of the students grade eight in SMP N 2 Gamping through the story-mapping technique.

## **B. Setting of the Research**

This research study was conducted in SMP N 2 Gamping, Sleman, Yogyakarta. There are forty eight teachers and thirteen laborers. It has 12 classrooms, 4 classrooms for each grade. There are a computer laboratory, a language laboratory, a science laboratory, and a library to support the teaching and learning process. There are three English teachers, all graduated from English Education Department, in the school.

SMP N 2 Gamping was selected because based on the researcher observation, the students have low writing ability. It is caused by the teaching and learning process of writing in the classroom which is lack of variation, so the students easily get bored. However, the students of this junior high school can represent many other junior high school students in Yogyakarta, hopefully this research can give contribution to the development of the students writing ability on a broader scope.

The research was conducted in the first semester of the academic year of 2013/ 2014. It was done in October to November including the observation, planning, and the implementation of the use of the story-mapping technique to improve the writing ability of the students grade VIII in SMP N 2 Gamping. This was because based on the basic competence, recount is taught in the first semester of the class VIII.

### **C. Subjects of the Research**

The research involved one class of grade VIII in SMP N 2 Gamping. The English ability of the students, especially in writing was still low, and they also did not learn to write and produce text by themselves. Meanwhile, students of junior high school grade VIII were supposed to be able to produce certain text types. Because of their weakness in writing, the students in SMP N 2 Gamping were suitable subjects to describe how the story-mapping technique can be used to improve their writing ability.

The English teacher of grade VIII was involved in this research. She participated in this research as a collaborator. The teacher observed the research, gave information in the thematic reconnaissance step, and gave opinions about the implementation of the story-mapping technique in the teaching-learning process. This research also involved another collaborator, which is a student from English Education Department to do observation and to give opinions as the English teacher does. Collaborators are important because they give the researcher great support and it increase his ability to deepen his insights through dialogue with others.

### **D. Instruments of the Research**

The instruments used in this research are presented below.

#### **1. Interview Guideline**

Interview guideline was used in the interviews to the English teacher and the students during the research. The interviews were done

in the reconnaissance and action steps. They were conducted to explore the research focus area and allow the researcher to be engaged in an in-depth discussion with the respondents, which could often lead to more useful and richer information.

## 2. Observation sheet

The observation sheets were used by the collaborator to write field notes. The observation was conducted during the teaching and learning process. By having field notes, the researcher were able to record everything happened in the class during the action. The collaborator also noted the field situation that could not be seen by the researcher in the teaching and learning process. From the field note, the researcher and the collaborator could find the weaknesses and the obstacles in the research.

## 3. Writing Tests

Students' writing tests were used as media to get information about the students' ability after the story-mapping technique was applied. The pre-test was given to measure students' current ability, while the post-test was given to measure development of the students' witting ability. By seeing the result of the test, it was seen whether there is an improvement after implementing the story-mapping technique on students' writing ability or not.

### **E. Procedure of the Research**

The design of this research study was action research. According to McNiff, et al (2003), action research is about individuals' learning, in company with other people, because people are always in relation with others in some way. The personal aim of this research was the improvement of one's learning, while the social aim was an improvement of the situation. In conducting the collaborative action research, the researcher invited English teacher and the students to work collaboratively.

The team worked together in planning, implementing and reflecting the action. Therefore, the model used in action research should be adaptable, according to how teachers' personal ideas and theories about what is happening in their classroom are developing. The cycles in action research also should be successive and open, and allow for as much as feedback and interaction between the cycles as possible. The action research was conducted in two cycles, depend on the aim of the research study. The processes of the phases could be drawn as figure 1.

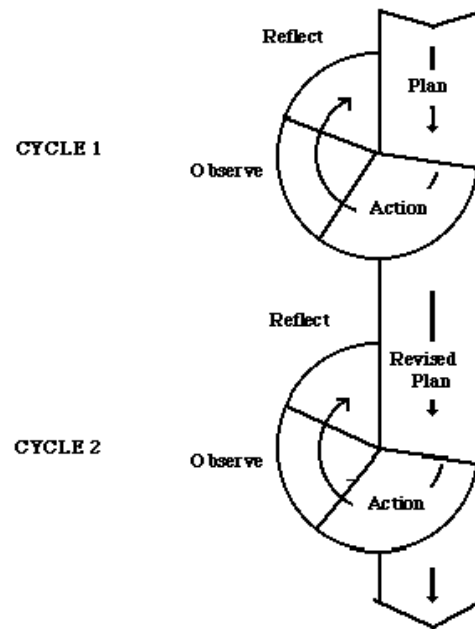


Figure 2 : **Simple Action Research Cycle Model by Kemmis and McTaggart**

Kemmis and McTaggart (1998) in Burns (2010: 07) have developed a simple model of the cyclical nature of the typical action research process (Figure 2). Each cycle has four steps: plan, act, observe, and reflect. There are four phases that are used to conduct the action research:

a. Planning

In this step, the researcher and the team analyzed and interpreted the themes of the research or study. The researcher identified and analyzed the problem by doing observation in the class. He also conducted depth interview with the students and the English teacher to get further information related to the problems.



b. Acting

After planning the actions, the researcher and the collaborator implemented the actions in the teaching and learning process. In this step, the researcher began to face with the subject of study. The purpose of this step was to solve the problem, which was the students' low writing skill.

c. Observing

After acting, the researcher elaborated the type of data, the data collecting procedure, and the instruments that used to collect the data. It was done to know the impact of the technique that had been used and to find out the problem that occurred during the implementation of the technique.

d. Reflecting

By doing reflecting, the researcher evaluated the process during the research process. The researcher observed whether the action had negative or positive effect to the teaching-learning process. The items that evaluated include change of the students, class, and also teacher.

## **F. Data and Technique of Collecting Data**

The data collected on this research were in the form of qualitative and quantitative data. They were obtained by testing and interviewing the students of grade VIII, by doing observation on the English teaching learning process, and by holding discussion with the observer and the English teacher. The qualitative data were in the forms of description of the process during the action

and interviews transcripts. On the other hand, the quantitative data were taken from the result of the students' writing tests.

In the first step, during the reconnaissance step, the researcher did a class observation together with the collaborator in order to get information related to the English teaching-learning process. The information collected is about how the teacher taught, how the students participated in teaching-learning process, about what problems occurred and so on. Interviews with the English teacher and the students were also held to know more about the difficulties that happened in the teaching and learning process.

The second step was planning step. After the researcher found problems or weaknesses after doing the reconnaissance step, the researcher conducted a discussion with the English teacher to decide what kind of activity to be applied in order to solve problems, that is the writing ability of the students grade VIII. Not only the English teacher, the researcher also asked for the collaborator's opinion and suggestion.

In the next step, that was action and observation, the researcher, the English teacher, and the collaborator worked together. The collaborator did observation. Interviews were done after the implementation of the technique. The researcher interviewed the collaborator, the English teacher, and the students about the implementation of the story-mapping technique to improve the students' writing ability.

After action step was done, the researcher reflected on the result of the action. The results of the students' writing and their activities in producing the

written text were evaluated. Then, the researcher and the collaborator determined the solution of the problems to make the teaching and learning process better in the next cycle.

### **G. The Research Data Analysis**

Some action plans were implemented in the classroom in some cycles, depending on the research study itself. Besides implementing the action plans, the researcher and the collaborator also observed and recorded the teaching and learning process, and did the interviews with some students of grade VIII after the action had been done. All the members were involved in the research discussion based on the actions analysis. The result of the discussion would be important to serve as an evaluation for the implementation of the action plans to improve the next actions.

In analyzing the data of this research, the researcher used some steps proposed by Burns (1999, 2010).

#### **1. Assembling the data**

In this step, the researcher collected the data from the observation and interviews. They were in the forms of field notes, and interview transcripts. The researcher reviewed and or revised questions and look for broad patterns, ideas or trends that seemed to answer the questions from the data.

## 2. Coding the data

In the second step, the researcher reduced the large amount of data to be more manageable categories of concept. It was done to identify which of the data that can be coded qualitatively and which of the data can be coded quantitatively.

## 3. Comparing the data

After the researcher finished coding the data, the categories or patterns were compared across different sets of data, for example interviews compared with field notes, to see whether they showed the same thing or whether there were contradictions.

## 4. Building meanings and interpretations

In building meaning and interpretation, the researcher think deeper about what can be seen from the data by reflecting beyond the immediate surface details. To make sense of the data, the researcher analyzed the data several times to pose questions, rethink the connections, and develop explanation of the situation.

## 5. Reporting the outcomes

The last step is reporting the outcomes. Here, the researcher was describing the context of the research, about the way he could present the research and the findings to others and how to organize the whole process

of the research from the beginning to the end not just the analysis and the findings.

Meanwhile, the quantitative data of this research were obtained from the tests conducted. It was analyzed using descriptive statistics in the form of mean. By comparing the means of the writing tests result given to the students, the researcher was able to see the improvement on the students' writing ability.

#### **H. Validity and Reliability of the Data**

To assess the validity of the data, then the researcher used five criteria proposed by Anderson et al. in Burns (1999:161) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The ways to fulfill those validities will be explained as follows:

##### **1. Democratic validity**

Democratic validity relates to stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. In this research, the democratic validity fulfilled by having discussion with the members of the research, that is the students, the English teachers, and the collaborator. They were given an opportunity to give their ideas, comments, and suggestions toward the research. The discussion result then would be the consideration in evaluating cycles.

## 2. Outcome validity

Outcome validity of action research leads to outcomes achieved within the research context. Outcome validity also depends on the process of conducting the research. To get this validity, the researcher not only solved the problem, but also formulated new questions related to the research.

## 3. Process validity

Process validity relates to the criterion to make the actions done in action research valid. Process validity is closely related to the reliability and competency of the researcher himself. The researcher observed the teaching and learning process by using field notes, interviewed the students, and had discussions with the English teacher, and the collaborator.

## 4. Catalytic validity

Catalytic validity refers to how stakeholders respond to their own internal changes. To establish this validity, the results of each cycle presented to the member and asked their comments or responses. Later on, the responses considered to modify the process.

## 5. Dialogic validity

Dialogic validity means that each stakeholder can participate in the process of the research. This validity was fulfilled by discussing the research findings with the English teacher, the collaborator, and some students of English Education Department of UNY. The members of discussion were invited to give their opinions and critics related to the research report.

The reliability of the research was obtained by giving genuine data such as the field notes, interview transcript and other records. According to Burns (1999), there are four triangulation techniques to get trustworthiness. The researcher will use three of those triangulation techniques which are time triangulation, investigator triangulation, and theoretical triangulation. Each of them is explained below.

a. Time Triangulation

The data of the research were collected at one point of time or over a period of time to get a sense of what are involved in the process of the changes. In this research, the researcher conducted the actions from October 19<sup>th</sup> 2013 until November 9<sup>th</sup> 2013.

b. Investigator Triangulation

Two or more investigators are involved in the same research setting. According to Burns and Grove (2001), the use of investigator triangulation removes the potential for bias that may occur in a study conducted by a single investigator. To fulfil the investigator triangulation, the researcher invited the English teacher and the collaborator to the class.

c. Theoretical Triangulation

Theoretical triangulation means that the data are analyzed from more than one perspective. In this research, the researcher reviewed theories from some books.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research was aimed to describe the use of the story-mapping technique in improving the writing ability of grade VIII students at SMP N 2 Gamping. This chapter discusses the process of the research including the reconnaissance step, planning, action and observation, and reflection. The research was conducted in two cycles. The first cycle was conducted in three meetings and the second was in two meetings. This chapter also presents the results of the research in the form of qualitative and quantitative data. The details are presented below.

#### **A. Reconnaissance**

Before conducting the research, the researcher identified the problems that occurred in the teaching and learning process, especially in teaching writing. The researcher began to observe the teaching and learning process in the classroom to know the students' problems in writing. To strengthen the findings, he held interviews both to the students and to the English teacher. After that, the problems were selected and some problems were chosen to be overcome. Finally, actions were determined to overcome the problems. Each step in the reconnaissance stage is explained below.

##### **1. Identification of the problems**

This research was initiated by gathering information dealing with the teaching and learning process of grade VIII in SMPN 2 Gamping. To collect the information, the researcher observed the teaching and learning



process. He also interviewed the English teacher and the students, and conducted a pre-test.

The following is the transcript of the interview with the English teacher, which indicates some of the problems.

- 
- R : *Kalau untuk kemampuan writing siswanya sendiri, terutama yang kelas dua ini gimana bu?* (How is the writing ability of the second grade students?)
- T : *Ya kalau disuruh menulis gitu kadang – kadang mereka masih bingung, yaa sebagian ada yang tulisannya sudah bisa dibaca dan ada yang nggak ngerti juga gitu. (Most of them get difficulty in writing. Some of them can write well, while others cannot.)*
- R : *Jadi kalau disuruh nulis di kelas itu siswa biasanya semangat atau tidak bu?* (Do they seem encouraged when they are asked to write?)
- T : *semangat sih sebenarnya, mereka senang menceritakan gitu. Tetatpi ya ada beberapa yang nggak langsung ngerjain, harus di suruh – suruh dulu. (Some of them are encouraged to write, while **the others need to be asked frequently**)*
- R : *Kalau kesulitannya dalam aktivitas writing di kelas itu biasanya apa bu?* (Is there any difficulty in the writing activities in the classroom?)
- T : *Kesulitan dalam aktivitas writing itu sebetulnya mereka jarang bilang ada kesulitan, kan biasanya mereka sudah bawa kamus jadi kalau ada kesulitan tinggal buka kamus. Tapi kalau untuk hasilnya ya barangkali saya tahu maknanya lah mas ya, untuk grammarnya ya masih agak kurang dan banyak yang salah. (Most of the students do not consider any problems in writing since they consult to the dictionaries whenever they find difficult words. **However, there is still a problem dealing with the meaningfulness of their writings.**)*

(Interview 1 – 19/10/2013)

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Based on the transcript above, it can be seen that the writing ability of the students was low. The teacher also stated that the writing interest of the students was quite good but they seem confused about how they started

writing. Therefore, they were usually confused and did not directly write the text.

From the students' interview, it also revealed that the teacher rarely asked them to write a text during the eight-grade period. The teacher only asked them to make a sentence or translate sentences from English to Bahasa Indonesia.

- 
- R : *Oke, dim, kalau nulis di kelas tu bu guru biasanya ngasih kegiatan apa aja? (What activities do you usually do in the writing class?)*
- S2 : *Kegiatan, mendikte, sama menulis kata – kata itu mas. (The teacher gives us some activities to do, **dictates particular materials, and writes a list of vocabulary**).*
- R : *Cuma itu? (Is it only that?)*
- S2 : *Ya (Yes, it is.)*
- R : *Kalau disuruh menulis teks itu gimana? (What does the teacher do when she asks the students to write a text?)*
- S2 : *Ya, ditulis mas, ditulis di papan tulis itu mas, nanti suruh diterjemahkan kadang – kadang cuma ditulis trus dibaca aja. (First, **the teacher writes the text in the whiteboard. Then, we are asked to translate or just read the text**)*

(Interview 3 – 21/10/2013)

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- 
- R : *Hmm, jadi kalau gitu pembelajaran di kelas tu nyenengin, atau biasa aja atau malah bosan gitu? (So, how do you feel in the writing class? Do you feel happy? Do you get bored?)*
- S1 : *Kadang – kadang bikin boring, kadang – kadang biasa aja, haha. (Sometimes we feel that the class is OK, but sometimes it is boring.)*
- R : *Oh gitu, kamu sendiri kalau nulis senang nggak? Seneng nulis bahasa inggris? (Do you like writing? Do you like English?)*
- S1 : *Iya, karena, apa namanya, tapi ga harus mengikuti guru, jadi kita buat sendiri. (Yes, I do. **I prefer making texts by my own idea**)*
- R : *Kalau teksnya buat sendiri gitu malah lebih senang? (Do you feel happier when you are writing based on your own idea?)*
- S1 : *Iya. (Yes, I do.)*

(Interview 2 – 21/10/2013)

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Translating sentences did not make the students interested in writing; they thought that the activity was boring. It makes the students prefer doing reading or work on the exercise in the book. Imitating the teacher's writing made the students lose their creativity in writing, whereas some students stated that they prefer to write their own texts.

Beside from the interview with the English teacher and students, the researcher also found problems identified through observation and the pre-test. Some students talked to each other during the lesson and they did not pay attention to the teacher's explanation. There were also some students who needed special treatment. In the pre-test, the students did not directly write when the teacher asked them to do so. They said that they were confused on what they had to write, although they were already given the topic. From the result of the pre-test, the researcher found some students that simply write some sentences and did not write a full paragraph. Some students copied their friends' works; there were some students that had nearly the same writing. Their writing also still had many mistakes, for example in the use of appropriate verb, punctuation, and some misspelling. From the observation, interview, and the pre-test, the researcher identified the problems as follows.

**Table 2. The Field Problems in VIII B Class SMPN 2 Gamping**

No	Field problems	Code
1.	The materials given by the teacher only focused on reading and translation.	M
2.	The teacher provided grammar exercises from textbooks to teach writing.	T
3.	The teacher rarely gave feedback to the students.	T
4.	The students' skill in developing ideas.	S
5.	The students' mastery of the organization of a recount text.	S
6.	The students' mastery of grammar.	S
7.	The students' mastery of mechanics.	S
8.	The students' mastery of vocabulary.	S
9.	The students' low motivation in learning English.	S
10.	The students did not do tasks directly.	S
11.	The students did not respect their teacher.	S

S: Students

T: Teacher

M: Materials

## 2. The selection of the problems

There were many problems in the field and it was impossible to solve all of them. Since the focus of this research was to improve the writing ability, the researcher only took some problems to be solved. The problems were as follows.

**Table 3. The Field Problems to solve**

No	Field problems	Code
1.	Students' skill in developing ideas	S
2.	Students' mastery of the organization of a recount text	S
3.	Students' mastery of grammar	S
4.	Students' mastery of mechanics	S
5.	Students' mastery of vocabulary	S

### 3. Determining the actions to overcome the problems

After the problems were formulated, the researcher decided some actions to do to overcome those problems in order to improve the students' writing ability. The actions were presented below.

- a. To help the students developed ideas, the researcher used the story map with questions in every part. The questions were provided to make the students know what they wanted to write. The story map can be used as outlines for story writing.
- b. Dealing with teaching writing, the researcher planned to introduce the steps in writing namely planning, drafting, editing, and final version. The story map would help them in planning and drafting stages. It focuses students' attention on the characters, settings and events.
- c. To improve the students' mastery of text organization, the researcher planned to present recount texts with the story map and to explain about

text organization. The story map guided them where they have to start to write and which parts of the text that they have to write first.

- d. To improve the students' mastery of grammar and mechanics, the researcher planned to give exercises about grammar and mechanics. The used of correct grammar and mechanics would be emphasized during the production of the writings.
- e. To improve the students' mastery of vocabulary, the researcher planned to introduce some new words to the students.

## **B. Research Process**

### 1. Report of Cycle I

#### a. Planning

In the action stage, the researcher acted as the teacher. The researcher also asked his friend to be the collaborator, because the English teacher sometimes could not come to the class. The researcher set the first cycle to be conducted in three meetings. He made lesson plans which rooted in the syllabus and organized the related media.

In the first meeting he planned to explain the recount text to the students, he would explain the purpose, the generic structure, and the language features of the recount text. He would explain the steps in writing, which is planning, drafting, editing (revising) and final version. The researcher would also introduce the students to the story mapping and explain how the story mapping can help the students to write recount texts. In the next two

meetings, he planned to always recall the students' knowledge on recount text and the story mapping. He also prepared some texts and its' story maps. The students started to make their own story map in the second meeting. The story map that used was in the form of complex series of boxes with labels. Each box labeled by elements of the recount text that is title, characters, time, place, events, and reorientations.

During these meetings, the students were expected to pay attention to the teacher's explanation, to be interested and motivated by the learning activities, to achieve some learning indicators, and to be more disciplined. The researcher also designed some questions for the English teacher, collaborator and students. The questions dealt with their comment on the teaching and learning process and also their expectation on the next meetings. The researcher also prepared the handout for the students.

b. Action and observation

The activity in this stage was the implementation of the lesson plans which mean implementing every step which arranged in the planning stage. In implementing the action, the researcher worked collaboratively with the English teacher and collaborator. The researcher became the teacher while the English teacher became the observer. Because sometimes the English teacher could not attend the class, the researcher also asked one of his friends to be the collaborator. As the collaborator, he sat at the back and observed the teaching and learning process and taking notes about everything happened during the classroom, and sometimes taking picture of the class.

The first cycle was conducted in three meetings. Each meeting is described below.

1) First meeting

The first meeting was held on Thursday, 24 October 2013. The researcher and the collaborator entered the class at 10.35 a.m. The researcher greeted the students and then checked the students' attendance. Before he started the lesson, he introduced himself and said that he would be the English teacher for the next five meetings.

In this meeting, the researcher focused on explaining recount texts, the language features, the steps in writing, and introduced the story map to the students. He started the lesson by asking a student to rewrite an example of a recount text entitled "*Meeting a Star*" on the white board and the others rewrote it on their book. After they finished copying the text, the researcher began to ask what the recount text is and what the text is about. Most of the students already knew that recount text is a text that tells past experience. The interaction captured in the following field notes.

After the researcher was sure the students had finished copying, he asked the students "What is recount text?" and the students answered "*teks yang menceritakan pengalaman mas*" ('a text that described the experience'). Then he said "Yes, so the purpose of recount text is to tell someone' past experience, *pengalaman seseorang yang sudah berlalu*" ('the past experience'). Then he reminded the students the parts of recount text. "In recount text we have orientation, sequence of events and then reorientation".

(FN.03 – 24/10/2013)



The researcher then continued to explain the parts of the recount text which is consisted of orientation, events, and conclusion. He asks the students what aspects existed in the orientation and the students answered who is the writer, place, and time. Then he explained how the events in the text connected one and another. He explained the conjunction and wrote them on the white board. Not only the conjunction, he also explained the verb. He told the students about the differences between regular and irregular verbs. Although the researcher already described the regular and irregular verb, there were still students who did not understand, and then he explained it more clearly.

One student asked, “*mas, irregular itu apa?*” (‘what is irregular mean?’). The researcher explain more clearly, “*irregular dan regular itu jenis – jenis verb 2, yang regular mudah, tinggal tambah –ed di belakang, kalau yang irregular ini kalian harus hafalkan*” (‘irregular and regular are two groups of past verb. Regular verbs are formed by adding a -ed to the end of the verb, but irregular verb do not follow a formula, you have to memorize it’). After gave more examples of irregular verb, he continued the class to the next activity.

(FN.03 – 24/10/2013)

In the next activity, he distributed the worksheet to the students. When the students had the worksheet with them, they started asking many questions about it. Consequently, the researcher explained and translated the instruction in the worksheet.

When the students understood the instruction, he continued walking around the class to help the students. The task was about identifying parts of a recount text using a story map. The students were given a recount

text entitled “*My Holiday*” and then they have to identify the parts of the text using the story map.

The story map provided the students with a graphic representation of the story elements. The story map given to the students was in the form of complex series of boxes with labels. Each box was labeled by elements of the recount text that is title, characters, time, place, events, and reorientations. The students had to fill the box with the elements of the recount text entitled “*My Holiday*” that given to them.

In the last activity, the researcher told the students that they were trying to use a story map to make a draft of a recount text. The researcher once again explained what the students have to do with the story map and the function of the story map to help them develop a recount text. The story map that used was different with the one that used in the previous activity. The students were given a story map and questions in each part and they have to answer the questions to develop a draft of their recount text. Some students asked the researcher to explain what the questions mean. The researcher then explained the meaning of the questions to the students patiently. When the teacher walked around to observe what the students were doing, the bell rang and he directly asked the students to submit their work. He then thanked the students and said goodbye to end the lesson.

## 2) Second meeting

The second meeting was conducted on October 28<sup>th</sup> 2013. The researcher and the collaborator arrived at school at 9 a.m. He started the class by greeting and leading the prayer. Then, he reminded the students about what they had done in the previous meeting and asked some questions to the students.

In this meeting, the researcher gave the students more materials about the story map and past tense. He provided the students practice on how to develop a recount text using the story map and the use of past tense in recount text. The topic of the materials was holiday.

The researcher directly distributed the first material to the students. In the material, there was a recount text entitled “*My Holyday Was Fantastic*” and its story map. The researcher asked the students to read the text and paid attention to the story map. The main elements of the recount text were covered in the story map. He explained the parts of the recount text that consisted of orientation, the sequence of events, and re-orientation.

Then he explained that the story map contains the important parts of the text. In the story map there were the title, the goal, the sequence of events, and the re-orientation. It is the important parts that the students had to prepare before they start to write a recount text.

The researcher explained the parts of the recount text and then explained that the story map contains the important parts of the text. “In the story map there are character, time and place dan goal *yang diperlukan untuk menulis pada bagian orientation, kemudian events, ada tiga event disini dan terakhir conclusion*” (‘In the story map there are character, time and place, and goal that is written on the orientation, and then events, there are three events here and the last, conclusion’).

(FN.04 – 28/10/2013)

The researcher also explained about connective words that signal time. Then he mentioned the time signal in the text. He explain that the student can use the word “first”, “then”, “next”, and “after that” to sequence the events.

The next activity was changing the verbs form. In this activity, the researcher distributed a worksheet. Then he explained the instruction in the worksheet. The worksheet was about past verb. In the worksheet, there was a recount text entitled “*Getting on the Train*” which still contain infinitive verb. The researcher asked the students to change it into past form. All of the students responded well to the teacher’s explanation. Some students looked so serious when doing the task and some others were discussing the task with their friends.

The researcher started to observe the students by walking around the classroom and sometimes stopped when he got questions from the students about the task. After most of the students finished their work, the researcher stood in front of the classroom and asked the students to discuss the answer. The researcher asked one student to read her work

and then asked all of the students whether her answer was right or wrong. Some students answered the task correctly although there were some mistakes in the pronunciation. The researcher corrected the students' mistake by pronouncing the correct pronunciation and asking the students to repeat it. The researcher explain to the students that Regular verbs are those that past tense and past participles are formed by adding a -d or an -ed to the end of the verb. On the other hands, there is no formula to predict how an irregular verb will form its past tense and past participle forms, so the students had to memorize.

After that, the researcher spread the worksheet to the students. The worksheet is a story map. He asked the students to make a draft of a recount text using the story map of a text entitled "*Enjoyable Weekend*". In the story map, there were the elements needed by the students to develop a recount text, the students just had to develop it into a complete text. The following field note reveals the activity.

He asked the students to make a draft of a recount text using the story map. “ok, it is a story map, you have to develop a recount text entitled “Enjoyable Weekend” *disini sudah ada karakter, time, place, events atau apa saja hal – hal yang dilakukan, trus kesimpulan atau reorientation. Sekarang coba buat sebuah teks dari story map ini*” (‘there are characters, time, place, events or what is being done, then the conclusion or reorientation. Now try to make a text based on this story map’).

Some students asked about some parts of the story map that they did not understand although the researcher in the previous meeting already explained them. The researcher kept explaining it to the students patiently.

(FN.04 – 28/10/2013)

While the students were working on their task, to shorten the time, the researcher explained the mistake in the task that students had done in the previous meeting. First, he explained how to write a tittle. Tittle should be written in capital letters or all of the words were began with capital letters except the conjunction. The second matter was the auxiliary verbs. Some students still did not change the form; many of them still used present or verb-ing form. He explained that they had to change the form into past and gave some examples. The third, the students had to pay attention on the use of adjective. The adjective should be put in front of the noun being explained.

When the students were still doing the task, the bell rang. The researcher then asked the students to continue their work at home. The class ended at 10.20 a.m.

### 3) Third meeting

The third meeting was on October 29<sup>th</sup>, 2013. The researcher started the class by leading the prayer. He then checked the students' attendance. Two students were absent and two others joined the counseling at the public health center. After that, the researcher told the students what they would do in the third meeting. He asked the students about their last weekend. Most of them said that they just stayed at home.

“Today we will continue to learn how to write a recount text using the story map. *Pertemuan kemarin kalian sudah menulis teks recount yang berjudul “Enjoyable weekend” dengan bantuan story map, nah, hari ini kalian akan menulis teks recount juga tentang kegiatan akhir pekan kalian sendiri* (‘in the last meeting, you had written a recount text entitled "Enjoyable weekend" using the story map. today you will write a recount text about your own weekend activities.’). *Weekend kemarin kalian kemana?* (‘Where are you guys at the weekend?’) The researcher asked. Many of students answered, *“di rumah aja mas”* (‘just stay at home, sir’).

(FN.05 – 29/10/2013)

He then told the students that that day they were going to share their experience on their last weekend. The researcher asked the student to pay attention to what the researcher wrote on the board. The researcher wrote a story map of a recount text entitled “*My Weekend*” on the board. Then he explained how to develop a recount text based on the story map. He also gave example how to expand a story map into a complete recount text. He said to the students that they did not need to write the entire sentence in the story map, they just had to write the important points of each part.

After that, the researcher asked the students about the task in the last meeting, that is making a story map. He asked whether it was difficult or not. They said they understood. The researcher said again to the students that they did not need to write all of the sentences in the story map; the most important thing is that the story map represented the ideas in the brain and organized what they wanted to write.

After explaining the story map, he told that they were going to write a recount text, but before that, the students had to make the story map first. The researcher distributed the blank story map and asked the students to fill each box with the main idea of the story that they wanted to write. In the third meeting, the students' understanding the concept of the story-mapping technique was much better. It can be seen from the field note below.

Some of the students were able to make the story map but there were some who still needed to be guided. However, all of the students showed an improvement compared to the last meeting.

(FN.05 – 29/10/2013)

In this meeting, the students were able to identify the parts of the recount text that they want to write. They know what should be written on the orientation, events, and conclusions.

Ten minutes had passed. The researcher asked the students who had finished making their story map to write the text. For those who had not finished the story map, he asked them to finish it quickly and then wrote the text. While making the story map and writing the text, the students



enthusiastically asked questions. They asked whether they made a correct story map or not.

The researcher walked around the class to check the students' work and to give help if they asked for it. After the students finished the task, the researcher then collected their writing. Since the time was already up, he directly said good-bye and ended the lesson.

c. Reflection

After the implementation of action in Cycle 1, the researcher and the collaborator discussed the influence of the actions to the students writing ability. During the implementation of Cycle 1, overall the teaching and learning of writing ran well. The researcher also interviewed the students and the English teacher to know their opinion in which the researcher could identify the changes occurring before, during, and after the actions.

From the interview with the teacher and the students, there were some comments dealing with the implementation of the story-mapping activities in the first cycle. The teacher in this case gave a good feedback, that she said that the teaching and learning process has successfully increased the interest of the students to write, although there were still some students who were busy with their self and disturbed their friends if the teacher asked them to write. It can be seen from the following interview transcripts.

---

R : *Saya mau interview sebentar tentang bagaimana pendapat ibu terhadap proses belajar mengajar di kelas pas saya lagi ngajar, bu.*  
(Excuse me ma'am, I would like to interview you dealing with your

opinion on the teaching and learning process in the classroom when I teach.)

T : *O iya, sudah bagus ya, anak – anak juga sudah mau disuruh untuk menulis, tapi ya memang begini mas kondisinya, beberapa siswa memang kalau dijelaskan kadang rame sendiri, itu memang masih susah kalau disini.* (Sure. Your teaching was pretty good. Most of the students did not hesitate to write. **However, the problems remain the same. Some of the students seem busy with their own business.**)

(Interview 5 – 29/10/2013)

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The students also said that the researcher provided a clear explanation and the students well understood. By using the story mapping, the students said that they were able to write easier than before. The example that provided by the researcher in the beginning of the lesson also made the students understand how to write. It can be seen from the following interview transcript.

---

R : *Kemaren pas Mas ngajar, pelajarannya bisa diikuti nggak? apa ada yang kurang jelas, apa kecepitan gitu?* (Could you get the lesson that I taught? Did I teach to quickly?)

S1 : *Bisa, nggak kecepitan kok Mas.* (**Yes I could. Your teaching was not too quick.**)

R : *Ya ya.. oke.. terus belajar nulis pake story mapping gitu seneng nggak? Suka?* (Overall, **do you like studying through story mapping?**)

S1 : *Suka.* (**Yes, I do.**)

S2 : *Iya, lebih gampang.* (**Yes, it was easier.**)

R : *Story mapping-nya ngebantu kalian nulis nggak?* (Is it helpful for you?)

S1 : *Ngebantu.* (Yes it is.)

S2 : *Iya, dikasih contoh dulu, nggak langsung disuruh nulis gitu aja, bingung mas.*(yes, **because there was an example before we did it.**)

R : *Oke. terima kasih.* (OK. Thank you very much.)

S1, S2 : *Sama-sama.* (You are welcome.)

(Interview 6 – 29/10/2013)

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The collaborator also gave the same statement that the use of the story map can increase the interest of the students to write and make them easier to organize their writing.

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R : *Setelah beberapa pertemuan ini, bagaimana pendapatmu mengenai penggunaan story mapping untuk mengajarkan writing? (Do you have any opinion after using the story-mapping technique in our last meetings?)*

C : *Lebih baik dari cara biasa, siswa juga lebih tertarik untuk mau menulis. Biasanya guru kan hanya menjelaskan begini-begini, lalu nyuruh nulis. **(It is much better than the method that the teacher usually did.** The teacher only explained the materials and gave us something to do).*

R : *Trus menurutmu apa kelebihan - kelebihan mengajar menulis dengan teknik story mapping yang kamu lihat selama proses pembelajaran? (Do you see any benefits by doing story mapping in the writing lesson?)*

C : *Lebih memberikan kepada siswa kerangka tulisan yang jelas, jadi dia mau nulis apa sudah terpetakan gitu lah mungkin istilahnya. (Yes, I do. **It helps us to create clear structure about what to write so our writing is much more structured.**)*

R : *Ok. Lalu untuk aktifitas-aktifitasnya, ada penjelasan tentang story mapping, contohnya, trus past tense, sudah sesuai belum untuk mengajarkan writing? (OK. Then, do you think it is appropriate to teach writing through story mapping especially by giving some examples of how to construct a text and explanation about past tense?)*

C : *Sudah. (Yes, **it is appropriate.**)*

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(Interview 7 – 29/10/2013)

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The rising of the students' interest to write made some improvements as well in the students' writing skill. The students' writing score increased

compared to the pre-test. The average of the students score increased from 10.4 in the pre-test to 11.39 in Cycle 1. It can be said that the story-mapping technique gives a good influence to the students to write better.

Besides the improvement that can be seen in the use of the story map in the first cycle, there were some aspects that need to be improved in the second cycle. The fact that the story-mapping technique never used by the English teacher to teach writing made some students still had difficulties in using it to write. It can be seen from the following interview transcript.

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R : *Kemaren kan ada tugas-tugas nulis, ada ngerubah bentuk verb, ada buat draf, ada nulis paragraf, itu susah nggak?* (There were some exercises that you did yesterday, such as changing verb forms, making writing drafts and writing paragraphs. Do you think they were difficult to do?)

S2 : *Yang ngerubah verb gampang karena sudah diajarin juga sama bu Nur, bisa liat kamus juga.* (Changing verb activity was easy since Bu Nur has taught us about that. We could also consult to dictionaries.)

S1 : *Lumayan susah. Bahasa Inggrisnya itu tahu Mas. tapi kalau bikin jadi kalimat sok kebolak balik gitu lho mas. **(It was quite difficult. The words were understandable, but it was difficult to construct them into a complete text).***

R : *Nyusun katanya jadi kalimat gitu ya?* (So, you got difficulties when arranging the words into sentences, didn't you?)

S1 : *Iya. Terus masih bingung mana yang event mana yang apa itu, conclusion.* (Yes. **We also get difficulty seeing the differences between event and conclusion.**)

S2 : *Masih bingung mengembangkannya Mas. **(We also get difficulty in developing them, sir.)***

R : *Oke. Berarti Mas ngejelasinnya masih kurang ya? Terus kalau nyampein materinya jelas nggak. Maksudnya pas Mas ngejelasin tentang teks recount sama story mapping jelas nggak?* (OK. I think I explained it not too clearly. Anyway, did I explain the recount text and story mapping clearly?)

S1 : *Jelas.* (Yes, you did.)

S2 : *Jelas mas, kalau pas dijelasin pake bahasa Indonesia ngerti.* (Yes you did. Your explanation was understandable when you explain it in Bahasa).

(Interview 6 – 29/10/2013)

From the interview above and also from the students' writing, the researcher found that the students were still confused on how to develop a sentence. Although the past tense was sufficiently taught in Cycle 1, it seems that some of the students still not fully understand. The students had knowledge of the past form of verbs, but sometimes they forgot it when it came into writing full sentences. Here is an example of a student's writing in Cycle 1.

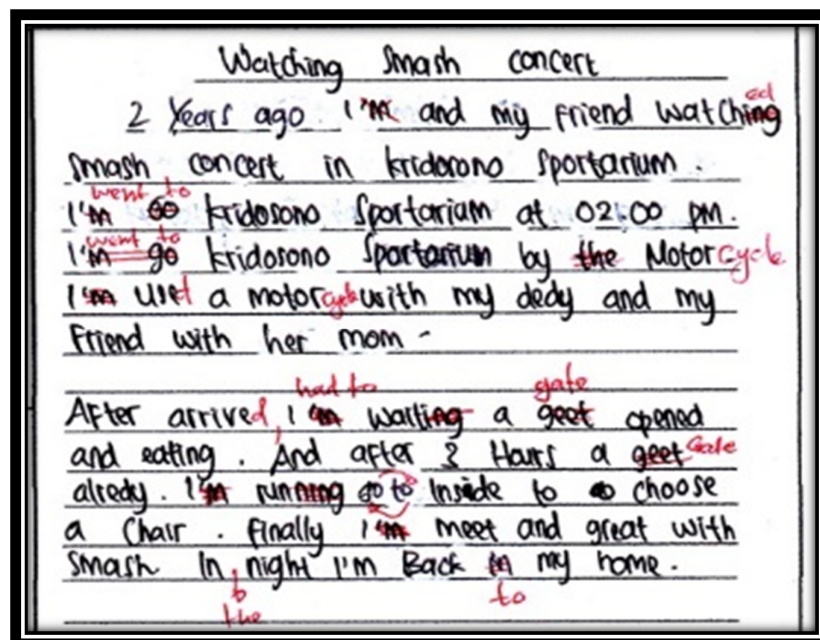


Figure 3: one of the students' work in Cycle 1

The example of the students writing above can be a hint that the most mistakes made by the students was in the use of past tense. The student still used present or verb-ing form. Some of the students also misspelled some words, did not write in good paragraphs, and did not use correct punctuations and mechanics. The students still made mistakes related to the content, language use and mechanics, so it would be a concern to the researcher to make it as a thing that had to be improved in the second cycle.

## 2. Report of Cycle II

From the reflection of Cycle 1, the researcher found that the students still had some problems in their writing especially related to the content, language use and mechanics. Therefore, in the second cycle, the researcher gave more attention to those problems.

### a. Planning

In Cycle II, the researcher still used the story-mapping technique to improve the students writing skill. In the previous cycle, the students showed some improvements related to their writing skill. They got improvements on generating ideas, sentence structure, tenses, and vocabulary. However, those still could be optimized in the second cycle. In this cycle, the researcher still used the same the story map used that used in Cycle 1.

In this stage, the researcher planned to provide two meetings, which focused on recalling the students' knowledge of recount text and the story map. As in the previous cycle, the researcher made the lesson plans for

each meeting. The things that would be taught were some shortcomings and difficulties that the students experienced in the first cycle. He also gave interesting topics to be written by the students.

Besides that, in the first meeting of Cycle II, he planned to ask the students to look for their previous mistakes and to correct them together with their friends. By knowing the mistakes that they made, the students are expected to be motivated to make better writings. Then, he planned to ask the students to make a story map and to write a recount text of a certain topic to implement what they had learnt.

In the second meeting, the researcher planned to sharpen the students' knowledge about the story-mapping technique to be used to develop a recount text based on the topic that was given by the researcher. In Cycle I, some students still had difficulties in using the story mapping to write, so the researcher planned to explain it more in the second cycle. To maximize students' skills in writing, the researcher managed the time so that the students would get more time in writing.

The researcher also planned to give feedback in each meeting about what the students had done, about their mistakes, and also about their writing progress from the previous meeting, so that they did not make the same mistakes next time. By giving feedback, he could build more interaction with the students. Interaction with the researcher was expected to reduce the habit of students who crowded in class. It also maintains the relationship between the researcher and the students.

The researcher also designed some questions for the English teacher, collaborator and students. The questions dealt with their comments on the teaching and learning process during the research.

b. Action and observation

1) First meeting

The first meeting of Cycle II was held on Thursday, 31<sup>st</sup> October 2013. The researcher started the lesson that day by greeting the students, checking the students' attendance and leading a prayer. After that, he asked the students to prepare themselves for the lesson.

The researcher gave feedback to the students about their previous writing. They were going to discuss the common mistakes that the students made in their writing and corrected them together. He said that the students still had some problems with the verbs and the past tense sentences.

The researcher gave feedback to the students about their previous writing. He said that the students still have some problems with the verbs and the past tense sentences. "From your previous writing, you still make some mistake, especially in past tense. Many of you still use present tense". *Jadi masih banyak yang verbnya pakai verb satu, padahal dalam recount itu, karena menceritakan sesuatu yang lampau, maka memakai verb bentuk ke dua*" ('many of you still used the infinitive verb, whereas in the recount, because it tells past experience, it uses past tense.').

(FN.06 – 31/10/2013)

The mistakes that the students made were the use of punctuation (dot and comma), the use of connection word (then, after that), the writing of



a.m. and p.m., and the absence of subject or verb in the sentence, double verbs, the use of V1, etc.

To enhance the students understanding, the researcher wrote some sentences on the whiteboard and then corrected them together with the students. While doing so, he also explained again about past tense to the students. After he finished explains past tense again, he gave the students worksheet on past tense regular and irregular verbs. The students seem had no difficulty in working on the task. They finished the task faster than the previous meeting. After most of the students finished the task, the researcher asked them to correct it together.

*“oke mari kita bahas bersama-sama, kalau ada kesulitan, tanya ya..”* (‘let us discuss it together, if you find any difficulties, please ask’) The students answer the question fluently, this time they seemed understand more about the regular and irregular verbs. The researcher asked, *“siapa yang betul semua?”* (‘who get all the correct answers ?’) some students raised their hand. *“ada yang ditanyakan atau tidak?”* (‘any questions?’) the researcher asked whether the students have question or not and they said that they were understand.

(FN.06 – 31/10/2013)

After the past tense simple activity, the researcher gave the students another worksheet. The students asked to develop a story map into a complete text. The researcher asked them about their camping activity. The students seem enthusiastic to the topic discussed that time. One student asked the researcher about the meaning of a word in the story map. The researcher responded it rapidly, and he wrote all the difficult words about camping on the whiteboard. After that, he continued monitoring the

students by kept an eye to the students one by one. Many students asked the researcher to translate the word that they wanted to write, but he did not just answer it, he asked them to find the word in the dictionary.

After all the students finished their work, the researcher asked them to submit it. He then reviewed the lesson and told them what they were going to do in the next meeting. He reminded the students to keep studying and practice writing at home. Then he thanked them and ended the lesson.

## 2) Second meeting

The second meeting was conducted on November 4<sup>th</sup> 2013. This was the last meeting of Cycle II, as well as the last meeting for the technique implementation. In the previous meeting, the students had learnt how to write a recount text based on their experience in a better way. They also learnt how to use the story map to develop a recount text.

The researcher then explained again about the story map and gave an example to the students. The researcher gave an example of a text entitled 'A Trip to Gembiraloka Zoo'. He explained the story map first and then developed it into a recount text. The researcher then explained the parts of the recount texts and how they connected each other.

After that, the researcher distributed the paper and asked the students to write a text based on their experience, they had to make the story map first. Then the researcher asked them to write a recount text about their trip. He walked around the class to check the students' works and to remind

them to check how they used verbs in their text. He told the students that those who had finished their story map could start writing the text.

The students wrote the text seriously. They seemed writing more easily than before. Even though some of the students kept asking about the difficult word to the researcher, most of them had more confidence and wrote faster. The following field notes describes the situation.

After that, the researcher asked the students to write a text based on their trip experience, by making a story map first. The students seemed writing easier than before. Most of them had more confidence. They had done their work by themselves; they did not look on their friends work.

(FN.04 – 31/10/2013)

After the students finished their writings, the researcher collected their writings. Then, he reviewed the lesson and praised the students for what they had done in five meetings. He closed the lesson by saying goodbye and left the class at 10.20 a.m.

#### c. Reflection

From the data gathered during Cycle II, the researcher did not find any significant problems in Cycle II. The students did good progress on their writing and their mistakes decreased. It can be seen on their writing score and on the results of their writing that was longer than before. The students looked enthusiastic and interested in learning English writing. In Cycle II, all students finished writing tasks given to them, and they wrote it by themselves. The students were able to develop the text, to organize the

text, to use the appropriate words, and to use the correct tenses, pronouns, punctuation and capitalization.

The story map successfully helped the students to write. From the result of the students writing, it can be seen that the students were able to plan their story effectively by using the story map. The students were no longer confused with what they wanted to write because they have planned it first when they made the story map. It can be seen from this interview transcript.

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R : *Oh gitu, tapi senang selama lima pertemuan ini saya ajar, menurutmu gimana saya menyampaikan materi? Jelas nggak?* (Well, considering these five meetings, what do you think about my teaching method?)

S5 : *Ya jelas, enak, ya ngene mas, waktu belum ada mas Teddy ini tentang recount ini saya belum bisa, belum paham, nah, semenjak ada mas teddy saya jadi lebih tau tentang recount. (Your teaching method was clear. When you were not teaching here, I could not understand the recount text. Fortunately, after your method was implemented, I could gain better understanding dealing with recount text.)*

R : *Kamu senang diajarin nulis?* (Do you like learning to write?)

S5 : *Seneng.* (Yes I do.)

R : *trus tak ajaring bikin teks, bikin rancangannya dulu pakai story map itu menarik nggak?* (Do you think it is interesting to construct a text by making a structure prior to it through story mapping?)

S5 : *Menarik.* (Yes, **it is interesting.**)

R : *Membantu kamu dalam menulis?* (Is it helpful for you to learn to write?)

S5 : *Iya* (Yes it is.)

R : *Membantunya dimana?* (How is it helpful?)

S5 : *Ya jadi yang membuat paragraph itu jadi lebih mudah. (It helps us to write a paragraph more easily.)*

(Interview 9 – 5/11/2013)

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In Cycle II the students were more confident in making their own writing. In Cycle I some students were still confused when they wrote a text, they often saw their friend's work but in Cycle II they were able to write their own. The use of the story map also helped the students write sequentially so it can make the text more organized and lead to a good harmony from the introduction, the events, and the conclusion.

R : *Saya mau interview tentang penelitian saya selama dua Cycle, lima pertemuan dikelas bu, bagaimana pendapat ibu tentang penggunaan story mapping buat mengajar writing?* (Excuse me ma'am, I would like ask some questions dealing with my research in these two Cycles. What do you think about the use of the story-mapping technique in learning writing?)

T : *Cukup bagus ya mas, terlihat gitu bedanya kalau disuruh menulis biasa pasti siswanya malas, tapi mas Teddy juga bagus bisa mengakrabkan diri dengan siswanya jadi siswa lebih antusias untuk mau menulis. (It is quite good. The difference is really obvious. The students seem more enthusiastic in writing paragraphs.)*

R : *Menurut ibu, kelebihan story mapping ini apa sih yang bisa membantu siswa dalam menulis?* (What do you think about the benefits of using mapping in writing?)

T : *Kelebihannya ada alurnya juga urut - urutannya, itu sangat membantu sekali jadi siswa nggak diem bingung mau mulai nulis dari mana. Dikasih pertanyaan itu juga membantu, jadi siswa tau harus nulis apa. (First, the structure is clear so the students get no difficulty anymore in starting writing the text. The preliminary questions were also helpful to guide the students decide what to write.)*

(Interview 11 – 9/11/2013)

From the interview with the English teacher above, the use of the story-mapping technique in the teaching writing gave a visible impact to the students' attitude towards writing. The teacher stated that the students usually did not directly write but after they given a writing technique,

which is using the story map, they learned to know what they have to write. The story mapping also strengthens the students' organization skill in writing a text.

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R : *Kalau respon siswa sendiri itu melihatnya gimana ? untuk story mapping ini?* (In your point of view, how do the students respond to the method that I implemented?)

T : *Siswa cukup tertarik ya mas kayaknya, soalnya ini kan baru juga buat mereka tapi bagus mereka bisa mengikuti dengan baik. (I think the students are interested in your method for it is new for them. It is also good since they can follow the steps well.)*

R : *Jadi story mapping ini bagus kan bu untuk membantu siswa dalam menulis?* (So, do you think that the story-mapping technique is significant to help the students to write?)

T : *Oiya, membantu sekali. (Yes I do. The method is really helpful.)*

(Interview 11 – 9/11/2013)

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From the interview with the English teacher above, it can be inferred that the story mapping was easy to teach and the students understood easily. Although it was a new thing for the students but they could follow the lesson well and also improve their mastery in writing. They got new knowledge and new way to learn which lead them to like writing, to like English.

It was a nice experience for them. The teacher also stated that the story-mapping technique improved many aspects of the students' writing ability, not only the scores, but also their motivation to write. The students were more interested in writing; they were not hesitate to ask and involved more on the lesson. It can be seen in the following interview transcript.

R : Menurut ibu aktifitas yang saya berikan berkaitan dengan story mapping ini apakah meningkatkan motivasi siswa? (Do you think that the story-mapping technique that I implemented help to motivate students?)

T : Motivasi siswa saya lihat meningkat ya mas, walaupun lima pertemuan ini disuruh menulis terus tapi siswa tetep bisa mengikuti dan meningkat, makin bagus hasil tulisan mereka. **(I think the students are highly motivated even though the students had to write all times in these five meetings.** Their writings are improved well.)

R : Peningkatannya dimana bu kalau menurut ibu? (According to you, what aspect is improved?)

T : Ya dari yang pertama itu cuma nulis dikit – dikit, sekarang bisa nulis lebih banyak, nilainya yang dikasih panjenengan ke saya itu juga naik kan? Jadi ya hampir semua aspek bisa ditingkatkan. (The students could only write a few words and sentences before the method is implemented. However, after the method was implemented the students can write more sentences well. **Overall, most of the aspects in learning writing are well improved.**)

(Interview 11 – 9/11/2013)

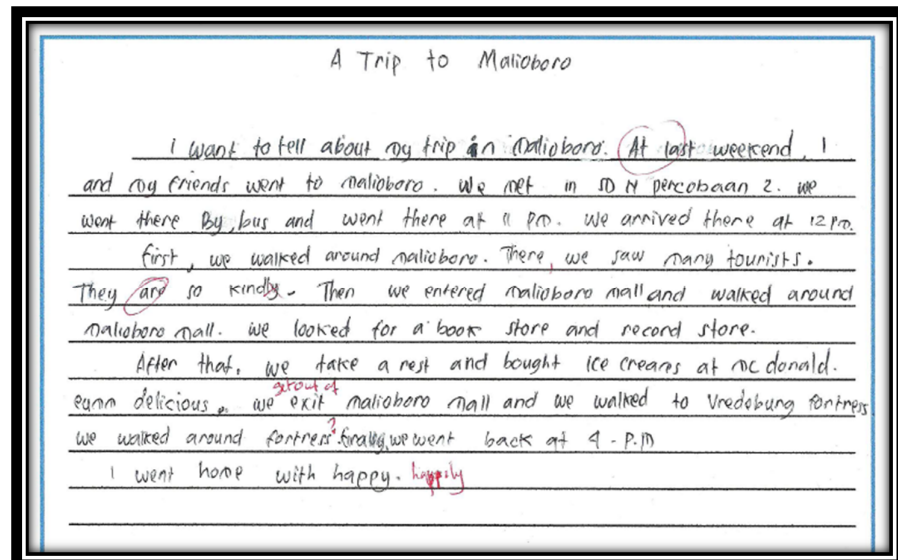


Figure 4: one of the students' work in Cycle II

One of the students' works above shows the increase of the students' writing ability compared to the student's work in Cycle 1. The students still use infinitive verbs in their writing but not as many as in Cycle 1. The recount elements that exist in the text were also more complete and well organized.

After conducting Cycle II and the post test, the researcher felt a big change in the students' behavior towards writing. They got more enthusiastic to write and they were able to follow the lesson well. The mistakes in the students writing also decreased after they taught using the story-mapping technique. The students also felt the improvement by themselves, they had more confidence to write their own text, they no longer cheat on their work.

### **C. The Results of the Research**

This part presents the qualitative and quantitative data gathered during the research. The qualitative data deal with the general findings of the results in each cycle, while the quantitative data present the writing score of the pre-test, Cycle 1, Cycle II and the post-test. The following descriptions are the findings on the use of the story-mapping technique in improving the students' writing skills.

#### **1. Cycle I**

- a. Dealing with content, some students were able to develop texts that were relevant to the topic.



- b. Dealing with organization, the students were able to produce well-organized and cohesive text. The ideas were clearly stated and supported.
  - c. Dealing with vocabulary, the students were able to use correct and appropriate words. Their vocabulary mastery was improved.
  - d. Dealing with language use, some students were able to use correct tenses and pronouns.
  - e. Dealing with mechanics, some students were able to use correct punctuation and capitalization.
2. Cycle II
- a. Dealing with content, the students were able to develop their writing adequately and were relevant to the topic.
  - b. Dealing with organization, the students were able to produce well-organized and cohesive texts. The ideas were clearly stated and supported.
  - c. Dealing with vocabulary, the students were able to use correct and appropriate words. Their vocabulary mastery was improved.
  - d. Dealing with language use, the students were able to use correct tenses.
  - e. Dealing with mechanics, the students were able to use correct punctuation and capitalization. They also did not misspell the words.

### 3. Improvement on the students' writing skill

This part presents the discussion of the results of the students' score from the pre-test, Cycle 1, Cycle II, and the post-test. The discussion deals with the mean of the students' score related to the five aspects of writing which are content, organization, vocabulary, language use and mechanics. The following tables present the mean score in the five aspects.

**Table 4. The Students' Mean Score in the Content Aspect**

Component	Pre-test	Cycle 1	Cycle II	Post-test
Content	2.22	2.70	3.32	3.56

The students' mean score in the content aspect increased after the actions of the implementation of the story-mapping technique. The students gain score was 1.34. It is obtained by comparing the mean score in the pre-test and the post-test.

**Table 5. The Students' Mean Score in the Organization Aspect**

Component	Pre-test	Cycle 1	Cycle II	Post-test
Organization	2.15	2.63	3.02	3.45

Table 4 above shows the mean score of the organization aspect achieved by the students. In the pre-test, the mean score was 2.15 and in the post-test, the mean score was 3.45. Therefore, the gain score was 1.3.

**Table 6. The Students' Mean Score in the Vocabulary Aspect**

Component	Pre-test	Cycle 1	Cycle II	Post-test
Vocabulary	1.98	2.04	2.68	3.03

In the vocabulary aspect, the students also make some improvements. In the pre-test, the mean score was 1.98. After the actions were implemented in Cycle 1, the mean score increased into 2.04. It continues increasing in Cycle II in which the mean score was 2.68. In the post-test, the mean score becomes 3.03. The gain score obtained was 1.05.

**Table 7. The Students' Mean Score in the Language Use Aspect**

Component	Pre-test	Cycle 1	Cycle II	Post-test
Language Use	2.02	2.0	2.8	2.96

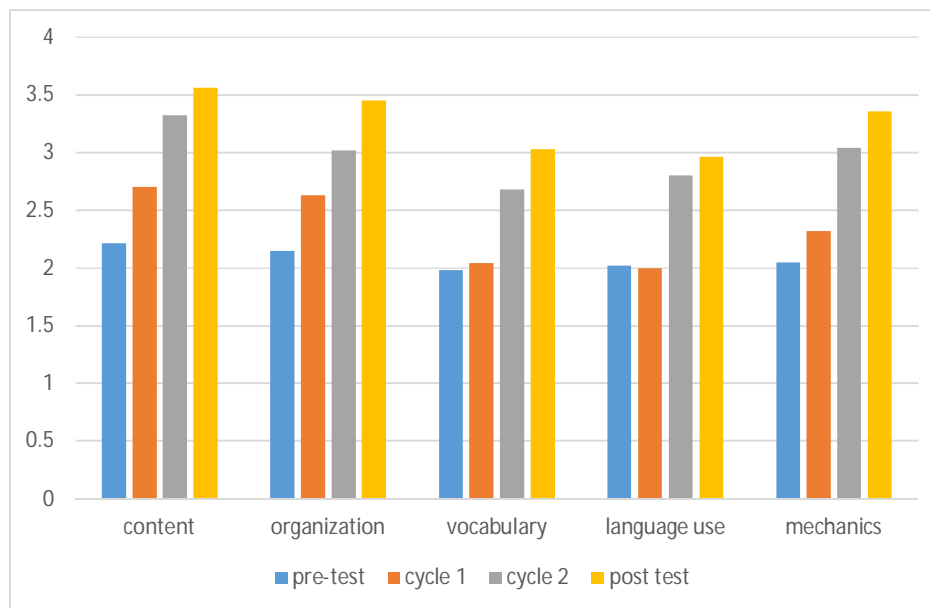
The result of the mean score in the language use aspect presented above in the table also shows meaningful improvement. In the pre-test, the mean score was 2.02. Unfortunately, it decreased in Cycle 1 in which the mean score was 2.0. However, the mean score after conducting Cycle II was increased to 2.8. In the post-test, the mean score was 2.96. The gain score was 0.94.

**Table 8. The Students' Mean Score in the Mechanics Aspect**

Component	Pre-test	Cycle 1	Cycle II	Post-test
Mechanics	2.05	2.32	3.04	3.36

The table above represents the mean score in the mechanics aspect. The mean score in the pre-test was 2.05 and the mean score in the post-test was 3.36. The gain score was 1.31. It shows that an improvement was able to be achieved in the mechanics aspect.

The overall improvements achieved by the students' of VIII B class at SMPN 2 Gamping are presented in the following chart.



**Figure 5: The Students' Mean Scores in the Five Aspects of Writing**

In reference to the discussion above, the students' writing ability improved in five aspects of writing, which include (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics. Despite there was decreased in language use aspect in Cycle 1, it has no effect on the other aspects.

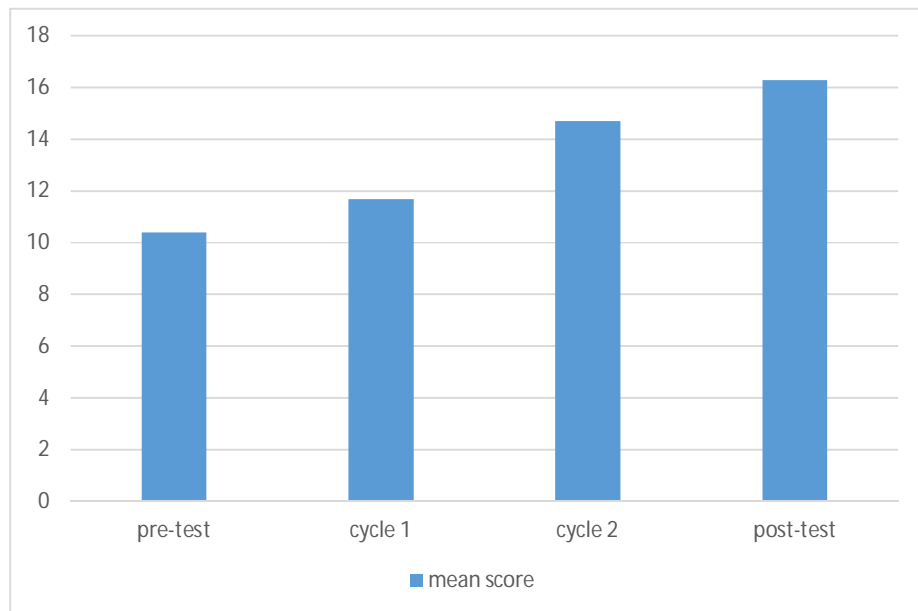
Here, the researcher also presents the general findings of the students' scores in five aspects of writing from the pre-test, Cycle 1, Cycle II, and the post-test as follows.

**Table 9. General Findings of the Students' Score from the Pre-test, Cycle 1, Cycle II and the Post-test**

Component	Pre-Test	Cycle 1	Cycle II	Post-Test
Mean Score	10.4	11.67	14.7	16.28

The scores were obtained from the accumulation of the students' scores in all five aspects of writing in the pre-test, Cycle 1, Cycle II, and the post-test. In the pre-test, the mean score was 10.4. It increases into 11.67 in Cycle 1. In Cycle II, the mean score was 14.7, and it was higher than Cycle 1. It keeps increasing in the post-test in which the mean score was 16.28. The gain from pre-test to post-test was 5.88.

The following score chart shows obvious improvements made by the students.



**Figure 6: General Findings of the Students' Score from the Pre-test, Cycle 1, Cycle II and the Post-test**

#### **D. Discussion**

The results of Cycle 1 and Cycle II were analyzed by the researcher. The results of the research are analyzed to know whether the use of the story-mapping technique can improve the writing ability of the students of SMPN 2 Gamping or not.

The first cycle showed that there were some improvement on the students writing ability and also the students' attitude towards writing. Most of the students got more excited to write than before. The students were able to write more sequentially and well organized. Their vocabulary mastery also improved. They were able to use correct grammar and correct pronouns in their writing. However, there were some students who still had problems with past tense. Some were also still confused on how to connect one sentence to another and forget to put time signal. It was the same with the use of correct punctuation and capitalization. Some were able to do that while some others still made mistakes.

The second cycle showed that there was an improvement on the aspects that still lacked in Cycle 1. The students could compose paragraph cohesively and develop the paragraph well. By using the story map, the students were able to make a plan of what they want to write so they can write more easily to sequence the story events. The Story map can improve the students' comprehension of selections by organizing and sequencing main story events. They also used correct grammar and vocabulary in their writings. Besides the improvement on the students writing, there was also an

improvement on the students' behavior. The students have more interest in the writing process. They were actively doing the tasks either in group and individual task. They got more serious during the lesson and enthusiastic to write. They were also more motivated and more confident to write better after they knew the story-mapping technique.

In reference to the explanation above, it can be inferred that the use of the story-mapping technique could improve the writing ability of grade VIII students at SMPN 2 Gamping. The actions conducted during the research could also improve the students' motivation and attention.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTION**

In this chapter, the researcher presents three aspects. Those are conclusions, implications, and suggestion. Each point is described as follows.

#### **1. Conclusions**

The aim of this research is to describe the use of the story-mapping technique in improving the writing ability of the students grade VIII at SMP N 2 Gamping. From the data gathered in this research, it shows that the story-mapping technique improved the students' writing ability. Story mapping helped the students in generating ideas, organizing texts, and improving their vocabulary mastery. The students were able to make a plan of what they wanted to write so they were able to write more easily. The question contained in the story map also made the students know what they have to write. It facilitates them to write more sequentially and well organized.

During the first cycle, the researcher found that the students made improvement in their writing especially in the content and the organization. They got better understanding of the process of making a recount text. In the beginning, it was difficult for the students to learn the story mapping, because it had never been taught before. However, they began to understand it in the third meeting. In the second cycle, it was easier to teach the students because they know and already familiar with the story mapping. The students also made great improvement of their writing in Cycle 2. They were able to develop ideas



and organize the paragraphs well. Their vocabulary and grammar also increased. Their mistakes in spelling, capitalization and punctuation decreased as well. This improvement also can be seen from the improvement of their writing score compared to the writing score in Cycle I.

The average of the students' scores obtained from the pre-test, Cycle 1, Cycle II and the post-test also showed the effectiveness of the story-mapping technique in improving the students' writing ability. The gain score from the pre-test to the post-test was 5.88. It means that the research was successful in making improvements. Besides the writing score, the students also showed the positive response towards writing. At first, the students were reluctant to do the writing task, but after the implementation of the story-mapping technique, they became more excited to write.

In reference to the facts above, the story-mapping technique was believed to be useful to improve the students' writing ability and attitude towards the teaching and learning process.

## **2. Implication**

Based on the conclusions above, the implementation of the story-mapping technique helped the students in the writing process namely planning, drafting, revising (editing), and final version. It helped the students in generating their ideas to write. The story mapping also helps the students improve their skills in organizing the text because it helped them remembering

the elements in recount text. Moreover, it is also believed as one meaningful way to improve the students' writing ability.

The use of the story-mapping technique in the writing class improved the students' motivation to learn. The students were able to focus on the lesson. It implies that the story-mapping technique could be used to improve the writing ability of grade VIII students at SMPN 2 Gamping.

### **3. Suggestion**

Regarding to the results of the study, the interpretation, and the conclusion, some suggestions are proposed to increase the students' writing ability below.

#### **1. For the English Teacher**

In reference to the result of this action research, the story-mapping technique is useful to improve the students' writing skills. It helps the students generating ideas, enrich the text content, and organizing the text. It also improves the students' motivation and attention. The story map also can be customized with the other text types that will be taught. The English teachers are suggested to use the story-mapping technique to teach writing in order to improve students' writing ability.

#### **2. For Other Researchers**

This study is limited only to the VIII grade students at SMP N 2 Gamping. It is suggested that the results of this research be used as an input in conducting other research. The researcher who will conduct

similar research may also modify it to conduct research on other genre of text.

### 3. For the Students

The students are suggested to continue this activity. It will be very useful in improving their writing skills. It also can be used as a reference when they need to write the same topics. The students should always practice writing if they want to build their writing habits.

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# APPENDICES

Appendix 1  
Interview Transcripts

**Nomor : Interview 1**  
**Hari, tanggal : Sabtu, 19 Oktober 2013**  
**Jam : 09.30 – 10.00**  
**Responden : R (peneliti)**  
**T (guru bahasa inggris)**  
**Topik : interview sebelum pelaksanaan penelitian**

- P : saya akan mengadakan penelitian tentang students writing, nah, biasanya ibu kalau mengajar writing, terutama recount itu biasanya menggunakan tekhn apa atau caranya bagaimana bu ?
- T : hmm, writing ya? Pertama kan saya jelaskan dulu teksnya, setelah itu saya mulai masuk pada pengenalan kalimat yang akan dipakai, bahwa kalimat yang dipakai kan menggunakan tenses apa, saya beritahu caranya membuat seperti ini, saya kasih tau juga bahwa karakternya seperti ini, mereka belum tahu itu kan, karena kelas satu kan belum di ajarkan. Setelah mereka tahu caranya membuat kalimat baru saya ke membuat teks itu.
- R : kan dalam menulis, atau writing itu ada step – step yaitu planning, drafting, editing, trus revising, ibu pakai itu atau tidak?
- T : oh, ya, saya pakai itu.
- R : kalau materialnya, penjelasanya pakai media apa bu?
- T : saya ada gambar, kadang – kadang kan mereka kalau saya menjelaskan kan misalnya recount itu kan cerita ya, kadang pakai gambar, atau saya suruh anak – anak menceritakan pengalaman mereka, misalnya pergi kemana, yang kemarin atau beberapa hari yang lalu mereka saya suruh menceritakan.
- R : kalau untuk kemampuan writing siswanya sendiri, terutama yang kelas dua ini gimana bu?
- T : ya kalau disuruh menulis gitu kadang – kadang mereka masih bingung, yaa sebagian ada yang tulisannya sudah bisa dibaca da nada yang nggak ngerti juga gitu.
- R : jadi kalau disuruh nulis di kelas itu siswa biasanya semangat atau tidak bu?
- T : semangat sih sebenarnya, mereka senang menceritakan gitu. Tetatpi ya ada beberapa yang nggak langsung ngerjain, harus di suruh – suruh dulu.
- R : kalau kesulitannya dalam aktivitas writing dikelas itu biasanya apa bu?
- T : kesulitan dalam aktivitas writing itu sebetulnya mereka jarang bilang ada kesulitan, kan biasanya mereka sudah bawa kamus dan kalau ada kesulitan tinggal buka kamus. Tapi kalau untuk hasilnya ya barangkali saya tahu maknanya lah mas ya, untuk grammarnya ya masih agak kurang dan banyak yang salah.
- R : ibu pernah tau teknik story-mapping itu nggak bu, pernah baca atau pernah dengar, begitu?
- T : Story-mapping baru ini, baru tau ini.
- R : jadi belum pernah ya bu?
- T : ya, belum pernah
- R : nggih mpun bu, cukup segini dulu, terimakasih atas waktunya.



T : iya mas, sama – sama.

**Nomor : Interview 2**  
**Hari, tanggal : Senin, 21 Oktober 2013**  
**Jam : 08.30 – 09.10**  
**Responden : R (Peneliti)**  
**S1 (Siswa 1)**  
**Topik : interview sebelum pelaksanaan penelitian**

R : oke, nama kamu siapa?

S1 : maria florensia

R : maria, kegiatan yang diberikan bu guru ketika mengajarkan menulis, atau writing di kelas itu biasanya ngapain itu ?

S1 : yaa nulis aja disuruh nulis gitu.

R : langsung gitu? Misalnya, “kamu harus menulis teks ini” gitu?

S1 : iya

R : kalau menurut kamu bu guru itu cara menyampaikan materinya gimana?

S1 : sudah lumayan, tapi kadang aku nggak mudeng gitu, kata – katanya kadang ada yang salah.

R : hmm, jadi kalau gitu pembelajaran di kelas tu nyenengin, atau biasa aja atau malah bosan gitu?

S1 : kadang – kadang bikin boring, kadang – kadang biasa aja, haha.

R : oh gitu, kamu sendiri kalau nulis seneng nggak? Seneng nulis bahasa inggris?

S1 : iya, karena, apa namanya, tapi ga harus mengikuti guru, jadi kita buat sendiri.

R : kalau teksnya buat sendiri gitu malah lebih seneng?

S1 : iya.

R : trus kalau menulis yang susah apa? Dimananya?

S1 : yang susah itu yang itu, apa namanya buat bahasa inggrisnya itu.

R : oh, itu, kalau nyusun kalimatnya gitu gampang?

S1 : lumayan.

R : kalau yang story-mapping tak bilang tadi, yang bikin draftnya, itu sudah pernah belum?

S1 : belum, baru tahu ini.

R : oh gitu, oke, trimakasih ya.

S1 : iya, sama – sama.

**Nomor : Interview 3**  
**Hari, tanggal : Senin, 21 Oktober 2013**  
**Jam : 08.30 – 09.10**  
**Responden : R (Peneliti)**  
**S2 (Siswa 2)**  
**Topik : interview sebelum pelaksanaan penelitian**

R : oke namanya siapa?  
S2 : Dimas anggara.  
R : oke, dim, kalau nulis di kelas tu bu guru biasanya ngasih kegiatan apa aja?  
S2 : kegiatan, mendikte, sama menulis kata – kata itu mas.  
R : Cuma itu?  
S2 : ya  
R : kalau disuruh menulis teks itu gimana?  
S2 : ya, ditulis mas, ditulis di papan tulis itu mas, nanti suruh diterjemahkan kadang – kadang Cuma ditulis trus dibaca aja.  
R : oh, kalau caranya bu guru menyampaikan materi ke kamu itu, enak nggak menurutmu?  
S2 : ya enak sih, tapi kecepatan itu lho mas.  
R : kecepatan?  
S2 : iya  
R : tapi kamu seneng belajar bahasa inggris?  
S2 : seneng mas, pengen bisa gitu.  
R : kalau nulis, seneng nggak? Nulis pengalaman gitu seneng?  
S2 : iya, seneng.  
R : kesulitannya apa kalau nulis?  
S2 : kesulitannya... apa ya... verbnya itu lho mas, regular regular itu.  
R : trus apa lagi?  
S2 : sama yang rumus – rumus itu lho mas.  
R : tenses itu?  
S2 : itu iya, itu agak susah itu.  
  
R : kalau story-mapping, yang pakai draft – draft gitu guru pernah ngajarin?  
S2 : belum mas.

**Nomor : Interview 4**  
**Hari, tanggal : Senin, 21 Oktober 2013**  
**Jam : 08.30 – 09.10**  
**Responden : R (Peneliti)**

**S3 (Siswa 3)**

**Topik : interview sebelum pelaksanaan penelitian**

- R : namanya siapa?  
 S3 : Rofi Kurniawan  
 R : rofi, biasanya kalau bu guru ngajar nulis di kelas itu kegiatannya apa saja?  
 S3 : ya kadang disuruh nggarap soal, kadang nulis di papan tulis, dan lain sebagainya  
 R : trus ibu guru nerangin pelajarannya enak nggak?  
 S3 : lumayan  
 R : biasanya bu guru pakai bahasa inggris atau bahasa Indonesia?  
 S3 : bahasa inggris, ya campur – campur lah  
 R : seneng belajar bahasa inggris?  
 S3 : yaa, seneng, nggak senengnya tu Cuma saya nggak bisa bahasa inggris, hehe  
 R : kalau nulis, misalnya nulis teks, gitu seneng nggak?  
 S3 : kalau nulis di papan tulis seneng,  
 R : kalau nulis teks sendiri gitu seneng?  
 S3 : seneng, soalnya nggak rame, hehe  
 R : trus yang susah apa sih kalau nulis itu?  
 S3 : yang verbnya, regular irregular itu lho mas yang susah  
 R : verbnya itu?  
 S3 : iya  
 R : yang nulis pake story map yang kayak gini (sambil menunjukkan draft story map) udah pernah diajarin belum?  
 S3 : belum  
 R : jadi kalau guru menyuruh kamu menulis, misalnya disuruh menulis tentang pengalaman kamu gitu dia nggak ngasih apa – apa, Cuma nyuruh aja?  
 S3 : he'em, iya  
 R : langsung 'kamu tulis tentang pengalaman kamu' gitu?  
 S3 : iya, gitu  
 R : oke, sudah. Terima kasih ya  
 S3 : iya

**Nomor : Interview 5**  
**Hari, tanggal : Kamis, 29 Oktober 2013**  
**Jam : 09.30 – 10.00**  
**Responden : R (peneliti)**  
**T (guru bahasa inggris)**  
**Topik : feedback cycle 1**

- R : maaf bu boleh minta waktunya sebentar?  
 T : iya, gimana mas?  
 R : saya mau interview sebentar tentang bagaimana pendapat ibu terhadap proses belajar mengajar di kelas pas saya lagi ngajar, bu.  
 T : o iya, sudah bagus ya, anak – anak juga sudah mau disuruh untuk menulis, tapi ya memang begini mas kondisinya, beberapa siswa memang kalau dijelaskan kadang rame sendiri, itu memang masih susah kalau disini.  
 R : dari tiga pertemuan yang sudah saya berikan, kira – kira apa ya bu aspek – aspek dsri siswa yang perlu ditingkatkan lagi, trus materi apa yang harus saya berikan di pertemuan untuk *cycle* kedua nanti?  
 T : mungkin itu aja mas, tentang past tense dan membuat kalimat past tense, soalnya anak – anak sini memang agak susah pahamnya, kayak tadi padahal sudah anda dijelaskan regular sama irregular verb di pertemuan sebelumnya, tetapi mereka masih banyak yang bertanya dan nggak ngerti.  
 R : oh, jadi materi yang kemaren di ajarkan lagi bu?  
 T : iya mas, kalau disekolah – sekolah bagus ya mungkin sekali diajarkan muridnya sudah ngerti, tapi kalau disini memang begitu mas, susah buat ngerti, jadi harus diajarkan lagi.  
 R : baik bu, untuk pertemuan selanjutnya saya beri past tense lagi.

**Nomor : Interview 6**  
**Hari, tanggal : Kamis, 29 Oktober 2013**  
**Jam : 09.30 – 10.00**  
**Responden : R (peneliti)**  
**S1 (siswa 1)**  
**S2 (siswa 2)**  
**Topik : feedback cycle 1**

- R : dek, mas mau tanya-tanya sebentar ni. Ayo duduk sini.  
 S1 : Apa Mas?  
 R : Kemaren pas Mas ngajar, pelajarannya bisa diikuti nggak? apa ada yang kurang jelas, apa kecepetan gitu?  
 S1 : Bisa, nggak kecepetan kok Mas.  
 S2 : Lumayan Mas.  
 R : kemaren kan ada tugas-tugas nulis, ada ngerubah bentuk verb, ada buat draf, ada nulis paragraf, itu susah nggak?  
 S2 : Yang ngerubah verb gampang karena sudah diajarin juga sama bu nur, bisa liat kamus juga.  
 S1 : Lumayan susah. Bahasa Inggrisnya itu tahu Mas.tapi kalau bikin jadi kalimat sok kebolak balik gitu lho mas.

- R : Nyusun katanya jadi kalimat gitu ya?  
 S1 : Iya. Terus masih bingung mana yang event mana yang apa itu, conclusion.  
 S2 : Masih bingung mengembangkannya Mas.  
 R : Oke. berarti Mas ngejelasinnya masih kurang ya? Terus kalau nyampein materinya jelas nggak. Maksudnya pas Mas ngejelasin tentang teks recount sama story mapping jelas nggak?  
 S1 : Jelas.  
 S2 : jelas mas, kalau pas dijelasin pake bahasa Indonesia ngerti.  
 R : Oke.  
 S1 : Iya Mas, jangan pake bahasa Inggris terus. susah e mas.  
 R : Ya ya.. oke.. terus belajar nulis pake story mapping gitu seneng nggak? Suka?  
 S1 : Suka.  
 S2 : iya, lebih gampang.  
 R : story mapping-nya ngebantu kalian nulis nggak?  
 S1 : Ngebantu.  
 S2 : iya, dikasih contoh dulu, nggak langsung disuruh nulis gitu aja, bingung mas.  
 R : Oke. terima kasih.  
 S1, S2 : Sama-sama.

**Nomor : Interview 7**  
**Hari, tanggal : Kamis, 29 Oktober 2013**  
**Jam : 09.30 – 10.00**  
**Responden : R (peneliti)**  
**C (Kolaborator)**  
**Topik : feedback cycle 1**

- R : Setelah bebrapa pertemuan ini, bagaimana pendapatmu mengenai penggunaan story mapping untuk mengajarkan writing?  
 C : Lebih baik dari cara biasa, siswa juga lebih tertarik untuk mau menulis. Biasanya guru kan hanya menjelaskan begini-begini, lalu nyuruh nulis.  
 R : trus menurutmu apa kelebihan - kelebihan mengajar story mapping yang kamu lihat selama proses pembelajaran.  
 C : lebih memberikan kepada siswa kerangka tulisan yang jelas, jadi dia mau nulis apa sudah terpetakan gitu lah mungkin istilahnya.  
 R : Ok. Lalu untuk aktifitas-aktifitasnya, ada penjelasan tentang story mapping, contohnya, trus past tense, sudah sesuai belum untuk mengajarkan writing?  
 C : Sudah.  
 R : Ada koreksi atau yang kurang begitu?  
 C : Sudah cukup kok. tapi yo jeaskan aja lagi soalnya kan ini hal baru juga buat mereka, mereka belum pernah diajar yang beginian.

- R : Ok. Terus kalau siswa sendiri, menurutmu apakah punya minat yang tinggi untuk menulis.  
 C : Ya. dibanding pre-test, yang sekarang lebih semangat nulis siswanya.  
 R : Ok. Terimakasih.  
 C : Sama-sama.

**Nomor : Interview 8**  
**Hari, tanggal : Selasa, 5 November 2013**  
**Jam : 09.40 – 10.00**  
**Responden : R (Peneliti)**  
**S4 (Siswa 4)**  
**Topik : interview setelah pelaksanaan penelitian**

- R : dek, tak wawancara sebentar ya?  
 S4 : boleh mas  
 R : namanya siapa?  
 S4 : Gilang  
 R : kalau kegiatan menulis selama saya ngajar disini, lima pertemuan itu dapat diikuti dengan baik atau tidak?  
 S4 : lumayan  
 R : lumayan ya, trus kamu kalau dalam menulis tu kesulitannya apa?  
 S4 : kesulitannya ya memang karena saya ga bisa nulis inggris  
 R : nggak bisanya dimana?  
 S4 : ya yang verb dua, di verb duanya, trus juga saya kurang memperhatikan, hehehe  
 R : tapi pas saya ngajar disini menyampaikan materi jelas nggak?  
 S4 : jelas, tentang recount to?, jelas  
 R : trus menyenangkan?  
 S4 : senang karena yang mengajar ganti,  
 R : kok nggak memperhatikan kalo seneng?  
 S4 : ya saya masih suka ngobrol sama teman mas, hehehe  
 R : trus bahan yang tak ajarin, tentang teks recount, bikin rancangan pakai story map itu gimana, menarik nggak?  
 S4 : wong baru diajarin ini ya menarik mas, ketagihan  
 R : membantu kamu dalam menulis teks?  
 S4 : membantu banget  
 R : kalau nggak dikasih kayak gitu, kamu disuruh langsung nulis gitu bingung?  
 S4 : bingung banget mas  
 R : trus tak kasih story map itu masih bingung?  
 S4 : nggak, nggak bingung

- R : kalau pas saya ngasih feedback, ngasih penjelasan kalau ada yang Tanya, itu menurutmu sudah jelas belum?  
 S4 : sudah banget, aku tadi Tanya banyak banget jelas kabeh  
 R : oh ya? Makasih ya  
 S4 : sama - sama mas

**Nomor : Interview 9**  
**Hari, tanggal : Selasa, 5 November 2013**  
**Jam : 09.40 – 10.00**  
**Responden : R (Peneliti)**  
**S5 (Siswa 5)**  
**Topik : interview setelah pelaksanaan penelitian**

- R : namanya siapa?  
 S5 : Robby Kurniawan, kelas 8b nomor absen 24  
 R : selama saya ngajar disini, tak ajarin nulis, nulis kamu lancer nggak/  
 S5 : ya lumayan lancar  
 R : lha trus kesulitannya apa kalau nulis?  
 S5 : ya kesulitannya itu mas, kata – kata yang nggak jelas gitu  
 R : nggak jelas apanya? Menterjemahkan ke bahasa inggrisnya?  
 S5 : iya, yang misalnya kata – katanya itu sulit dipahami lah  
 R : oh gitu, tapi seneng selama lima pertemuan ini saya ajar, menurutmu gimana saya menyampaikan materi? Jelas nggak?  
 S5 : ya jelas, enak, ya ngene mas, waktu belum ada mas teddy ini tentang recount ini saya belum bisa, belum paham, nah, semenjak ada mas teddy saya jadi lebih tau tentang recount  
 R : kamu seneng diajarin nulis?  
 S5 : seneng  
 R : trus tak ajaring bikin teks bikin rancangannya dulu pakai story map itu menarik nggak?  
 S5 : menarik  
 R : membantu kamu dalam menulis?  
 S5 : iya  
 R : membantunya dimana?  
 S5 : ya jadi yang membuat paragraph itu jadi lebih mudah  
 R : trus kalau kamu ada kesulitan gitu, saya njelasinnya jelas nggak?  
 S5 : jelas  
 R : oke thank you

**Nomor : Interview 10**  
**Hari, tanggal : Selasa, 5 November 2013**  
**Jam : 09.40 – 10.00**

**Responden : R (Peneliti)**  
**S6 (Siswa 6)**  
**Topik : interview setelah pelaksanaan penelitian**

R : namanya siapa?  
 S6 : Nikko Yudhistira  
 R : kegiatan writing selama saya ngajar disini, kamu bisa ngikutin dengan baik nggak?  
 S6 : baik banget, enak lagi  
 R : trus kamu waktu nulis mengalami kesulitan nggak?  
 S6 : nggak sih  
 R : nggak? Trus kalau saya nyampein materinya, ngasih contoh itu, menurut kamu udah bagus belum? Bikin mudeng apa nggak?  
 S6 : sudah bagus ya mas, cuman kalau kayak gini kurang tegas dikit lah  
 R : oh gitu, kalau nulis kayak kemarin, pakai story map kayak gitu menarik nggak?  
 S6 : menarik sih mas, tapi kan kalau ada gambarnya gitu kan jadi lebih tertarik gitu lho  
 R : tapi kalau pakai story map itu menulisnya lebih mudah?  
 S6 : iya  
 R : trus misalnya ada yang nanya atau ada yang sulit gitu saya njelasinnya, ngasih feedbacknya bagus nggak?  
 S6 : bagus sih mas, jelas, tapi kalau disini kan termasuk harus lebih tegas dan jelas gitu lho mas  
 R : oh gitu, makasih ya  
 S6 : sama – sama mas

**Nomor : Interview 11**  
**Hari, tanggal : Sabtu, 9 November 2013**  
**Jam : 09.40 – 10.00**  
**Responden : R (peneliti)**  
**T (guru bahasa inggris)**  
**Topik : interview setelah pelaksanaan penelitian**

R : maaf bu mengganggu ibu di jam istirahat.  
 T : wah, nggak papa, silahkan duduk mas.  
 R : saya mau interview tentang penelitian saya selama dua cycle, lima pertemuan dikelas bu, bagaimana pendapat ibu tentang penggunaan story-mapping buat mengajar writing?



- T : cukup bagus ya mas, terlihat gitu bedanya kalau disuruh menulis biasa pasti siswanya malas, tapi mas Teddy juga bagus bisa mengakrabkan diri dengan siswanya jadi siswa lebih antusias untuk mau menulis.
- R : menurut ibu, kelebihan story-mapping ini apa sih yang bisa membantu siswa dalam menulis?
- T : kelebihanannya ada alurnya juga urut - urutannya, itu sangat membantu sekali jadi siswa nggak diem bingung mau mulai nulis dari mana. Dikasih pertanyaan itu juga membantu, jadi siswa tau harus nulis apa.
- R : kalau respon siswa sendiri ibu melihatnya gimana ? untuk story-mapping ini?
- T : siswa cukup tertarik ya mas kayaknya, soalnya ini kan baru juga buat mereka tapi bagus mereka bisa mengikuti dengan baik.
- R : jadi story-mapping ini bagus kan bu untuk membantu siswa dalam menulis?
- T : oiya, membantu sekali.
- R : menurut ibu aktifitas yang saya berikan berkaitan dengan story-mapping ini apakah meningkatkan motivasi siswa?
- T : motivasi siswa saya lihat meningkat ya mas, walaupun lima pertemuan ini disuruh menulis terus tapi siswa tetep bisa mengikuti dan meningkat, makin bagus hasil tulisan mereka.
- R : peningkatannya dimana bu kalau menurut ibu?
- T : ya dari yang pertama itu Cuma nulis dikit – dikit, sekarang bisa nulis lebih banyak, nilainya yang dikasih panjenengan ke saya itu juga naik kan? Jadi ya hamper semua aspek bisa ditingkatkan.
- R : kira kira aspek apa lagi ya bu yang bisa ditingkatkan?
- T : sudah cukup ya kalau menurut saya, kalau siswanya kayak gini ya bisa menulis seperti ini ya sudah bagus mas, hehe.
- R : apakah ibu punya harapan untuk pengajaran writing selanjutnya, tertarik mau pake ini buat ngajar mnngkin?
- T : boleh juga, kan saya sudah minta kemarin sama panjenengan, mungkin besok bisa saya coba.
- R : iya, cukup segini saja bu, terimakasih atas bantuannya selama ini.
- T : iya sama – sama, semoga skripsinya cepat selesai ya mas.

**Nomor : Interview 12**  
**Hari, tanggal : Selasa, 5 November 2013**  
**Jam : 09.40 – 10.00**  
**Responden : R (peneliti)**  
**C (Kolaborator)**

**Topik : interview setelah pelaksanaan penelitian**

R : gimana? Setelah penelitian ini menurutmu tentang story-mapping?

- C : bagus ya, nilainya siswa meningkat banyak, karena pas awal – awal di suruh nulis tidak semangat, tapi setelah pake story-mapping jadi mau untuk nulis.
- R : kelebihanya dimana story-mapping ini untuk menulis menurutmu?
- C : kelebihanya ? gampang diterapkan, hehe,, nggak perlu media macam – macam sudah bisa dipake buat membantu menulis.
- R : jadi ngebantu ya ?
- C : iya
- R : meningkatkan motivasi juga nggak ke siswanya?
- C : jelas, waktu pertama kan siswanya Cuma nulis dikit – dikit, nilainya dikit, tapi yang terakhir bisa nulis cukup banyak, jadi mereka ini bisa sebenarnya, Cuma perlu dimotivasi aja.
- R : oke terimakasih.
- C : sama – sama.

Appendix 2  
Field Notes

**No** : FN.01  
**Hari, tanggal** : Sabtu, 12 Oktober 2013  
**Jam** : 09.40 – 10.00  
**Tempat** : Ruang Guru  
**Kegiatan** : meminta ijin penelitian

The Researcher arrived at the school at 09.30 a.m. and asked security guard's permission to see English teacher. Next, he asked him to go inside the teachers' office. In the teachers' office, the Researcher met the English teacher. The English teacher seemed still remember that the Researcher had done the KKN-PPL in that school. He continued the conversation about the research that would be conducted. He asked the students' problems in English lesson especially in speaking. They discussed the students' problems in writing and the solution for about 15 minutes. Later, the Researcher asked the permission to conduct the research in SMPN 2 Gamping and the English teacher agreed. She suggested to conduct the research in class VIII B because of the theme of the research and the schedule, and the Researcher agreed.

The Researcher asked English teacher's permission to observe the class VIII B in English lesson. The English teacher gave the permission and asked the Researcher to observe the teaching and learning process on Saturday 19th October 2013. He agreed to conduct the observation in that time and promised to bring the lesson plans of the research that will be conducted. Later, he thanked the English teacher and asked permission to go home.

**No** : FN.02  
**Hari, tanggal** : Senin, 14 Oktober 2013  
**Jam** : 09.00 – 10.20  
**Tempat** : Ruang kelas VIII B  
**Kegiatan** : Observasi

The researcher arrived at school at 08.45 a.m. and went to teachers' office to see the English teacher. Then English teacher asked him to wait until the English lesson started. The class started at 09.00 a.m. the researcher together with the English teacher went to the class at that time. In the class, the English teacher introduced the researcher to the students; she said that he would teach the students for the next seven meetings. Then the English teacher asked the researcher to sit at the back of the class.

The English teacher started the class by saying "*assalamualaikum warahmatullahi wabarakatuh*" and then she checked the students' attendance. She

began the lesson by asking the students about what they have done in the last meeting. The English teacher then asked the students to open the LKS and paid attention to the past tense exercises in the book. The teacher explained about past tense to the students by reading the example on the LKS and wrote some words on the board. She wrote some infinitive verb forms and then changed it into past form. The teacher then asked the students to write down the example on their books. The students then asked to work on the exercise in LKS. They did not directly write, but talked to each other. The teacher walked around the class to see the students' work. Many students did not write anything on the worksheet. The students said that they were confused because most of them did not paid attention to the teacher's explanation.

The English teacher then asked the students to discuss their work together. The teacher asked the students one by one to answer the question in the worksheet. After the students answered the question, the teacher asked another student to translate the sentence into Bahasa Indonesia. If the students could not answer the question, the teacher asked them to look on the dictionary, but there were just few students who brought the dictionary. The students seemed passive and did not have passion to learn English.

The English teacher ended the lesson as the bell rang at 10.20 a.m and asked the Researcher to leave the class. Then the English teacher and the Researcher discussed the teaching and learning process and focused on the students' participation.

**No** : FN.03  
**Hari, tanggal** : Kamis, 24 Oktober 2013  
**Jam** : 10.35 – 11.45  
**Tempat** : Ruang kelas VIII B  
**Kegiatan** : pertemuan 1 cycle 1  
**Collaborator** : Herida Panji

The researcher arrived at school with the collaborator at 10.30 a.m. When the teacher came to the class, the students were busy preparing their books. After a few minutes, he greeted, "*assalamualaikum warahmatullahi wabarakatuh.*" The students answered "*waalaikum salam warahmatullahi wabarakatuh*". The teacher started the class by leading the prayer. Then the teacher commented on the students' works collected in the previous meeting (Pre-test). He praised some work, and gave comments on the others. He told the students that that day they were going to learn more about recount text.

After that, he asked one student to write one example of a recount text entitled “Meeting a Star” on the white board. The rest of the students were copying the text. Fifteen minutes later, the teacher moved to the front of the class and said, “*sudah belum?*” the students replied, “*belum, masih banyak mas*”, “*kalau semakin banyak teksnya kan semakin banyak kosa kata yang kalian tahu*” he added.

After the researcher was sure the students had finished copying, he asked the students “What is recount text?” and the students answered “*teks yang menceritakan pengalaman mas*”. Then he said “Yes, so the purpose of recount text is to tell someone’s past experience, *pengalaman seseorang yang sudah berlalu*”. Then he reminded the students the parts of recount text. “In recount text we have orientation, sequence of events and then reorientation”.

He also explained the generic structure and the information in the text. He asked “What is the text about?” and the students answered “Meeting a star”. Then he read some sentences of the text and explained the text. He asked the students to examine the orientation, “What do we have in orientation? *Di orientation ini isinya apa saja?*” and the students responded by saying “*siapa yang nulis, trus waktu dan tempat*”. Then he asked the students the “when” and “where” in the orientation. He then explained the events and the writer’s personal comment on the text. He gave comments on the way the students connected one event to another. He explained the conjunction and wrote them on the white board.

Not only the conjunction, he also explained the verb. He told the students the differences between irregular and regular verb. The student asked, “*mas, ditulis nggak?*” he answered, “*ya ditulis, biar ngerti*” then he continued the explanation and finally, “*any questions?*” One student asked, “*mas, irregular itu apa?*” The researcher explain more clearly “*irregular dan regular itu jenis – jenis verb 2, yang regular mudah, tinggal tambah –ed di belakang, kalau yang irregurlar ini kalian harus hafalkan*”. After gave more examples of irregular verb, he continued the class to the next activity.

The next activity was doing exercise, he distributed the worksheet to the students. The students had the worksheet with them. They started questioning the worksheet, many questions were asked. Consequently, the teacher explained and translated the instruction in the worksheet. When the students likely understood the instruction, he continued walking around the class to help the students. The task was about identifying parts of a recount text using a story map.

In the next activity, the teacher told the students that they were trying to use a story map to develop a recount text. The teacher once again explained what the students have to do with the story map and the function of the story map to help them develop a recount text. He explained, “*buatlah rancangan teksnya dulu, apa yang mau kalian tulis, nanti nulis teksnya yang lengkap di pertemuan selanjutnya*”.

When the teacher walked around to observe what the students do, the bell rang and he directly asked the students to submit their work. *“terimakasih atas perhatiannya, hari ini sudah belajar membuat draft, kita akan lanjutkan belajar nulis lagi di pertemuan selanjutnya, wassalamualaikum warahmatullahi wabarakatuh”* He ended the class.

**No : FN.04**  
**Hari, tanggal : Senin, 28 Oktober 2013**  
**Jam : 09.00 – 10.20**  
**Tempat : Ruang kelas VIII B**  
**Kegiatan : pertemuan 2 cycle 1**  
**Collaborator : Asfar Arif**

The researcher and the collaborator arrived at school at 9 a.m. When they entered to the class, not all the students were in the class. Some students were still outside the class to change their clothes because they just finished the physical education class.

After waiting for about 15 minutes, the class started. The researcher started by greeting and leading the prayer. Then, he started to remind the student about what they have done in the previous meeting and asked some question to the students. *“masih ingat pertemuan kemarin ?, tentang apa?”*. *“teks recount mas”* the students answered. *“ya. kita sudah mencoba untuk membuat rancangan teks recount dengan bantuan story map, hari ini akan kita lanjutkan lagi”* said the researcher.

Because there was a lot of time wasted for waiting the students changing their clothes, the researcher directly distributed the worksheet to the students. In the worksheet, there were a recount text entitled “My Holyday was Fantastic” and its story map. The researcher asked the students to read the text and paid attention to the story map. The researcher explained the parts of the recount text and then explained that the story map contains the important parts of the text. *“In the story map there are character, time and place dan goal yang diperlukan untuk menulis pada bagian orientation, kemudian events, ada tiga event disini dan terakhir conclusion”*.

The researcher also mentioned some past verbs in the text and asked the students what is the v1 form of the past verb he mentioned. The researcher also explained about connective words that signal time. *“First, then, next, after that bisa digunakan untuk menunjukkan waktu dan membuat event yang ada di dalam teks menjadi urutan”*.

In the next activity, the students were given a worksheet again. The researcher explained the instruction in the worksheet. The worksheet was about past verb. In the

worksheet, there was a recount text entitled “Getting on the Train” containing infinitive verb. The students were asked to change it into past form. All of the students responded well to the researcher’s explanation.

Suddenly, one student asked, “*boleh pinjam kamus mas?*” “*boleh*”, the researcher answered, and then some students went to borrow dictionaries from the library. Some students looked so serious when doing the task and some other were discussing the task with their friends.

The researcher started to observe the student by walking around the classroom and sometimes stopped if he got questions from the students about the task. After most of the students finished their work, the researcher stood in front of the classroom and asked the students to discuss the answer, “Okay, let’s discuss it together”.

The researcher asked one student to read her work and then asked the entire student whether her answer is right or wrong. Some students answered the task correctly although there were some mistakes in the pronunciation. The researcher corrected the students’ mistake by pronouncing the correct pronunciation and asked the students to repeat.

After that, the researcher spread the worksheet to the students. The worksheet was a story map. He asked the students to make a draft of a recount text using the story map. “ok, it is a story map, you have to develop a recount text entitled “Enjoyable Weekend” *disini sudah ada karakter, time, place, events atau apa saja hal – hal yang dilakukan, trus kesimpulan atau reorientation. Sekarang coba biat sebuah teks dari story map ini*”.

Some students asked about some parts of the story map that they did not understand although the researcher in the previous meeting already explained them. The researcher kept explaining it to the students patiently. When the students were still doing the task, the bell rang. The researcher then asked the students to continue their work at home.

**No** : FN.05  
**Hari, tanggal** : Selasa, 29 Oktober 2013  
**Jam** : 08.30 – 09.40  
**Tempat** : Ruang kelas VIII B  
**Kegiatan** : pertemuan 3 cycle 1  
**Collaborator** : Asfar Arif



The researcher came to the school at 8.30 a.m. The collaborator did not come yet. The researcher entered the class and greeted “*assalamualaikum warahmatullahi wabarakatuh.*” The students answered “*waalaikum salam warahmatullahi wabarakatuh.*” The researcher started the class by leading the prayer. He then checked the students’ attendance, Two students were absent and two others joined the counseling at *puskesmas*.

The researcher told the students what they would do today. “Today we will continue to learn how to write a recount text using the story map. *Pertemuan kemarin kalian sudah menulis teks recount yang berjudul “Enjoyable weekend” dengan bantuan story map, nah, hari ini kalian akan menulis teks recount juga tentang kegiatan akhir pekan kalian sendiri. Weekend kemarin kalian kemana?* The researcher asked. Many of students answered, “*di rumah aja mas*”.

After that, he asked about the task in the last meeting which was making a story map. He asked whether it was difficult or not. *Membuat teks recount dengan story map yang kemarin bagaimana? susah atau tidak?* The researcher asked. The students answered “*lumayan mas, sudah agak bisa*”.

Then he asked the student to pay attention to what the researcher wrote on the board. The researcher wrote a story map of a recount text entitled “My Weekend” on the board. Then he explained how to develop a recount text based on the story map. He also give example how to expand a story map into a complete recount text.

The researcher said to the students that they did not need to write all of the sentence in the story map, the most important thing is that the story map represent the ideas in the brain and organize what they want to write.

After explaining the story map, he then explained that they were going to write a recount text, but before that the students have to make the story map first.

The researcher distributed the blank story map and ask the students to fill each box with the main idea of the story that they want to write. Some of the students were able to make the story map but there were some who still needed to be guided. However, all of the students showed an improvement compared to the last meeting.

Ten minutes had passed. The researcher asked the students who had finished making their story map to write the text. For those who had not finished the story map, he asked them to finish it quickly and then write the text. While making the story map and writing the text, the students were enthusiastically asked. They asked whether they made a correct story map or not.

The researcher walked around the class to check the students’ works and to give help if they asked for it. After finishing the task, he then collected the students’ writing. Since the time was already up, he directly said good bye and ended the lesson.

**No** : FN.06  
**Hari, tanggal** : Kamis, 31 Oktober 2013  
**Jam** : 10.35 – 11.45  
**Tempat** : Ruang kelas VIII B  
**Kegiatan** : pertemuan 1 cycle 2  
**Collaborator** : Asfar arif

The researcher and the collaborator came to the school at 10.30 a.m. the English teacher could not come today because of school affairs. The researcher entered the class and greeted “*assalamualaikum warahmatullahi wabarakatuh*.” The students answered “*waalaikum salam warahmatullahi wabarakatuh*. He started the class by leading the prayer. After that he asked the students to prepare themselves for the lesson. The researcher gave feedback to the students about their previous writing. He said that the students still have some problems with the verbs and the past tense sentences. “From your previous writing, you still make some mistake, especially in past tense. Many of you still use present tense”. *Jadi masih banyak yang verbnya pakai verb satu, padahal dalam recount itu, karena menceritakan sesuatu yang lampau, maka memakai verb bentuk ke dua*”. The other mistakes that the students made were the use of punctuation (dot and comma), the use of connection word (then, after that), the writing of a.m. and p.m., the absence of subject or verb in the sentence, double verbs, etc.

Then the researcher wrote some wrong sentences from the students’ previous worksheet on the board and then corrected them together with the students. The students seemed enthusiastic to answer questions from the researcher. Some students looked for the words in their dictionary too.

After the researcher finished explaining past tense, he gave the students worksheet about regular and irregular verbs on past tense. The researcher explained the instruction in the worksheet. “*Verb satu yang ada di dalam kurung dirubah menjadi verb dua, kemudian digaris bawahi apakah verb itu regular atau irregular*”. He gave the students fifteen minutes to do the task. The students seemed have no difficulty in working on the task, they finished the task faster than the previous meeting. After most of the students finished the task, the researcher asked them to correct it together. “*oke mari kita bahas bersama-sama, kalau ada kesulitan, tanya ya..*” The students answer the question fluently, this time they seemed understand more about the regular and irregular verbs. The researcher asked, “*siapa yang betul semua?*” some students raised their hand. “*ada yang ditanyakan atau tidak?*” the researcher asked whether the students have question or not and they said that they were understand.

After the past verbs activity, the researcher gave the students another worksheet. The students were asked to develop a story map into a complete text. The researcher asked the students about their camping activity. Most of the students said that they were ever has a camping activity before. One student asked the researcher about the meaning of a word in the story map. The researcher responded it rapidly; he wrote all the difficult words about camping in the whiteboard. After that, he continued monitoring the students by looking around the students one by one. Many students asked the researcher to translate the word that they wanted to write, but the researcher did not just answer, he asked the students to look for the words in the dictionary.

After all the students finished their work, the researcher asked them to collect it. He then reviewed the lesson and told students what they were going to do in the next meeting. He reminded the students to keep studying and practicing writing at home. Then he said thank you and ended the lesson by saying "*wassalamualaikum warahmatullahi wabarakatuh.*"

**No** : FN.07  
**Hari, tanggal** : **Senin, 4 November 2013**  
**Jam** : **09.00 – 10.20**  
**Tempat** : **Ruang kelas VIII B**  
**Kegiatan** : **pertemuan 2 cycle 2**  
**Collaborator** : **Asfar Arif**

The researcher and the collaborator came to the school at 09.00 am. As usual, on Monday, the students had a physical education class before the English class, so the researcher had to wait the students change their clothes. After all students entered the classroom, the researcher started the class by saying "*assalamualaikum, warahmatullahi wabarakatuh*" and led the prayer.

The researcher said to the students that it was the last meeting for him to teach them. In the previous meeting, they had learned how to write their experience or activities in a better way, how to write in the past tense form, and how to expand the story map into a full text. "*kemarin kalian sudah membuat teks recount, sudah cukup baik. Nah, pada pertemuan ini terakhir mengingatkan lagi and then you have to write a recount text about your last trip*". The researchers then re-explained about the story map and gave an example to the students. He also said to the students that their score increased from time to time. "*Kalian sadar nggak kalau tulisan kalian yang kemarin itu lebih bagus dari pada saat pertama saya datang kesini? Iya kan?*", "*iya mas*" the students answered.

The researcher then explained again about the story map and gave an example to the students. The researcher gave an example a text entitled 'A Trip to Gembiraloka Zoo'. The researcher explained the story map first and then developed it into a recount text. "*Nah, perhatikan poin – poin yang ada di dalam story map, trus perhatikan teksnya. Poin – poin yang ada di story map itu dikembangkan sehingga mendaji satu teks yang utuh*". The researcher then explained the parts of the recount text and how they connected each other.

After that, the researcher asked the students to write a text based on their trip experience, by making a story map first. The students seemed write easier than before. Most of them have more confidence. They done their work by themselves, they did not look on their friends work.

The researcher monitored the students. He walked around the class to check the students' works and to remind them to write the verbs in past form. He told the students that they who had finished their story map could start developed it into a complete text.

After the students finished their writing, he collected their writing. Then he reviewed the lesson, said thank you, and ended the lesson.

# Appendix 3

## Lesson Plans

## LESSON PLAN

### CYCLE 1 (1<sup>st</sup> Meeting)

School : SMP N 2 Gamping

Subject : English

Grade/ Semester : VIII/ 1

Standard of competence:

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

Basic Competency :

To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount

Indicator :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Writing a draft of recount text use a story map.

Text : Recount

Theme : My experience

Skill : Writing

Time Allocation : 2 x 40 minutes

#### A. Objective

At the end of the lesson, the students are able to write a draft of recount text at least 10 sentences in three paragraphs.

## B. Materials

### 1. Materials for presentation

- Recount Text entitled Meeting a Star

<b>Meeting a Star</b>	
<p>On Saturday morning at 9:30, I was walking down Sunda Street. I looked for a record store.</p>	} <b>Orientation</b>
<p>A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was but I walked with him to the end of Sunda Street. He was very friendly and his face looked so familiar. Then, I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought that it was money. I said 'no' at first but he really wanted me to have it. Therefore, I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it.</p>	} <b>Sequence of events</b>
<p>I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!</p>	} <b>Reorientation</b>

- Explanation of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter's personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.

2. Materials for practice



**TASK 1**

**In pairs, identify parts of this recount text using story map below.**

**My Holiday**

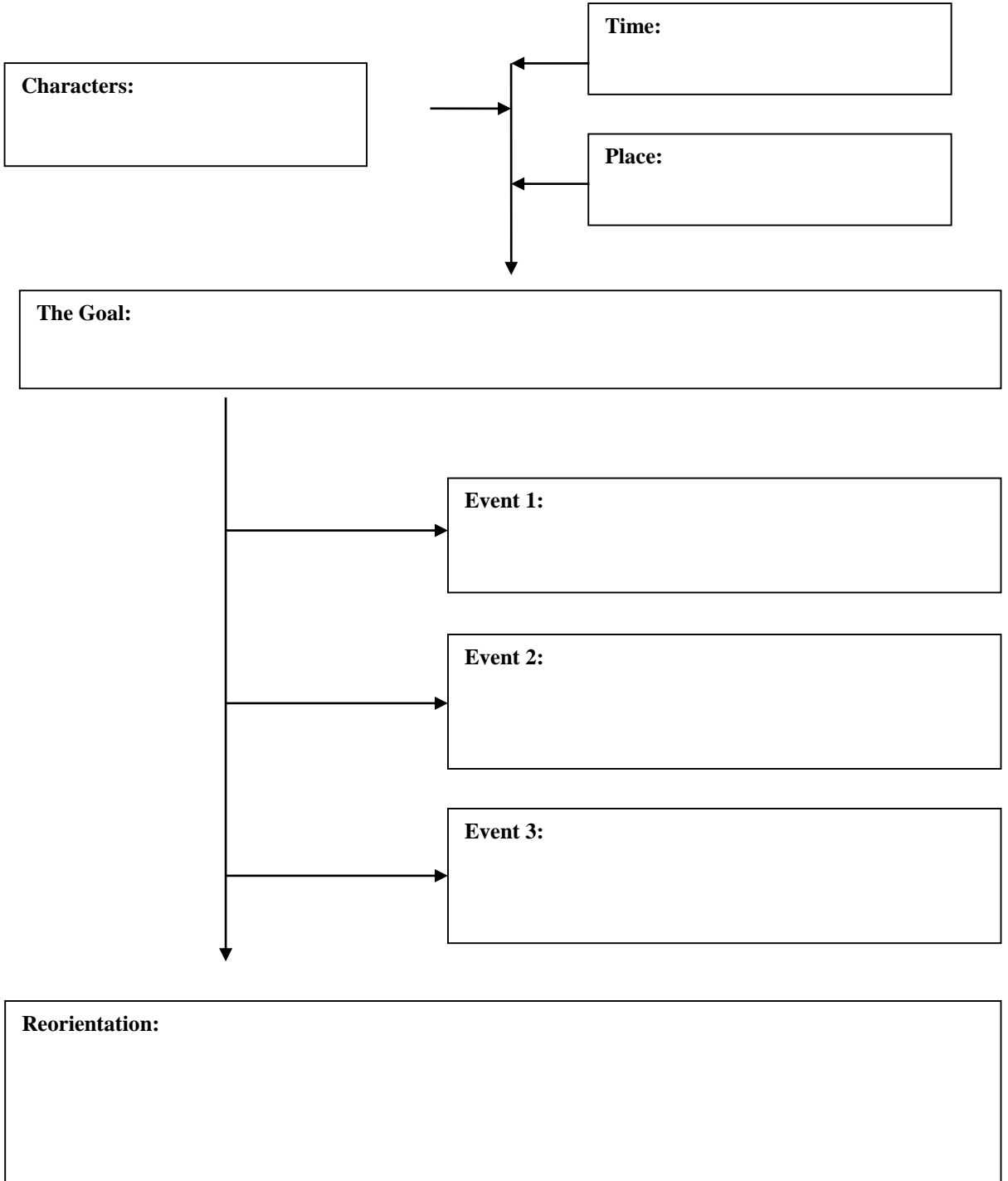
Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode a horseback. It was scary but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I thought it was really fun to have a holiday like that. I hoped my next Holiday would be interesting.



Title: \_\_\_\_\_



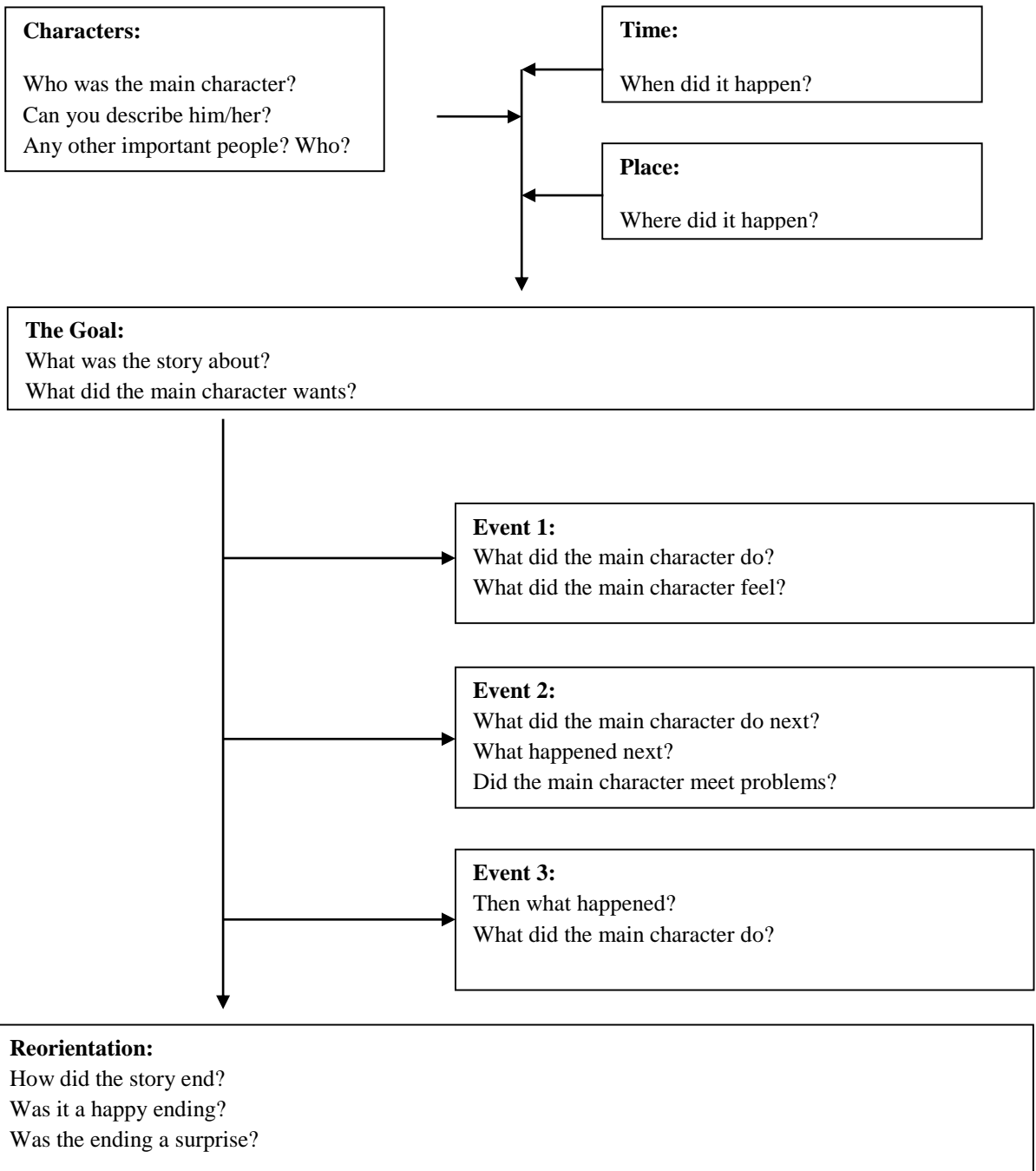
3. Materials for production



**TASK 2**

**Make a draft of a recount text based on your experience on the story map bellow**

Title: \_\_\_\_\_



## C. Technique

PPP (Presentation, Practice, Production)

## D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Checking the students' readiness.</li> <li>5. Discussing the students' unforgettable experience.</li> <li>6. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing their unforgettable experience.</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing a recount text entitled "Meeting a Star" and discuss it.</li> <li>2. Guiding the students identify the social function, generic structure and the language features of the text.</li> <li>3. Giving the students chances to ask if there is anything unclear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the text and discuss it with the teacher.</li> <li>2. Identify the social function, generic structure and language features of the text.</li> <li>3. Asking.</li> </ol>
Practice	<ol style="list-style-type: none"> <li>1. Asking the students to do Task 1 (identify parts of a recount text using story map)</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing Task 1 in pairs.</li> <li>2. Checking their works</li> </ol>

	<ol style="list-style-type: none"> <li>2. Checking the students' works together with the students.</li> <li>3. Giving the students chances to ask if there is anything unclear.</li> </ol>	3. Asking.
Production	<ol style="list-style-type: none"> <li>1. Asking the students to do Task 2 (writing a draft of recount text based on a story map) and monitoring.</li> <li>2. Collecting the students' writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing Task 2 in pairs.</li> <li>2. Collecting their writing.</li> </ol>
Closing Activities		
	<ol style="list-style-type: none"> <li>1. Reviewing the lesson.</li> <li>2. Explaining the activities in the next meeting.</li> <li>3. Leading praying.</li> <li>4. Saying thank you and ending the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reviewing the lesson.</li> <li>2. Listening the teacher.</li> <li>3. Praying.</li> <li>4. Ending the lesson.</li> </ol>

#### E. Media

- White board

#### F. Sources

Priyana, Joko., Arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### G. Assessment

- a. Form : Writing a draft of a recount text.
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).

c. Scoring: 
$$\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$$

Sleman, 24 Oktober 2013

English Teacher

Researcher

Sri Nurfuaddiyah, S.Pd  
NIP. 19701002 199802 2 006

Teddy Ansyah Abidin  
NIM. 09202241050

## LESSON PLAN

### CYCLE 1 (2<sup>nd</sup> Meeting)

School : SMP N 2 Gamping

Subject : English

Grade/ Semester : VIII/ 1

Standard of competence:

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

Basic Competency :

To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount

Indicator :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Using appropriate verbs to complete a recount text.
5. Writing a recount text using the story map.

Text : Recount

Theme : Holiday

Skill : Writing

Time Allocation : 2 x 40 minutes

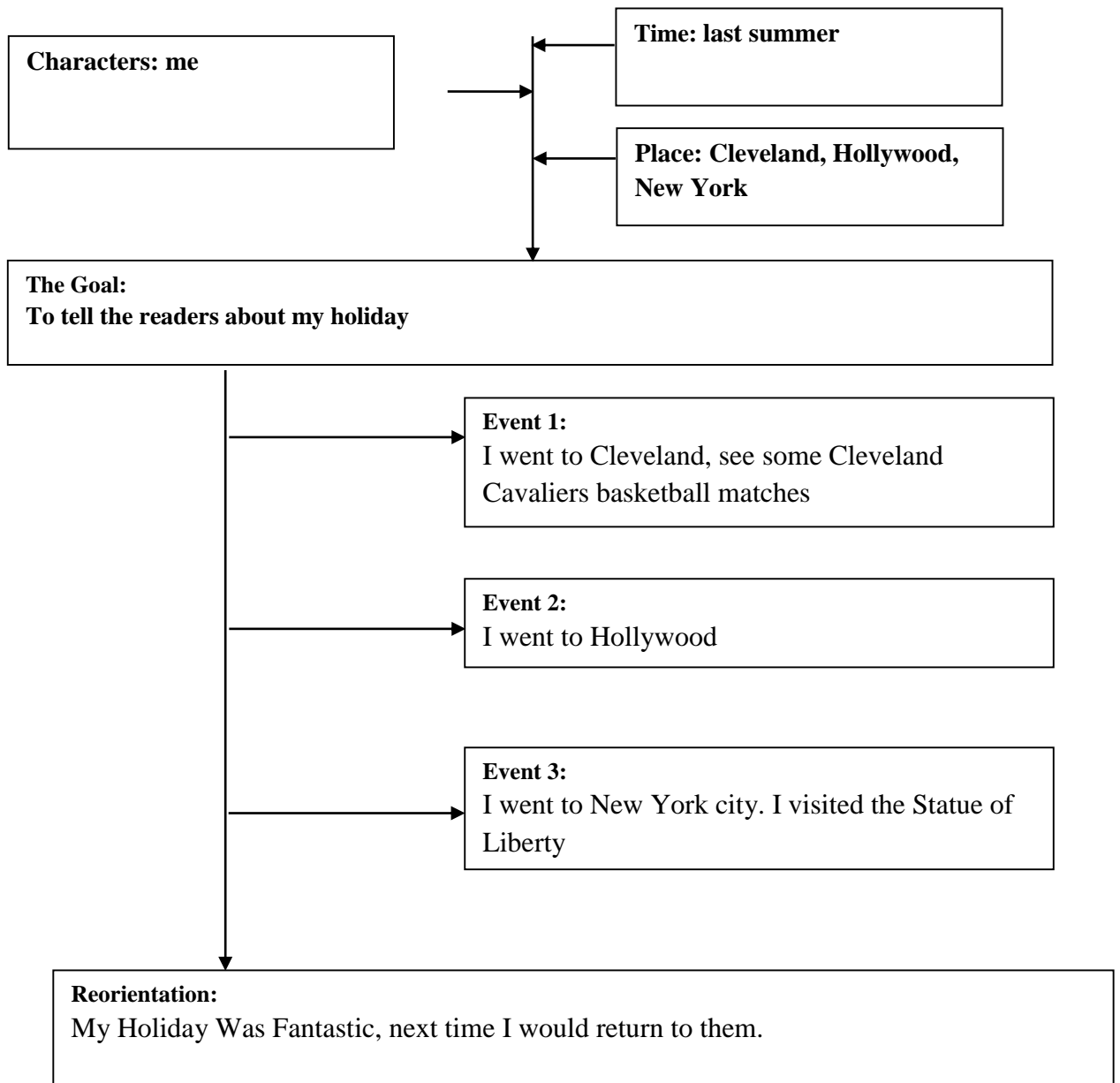
#### A. Objective

At the end of the lesson, the students are able to write a recount text at least 10 sentences in three paragraphs.

## B. Materials

## 1. Materials for presentation

- Story map of “My Holiday was Fantastic”

**Title: My Holiday Was Fantastic**

- Recount Text entitled “My Holiday Was Fantastic”

<b>My Holiday Was Fantastic</b>	
<p>Last summer I got a fantastic holiday. I visited some great places.</p>	} <b>Orientation</b>
<p>I went to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros, RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.</p>	} <b>Sequence of events</b>
<p>After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.</p>	
<p>The places made me feel great but I have to go home. My Holiday Was Fantastic, next time I would return to them.</p>	} <b>Reorientation</b>

- An explanation of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of event: retell the events in the order which they happened.
3. Reorientation: state the writer’s personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.



to make the events in recunt text organized in chronological order, we use connectives that signal time, for example

First	After that
then	Meanwhile
next	Finally

## 2. Materials for practice



### TASK 1

**In pairs, change the form of the following verbs into past form.**

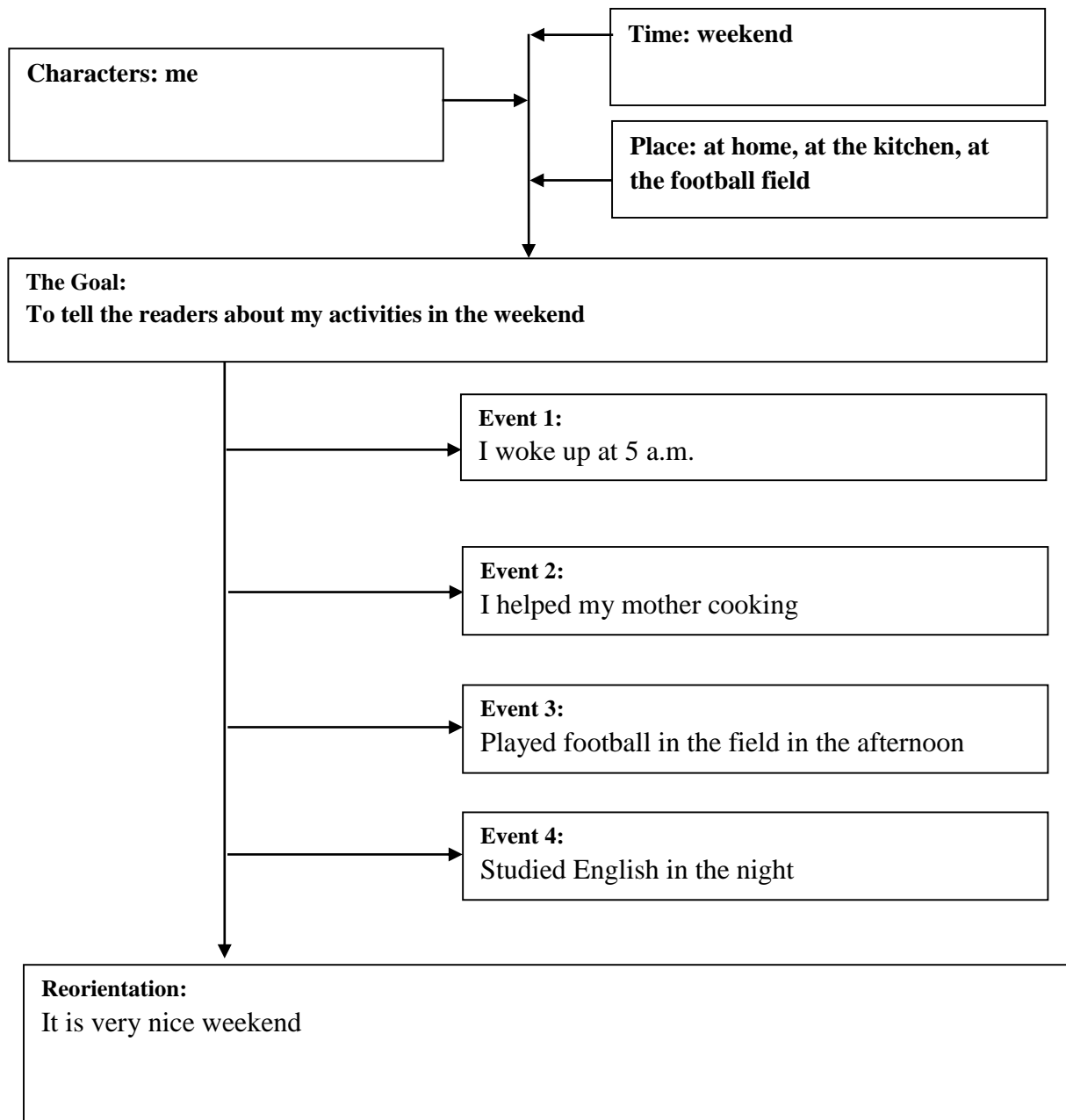
#### Getting on the Train

I (1. have) a funny experience when I (1. have) to catch a train for meeting. I (1. have) never been traveled on train before.

I (2. take) an early morning train to where I (1. have) to meet my professor. At the station I (3. read) a sign – For Oakliegh Station, Please Board Four Rear Cars Only. Then I (4. board) the train but (5. do) not notice the position of my carriage. When I (6. get) to my destination, the train door (7. is) locked. It (8. will) not open. I (9. panic) and (10. force) it to open. I (11. think) there must be something wrong. There (7. is) no platform. So I (12. jump) down the train lines and (1. have) to cross the railway lines to reach the platform. A fast train (13. come) from the other direction. I (14. am) so shocked and surprised.

After I (15. meet) professor, I (16. tell) him my train story. He (17. explain), if the sign (18. say) *please board for cars only*, it (19. mean) that the train only (1. has) a short platform. I (20. realize) that I (14. am) so stupid but I (14. am) so lucky that morning.

## 3. Materials for production

**TASK 2****Make a recount text based on the story map below.****Title: Enjoyable weekend**

## C. Technique

PPP (Presentation, Practice, Production)

## D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Checking the students' readiness.</li> <li>5. Discussing the students' week end experience.</li> <li>6. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing their weekend experience.</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing the story map of "My Holiday Was Fantastic" and a recount text entitled "My Holiday Was Fantastic".</li> <li>2. Explaining how to use story map to develop a recount text.</li> <li>3. With the teacher's guidance identify the</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the story map and the text.</li> <li>2. Listening to the teacher's explanation.</li> <li>3. Identify the social function, generic structure and language features of the text.</li> </ol>

	<p>social purpose, generic structure and the language features of the text.</p> <p>4. Explaining how to make a story map.</p> <p>5. Giving the students chances to ask if there is anything unclear.</p>	<p>4. Listening to the teacher.</p> <p>5. Asking.</p>
Practice	<p>1. Asking the students to do Task 1 (changing the verb into past form) in pairs and monitoring.</p> <p>2. Asking the students to exchange their works with other groups.</p> <p>3. Asking the students to look for the mistakes or give feedback to their friends' works.</p> <p>4. Giving the students chances to ask if there is anything unclear.</p>	<p>1. Doing Task 1 in groups of four.</p> <p>2. Exchanging their works with other groups.</p> <p>3. Correcting other groups' work.</p> <p>4. Asking.</p>
Production	<p>1. Asking the students to do Task 2 in pairs and monitoring.</p> <p>2. Collecting the students' writing.</p>	<p>1. Doing Task 2 in pairs.</p> <p>2. Collecting their writing.</p>
Closing Activities		
	1. Reviewing the lesson.	1. Reviewing the lesson.

	2.Explaining the activities in the next meeting. 3.Leading praying. 4.Saying thank you and ending the lesson.	2. Listening the teacher.  3. Praying. 4. Ending the lesson.
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## E. Media

- White board

## F. Sources

Priyana, Joko., arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding:English for JuniorHigh School Students Grade VIII*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional.

## G. Assessment

- Form : Writing a draft of a recount text.
- Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- Scoring: 
$$\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$$

Sleman, 28 Oktober 2013

English Teacher

Researcher

Sri Nurfuaddiyah, S.Pd

NIP. 19701002 199802 2 006

Teddy Ansyah Abidin

NIM. 09202241050

## LESSON PLAN

### CYCLE 1 (3<sup>rd</sup> Meeting)

School : SMP N 2 Gamping

Subject : English

Grade/ Semester : VIII/ 1

Standard of competence:

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

Basic Competency :

To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount

Indicator :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Making a story map.
5. Writing a recount text according to the situation given.

Text : Recount

Theme : weekend

Skill : Writing

Time Allocation : 1 x 40 minutes

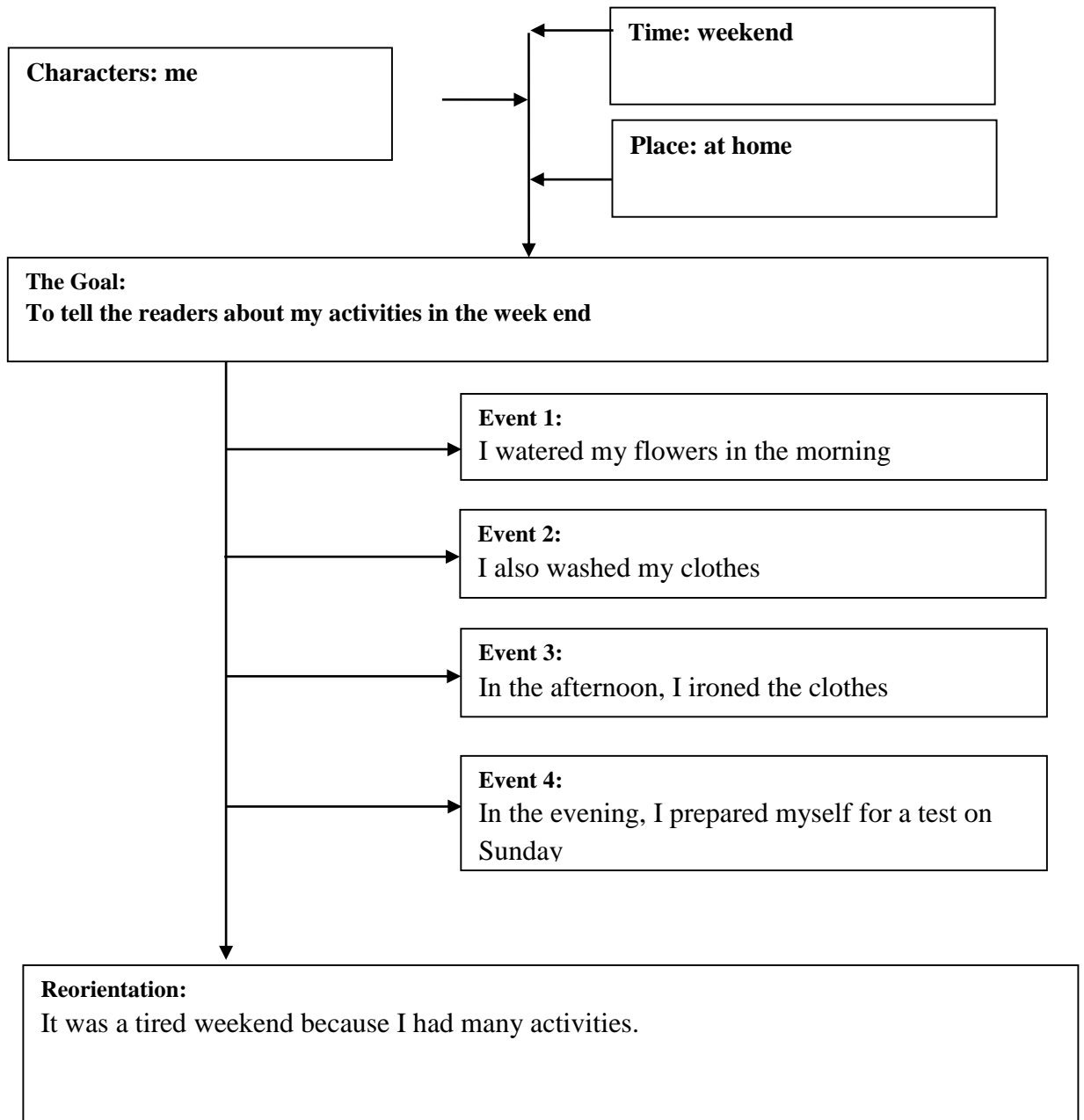
A. Objective

At the end of the lesson, the students are able to write a recount text at least 10 sentences in three paragraphs.

B. Materials

1. Materials for presentation

Title: My weekend



- Recount text entitled “My Weekend”

My Weekend	
<p>Last weekend, I had nothing special to do. I only spent my weekend at home doing many things as usual.</p>	} <b>Orientation</b>
<p>I watered my flowers in the morning. I had many flowers in my garden. There were rose, orchid, jasmine, sun flower, etc. They were so colorful and beautiful. I planted them by myself. Sometimes my mother also helped me to take care of them. I also washed my clothes. There were many clothes that I had to wash. There were jackets, uniform, T-shirt, shorts, etc. All of them were so dirty. In the afternoon, I ironed the clothes. I liked neat clothes. They made me more confident. After that, I arranged my clothes in the wardrobe. In the evening, I prepared myself for a test on Sunday. I studied English and Mathematic. I was not too good in English and Mathematic. However, I liked them.</p>	} <b>Sequence of events</b>
<p>It was a tired weekend because I had many activities. So, after I finished my study, I directly went to sleep until morning.</p>	} <b>Reorientation</b>

- An explanation of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter’s personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.



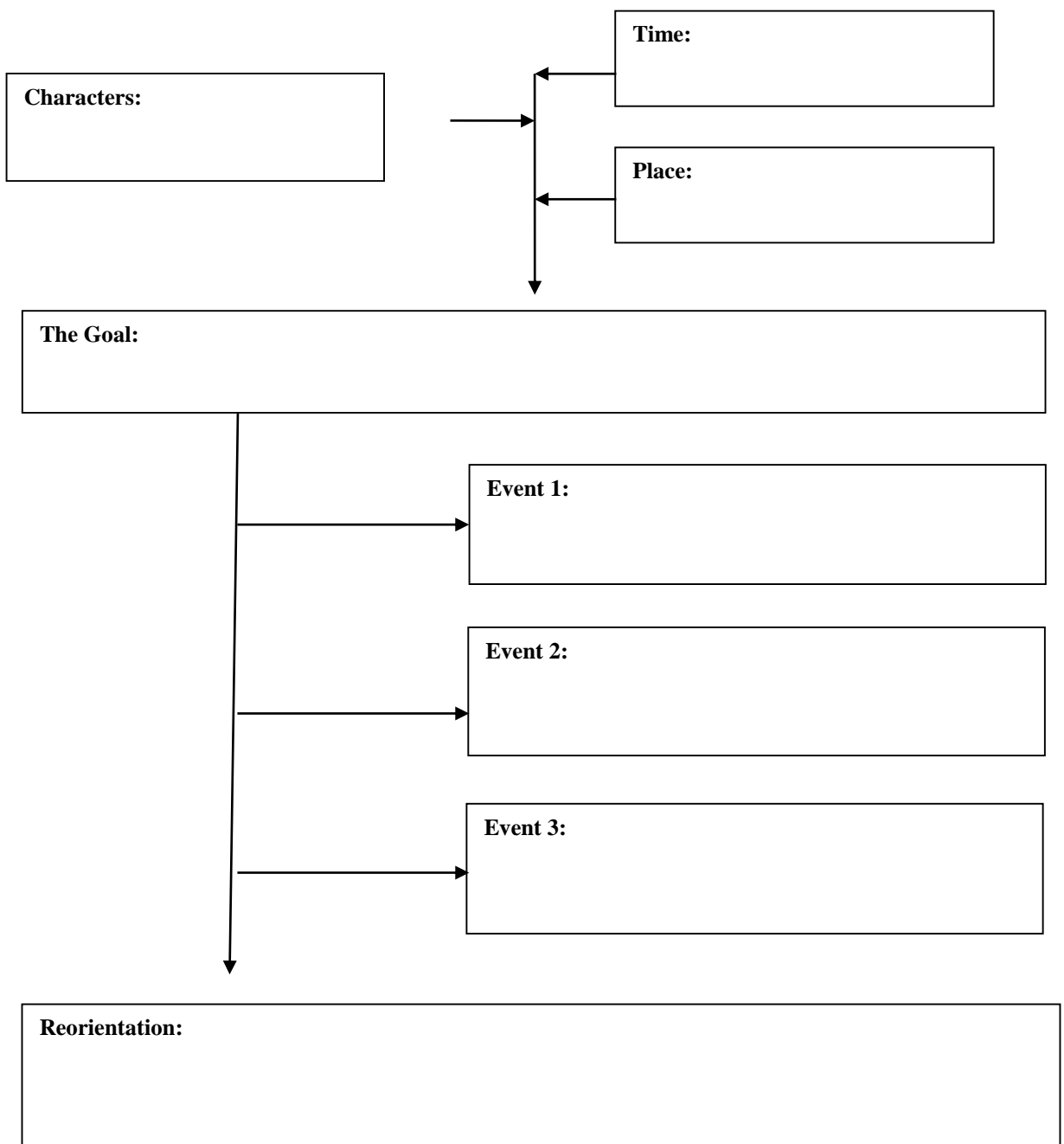
2. Materials for production



**TASK 1**

**Write a recount text telling your weekend at least 10 sentences in three paragraphs. Make your story map first.**

Title: \_\_\_\_\_



## C. Technique

PPP (Presentation, Practice, Production)

## D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Checking the students' readiness.</li> <li>5. Discussing the students' weekend experience.</li> <li>6. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing their holiday.</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing a story map of "My Weekend" and a recount text entitled "My Weekend".</li> <li>2. Explaining how to use story map to develop a recount text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the story map and the text.</li> <li>2. Listening to the teacher's explanation.</li> </ol>

	<ol style="list-style-type: none"> <li>3. With the teacher's guidance identify the social purpose, generic structure and the language features of the text.</li> <li>4. Explaining how to make a story map.</li> <li>5. Giving the students chances to ask if there is anything unclear.</li> </ol>	<ol style="list-style-type: none"> <li>3. Identify the social function, generic structure and language features of the text.</li> <li>4. Listening to the teacher.</li> <li>5. Asking.</li> </ol>
Practice	<ol style="list-style-type: none"> <li>1. Giving the students' writing from the previous meeting.</li> <li>2. Asking the students to revise their writing after given feedback.</li> <li>3. Giving the students chances to ask if there is anything unclear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Receiving their writing from the previous meeting.</li> <li>2. Revising their writing.</li> <li>3. Asking.</li> </ol>
Production	<ol style="list-style-type: none"> <li>1. Asking the students to do Task 1 individually.</li> <li>2. Collecting the students' writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing the Task individually.</li> <li>2. Collecting their writing.</li> </ol>
Closing Activities		
	<ol style="list-style-type: none"> <li>1. Checking the students' understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering the teacher's questions.</li> </ol>

	2.Reviewing the lesson. 3.Leading praying. 4.Saying thank you and ending the lesson.	2. Reviewing the lesson. 3. Praying. 4. Ending the lesson.
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#### E. Media

- White board

#### F. Sources

<http://www.belajarbahasainggris.us>

Priyana, Joko., Arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding:English for JuniorHigh School Students Grade VIII*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional.

#### G. Assessment

- Form : Writing a draft of a recount text.
- Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- Scoring: 
$$\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$$

Sleman, 29 Oktober 2013

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Researcher

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## LESSON PLAN

### CYCLE 2 (1st Meeting)

School : SMP N 2 Gamping

Subject : English

Grade/ Semester : VIII/ 1

Standard of competence:

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

Basic Competency :

To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount

Indicator :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Writing a draft of a recount text using story map.

Text : Recount

Theme : Camping

Skill : Writing

Time Allocation : 2 x 40 minutes

#### A. Objective

At the end of the lesson, the students are able to write a recount text at least 10 sentences in three paragraphs.

## B. Materials

### 1. Materials for presentation

<b>Camping in the Mountain</b>	
<p>Heru and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air was fresh. The location of our camp site was on the side of the hill so we could see the scenery around us.</p>	} <b>Orientation</b>
<p>On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest since it was very noisy that night. We laughed and sang. Some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with others campers until afternoon. We did not realize that it was almost five in the afternoon and we had to go back home soon.</p>	} <b>Sequence of events</b>
<p>It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.</p>	} <b>Reorientation</b>

- Explanation of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

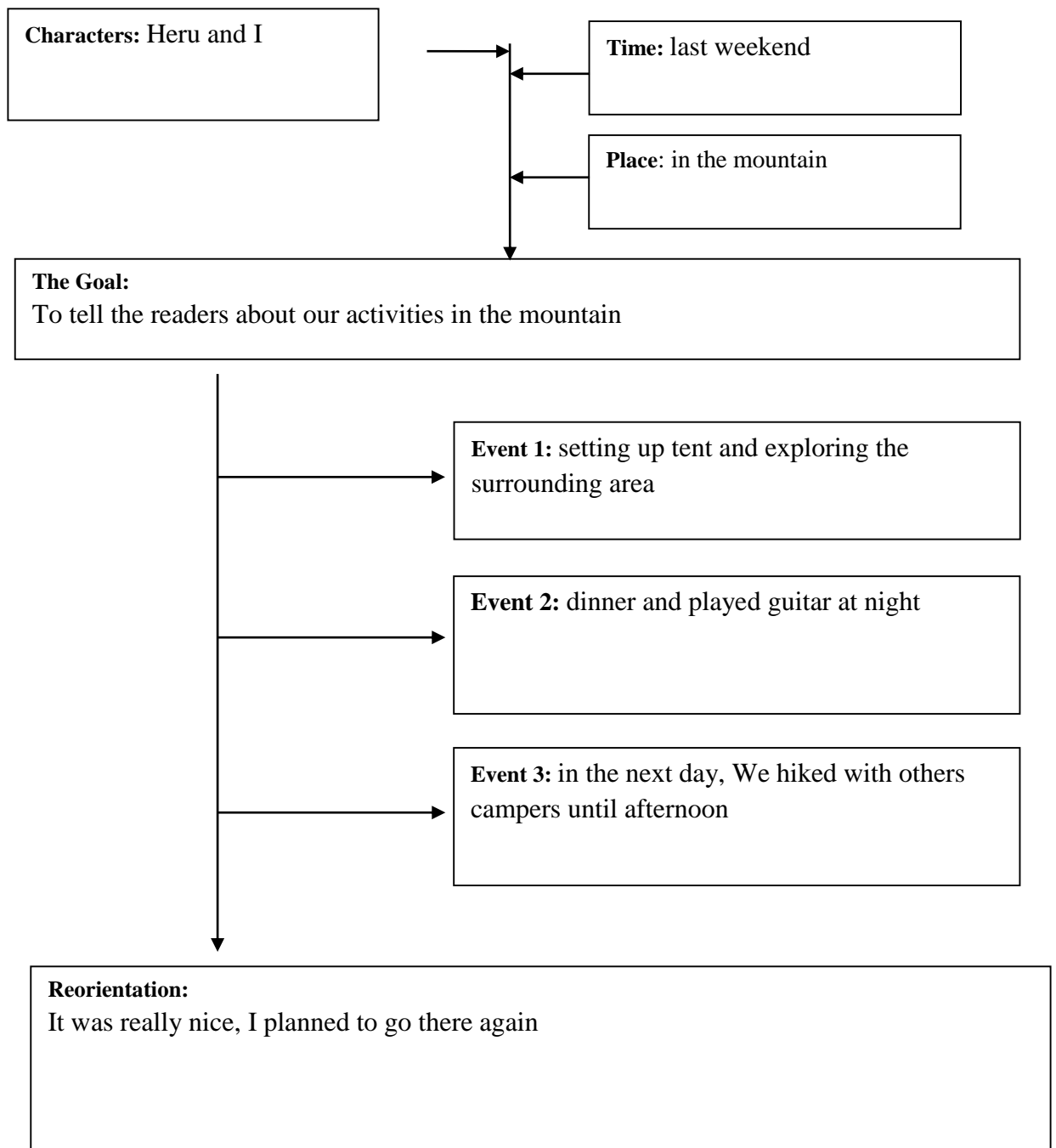
1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter's personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.

This is the story map of the story above:

**Title: Camping in the Mountain**





## 2. Materials for practice

**TASK 1**

**Fill in the spaces with the correct form of the verb in parentheses in simple past tense. Then indicate whether the verb is regular or irregular.**

Example: She (help) helped us clean up the mess. (regular / irregular)

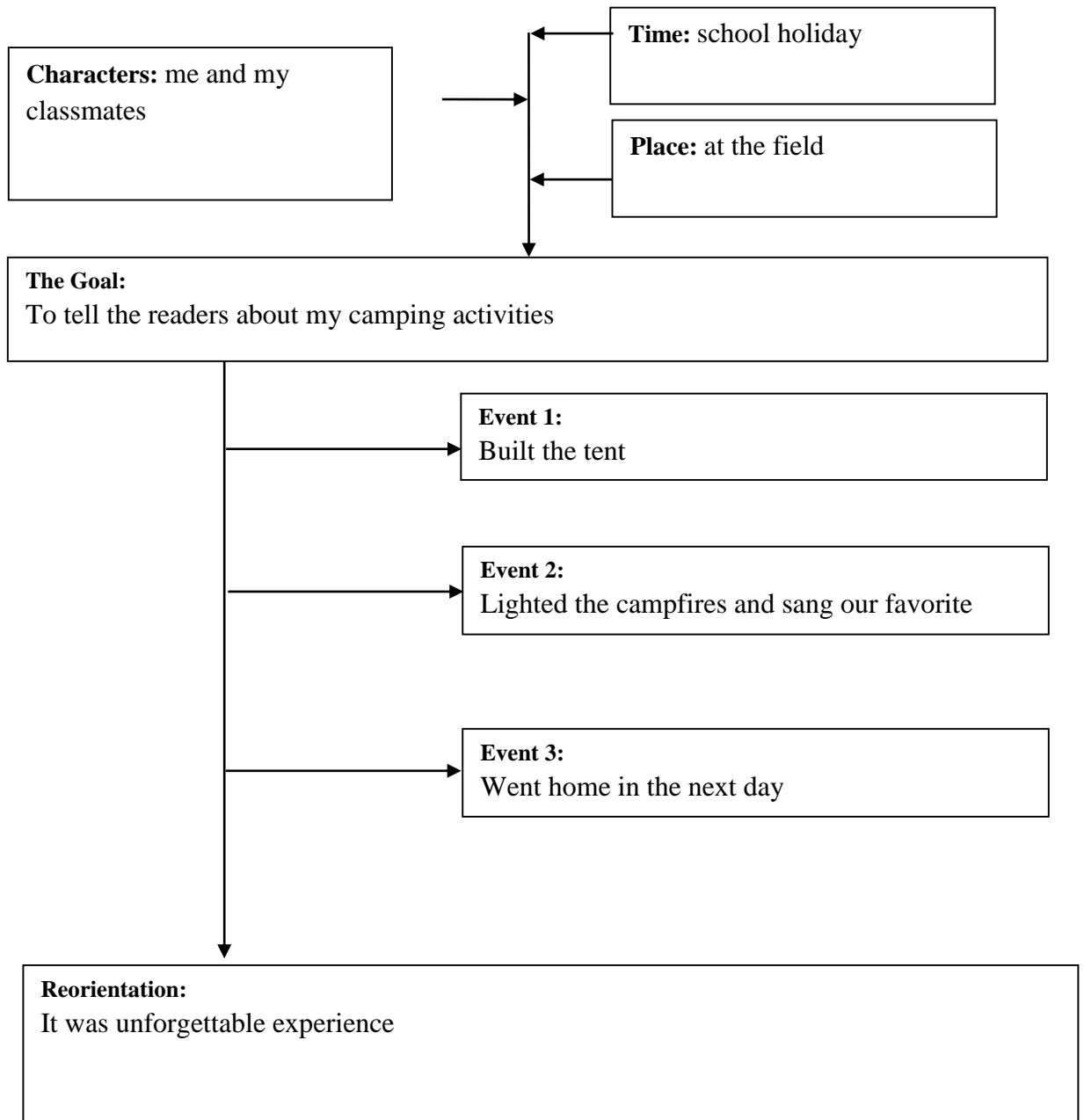
1. I (build) \_\_\_\_\_ a bird house in September. (regular / irregular)
2. You (look) \_\_\_\_\_ for your keys for hours. (regular / irregular)
3. My friends and I (plant) \_\_\_\_\_ flowers on Saturday. (regular / irregular)
4. John and Sarah (choose) \_\_\_\_\_ a new home. (regular / irregular)
5. The boy (grow) \_\_\_\_\_ twelve inches last year. (regular / irregular)
6. Claire (walk) \_\_\_\_\_ ten miles last weekend. (regular / irregular)
7. The store (sell) \_\_\_\_\_ winter clothes until last month. (regular / irregular)
8. Joe (come) \_\_\_\_\_ to the meeting, but he was late. (regular / irregular)
9. You (pay) \_\_\_\_\_ the workers already. (regular / irregular)
10. The manager (open) \_\_\_\_\_ the store early this past Christmas. (regular / irregular)
11. It was time for the race. The swimmers all (dive) \_\_\_\_\_ into the pool at once. (regular / irregular)
12. The tire on Toni's bike was flat, so she (change) \_\_\_\_\_ it. (regular / irregular)
13. A snake (bite) \_\_\_\_\_ the ranger's hand when he reached into a pile of wood. (regular / irregular)
14. I (think) \_\_\_\_\_ it would be easy to make pottery, but I discovered that it is not. (regular / irregular)
15. The children (cheer) \_\_\_\_\_ when the ice cream truck arrived. (regular / irregular)

## 3. Materials for production

**TASK 2**

**Make a recount text based on the story map below.**

**Title: School Camping**



## C. Technique

PPP (Presentation, Practice, Production)

## D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Checking the students' readiness.</li> <li>5. Discussing the students' camping experience.</li> <li>6. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing their camping experience.</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing a story map of "Camping in the Mountain" and a recount text entitled "Camping in the Mountain".</li> <li>2. With the teacher's guidance identify the social purpose, generic</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the story map and the text.</li> <li>2. Identify the social function, generic structure and language features of the text.</li> </ol>

	<p>structure and the language features of the text.</p> <p>3. Explaining how to make a story map and to develop a text based on the story map.</p> <p>4. Giving the students chances to ask if there is anything unclear.</p>	<p>3. Listening to the teacher.</p> <p>4. Asking.</p>
Practice	<p>1. Asking the students to do Task 1 (changing the verb into past form) in pairs and monitoring.</p> <p>2. Asking the students to exchange their works with other groups.</p> <p>3. Asking the students to look for the mistakes or give feedback to their friends' works.</p> <p>4. Giving the students chances to ask if there is anything unclear.</p>	<p>1. Doing Task 1 in pairs.</p> <p>2. Exchanging their works with other groups.</p> <p>3. Correcting other groups' work.</p> <p>4. Asking.</p>
Production	<p>1. Asking the students to do the task 2 and monitoring.</p>	<p>1. Doing the task.</p> <p>2. Collecting their writing.</p>

	2. Collecting the students' writing.	
Closing Activities		
	1.Reviewing the lesson. 2.Previewing the next meeting 3.Leading praying. 4.Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening the teacher. 3. Praying. 4. Ending the lesson.

## E. Media

White board

## F. Sources

<http://recounttext.blogspot.com/2011/02/example-of-recount-text-camp-in.html>

## G. Assessment

- a. Form : Writing a recount text.
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring: 
$$\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$$

Sleman, 31 Oktober 2013

English Teacher

Researcher

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## LESSON PLAN

### CYCLE II (2nd Meeting)

School : SMP N 2 Gamping

Subject : English

Grade/ Semester : VIII/ 1

Standard of competence:

6. To express the meaning of short simple functional written texts and essays in the form of descriptive and recount to interact with the surrounding environment.

Basic Competency :

To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount

Indicator :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Making a story map.
5. Writing a recount text according to the situation given.

Text : Recount

Theme : Class trip

Skill : Writing

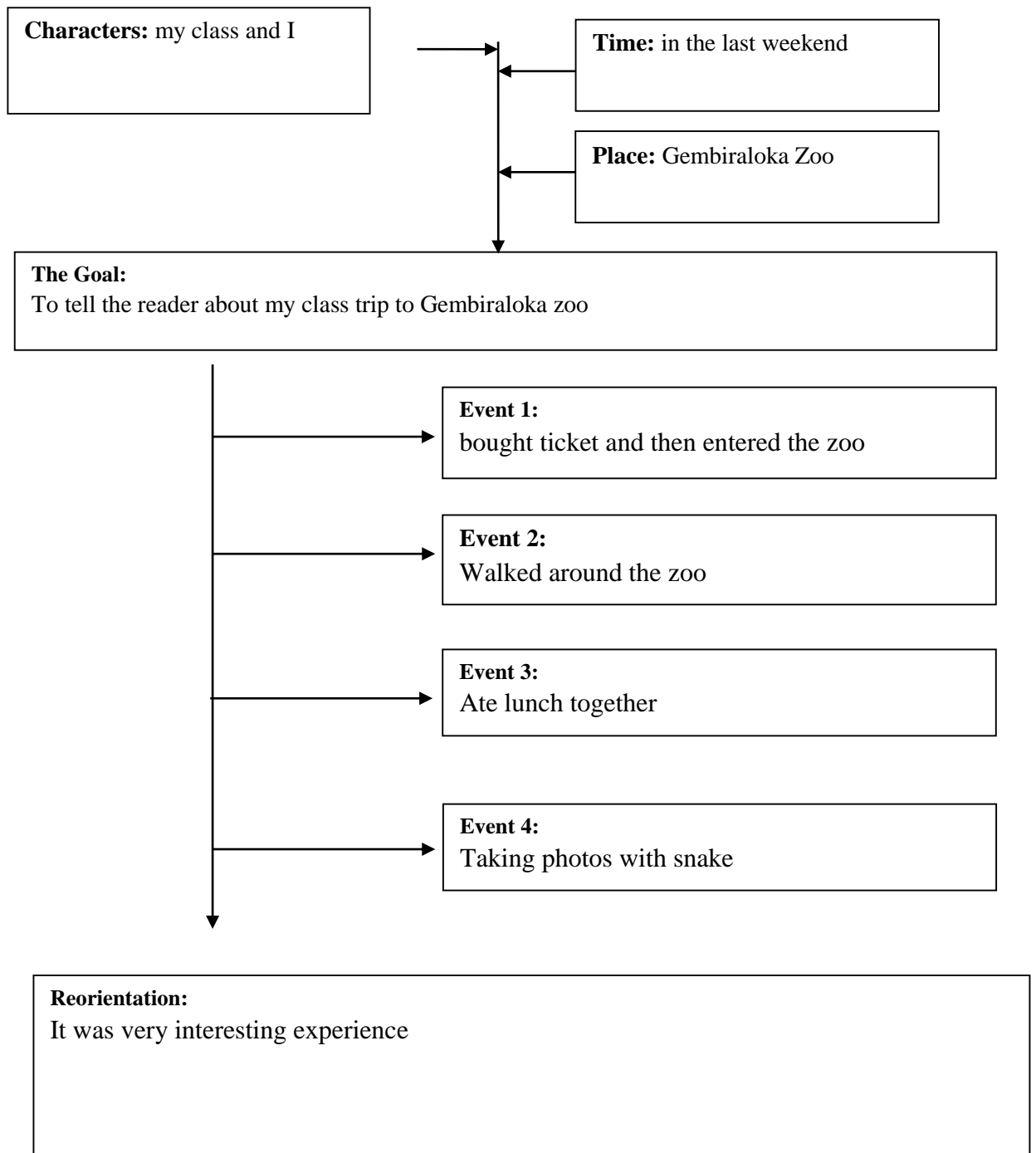
Time Allocation : 2 x 40 minutes

#### A. Objective

At the end of the lesson, the students are able to write a recount text at least 10 sentences in three paragraphs.

**B. Materials**

## 1. Materials for presentation

Title: **A Trip to Gembiraloka Zoo**



The story map above can be used to develop a text below:

<b>A Trip to Gembiraloka Zoo</b>	
<p>My class and I have a trip to gembiraloka zoo in the last weekend. we gather at the schooll at 07.00 am, and then we went there at 07.30 am. we went there by bus. we sang along int he bus on the way there.</p>	} <b>Orientation</b>
<p>At 08.00 we arrive there, we bought ticket and then entered the zoo. we saw many kind of animals.there were some native indonesian animals like lampung's elephant, javanese rhino, comodo, sumatrans tiger, and many more. we just looked around and took some pictures in the morning. in the afternoon, we ate lunch together. We brought the food from home, so we did not need to buy it. After that we continued our path to walk around the zoo. Some of us were taking photos with snake, but I did not because for me it was scary.</p>	} <b>Sequence of events</b>
<p>Finally, we went back at 15.00, it was very interesting experience.</p>	} <b>Reorientation</b>

- An explanation of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the backgroundf information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter's personal comment.

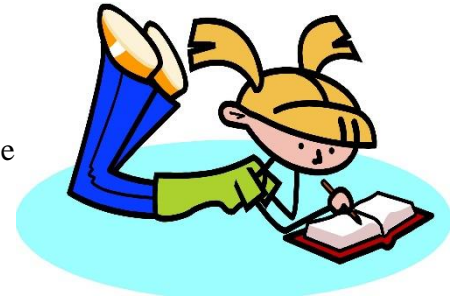
The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.

2. Material for production

TASK 1

Write a recount text telling your past activities/ experience of your trip at least 10 sentences.



Name :  
Class :  
Student Number :

A large rectangular box with a blue border containing 15 horizontal lines for writing a recount text.

## C. Technique

PPP (Presentation, Practice, Production)

## D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Checking the students' readiness.</li> <li>5. Discussing the previous meeting.</li> <li>6. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing the previous meeting.</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing a story map of "A Trip to Gembiraloka Zoo" and a recount text entitled "A Trip to Gembiraloka Zoo".</li> <li>2. With the teacher's guidance identify the social purpose, generic</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the story map and the text.</li> <li>2. Identify the social function, generic</li> </ol>

	<p>structure and the language features of the text.</p> <p>3. Explaining how to make a story map and how to develop a text based on a story map.</p> <p>4. Giving the students chances to ask if there is anything unclear.</p>	<p>structure and language features of the text.</p> <p>3. Listening to the teacher.</p> <p>4. Asking.</p>
Practice	<p>1. Asking the students to their writings from the previous meeting after given feedback.</p> <p>2. Giving the students chances to ask if there is anything unclear</p>	<p>1.Revising their writings.</p> <p>2.Asking</p>
Production	<p>1. Asking the students to do the task individually.</p> <p>2. Collecting the students' writing.</p>	<p>1.Doing the task individually.</p> <p>2.Collecting their writing.</p>
Closing Activities		
	<p>1.Checking the students' understanding.</p> <p>2.Reviewing the lesson.</p> <p>3.Leading praying.</p> <p>4.Saying thank you and ending the lesson.</p>	<p>1. Answering the teacher's questions.</p> <p>2. Reviewing the lesson.</p> <p>3. Praying.</p> <p>4. Ending the lesson.</p>

## E. Media

- White board

## F. Sources

Priyana, Joko., Arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## G. Assessment

- Form : Writing a draft of a recount text.
- Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- Scoring: 
$$\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$$

Sleman, 4 November 2013

English Teacher

Researcher

Sri Nurfuaddiyah

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Teddy Ansyah Abidin

NIM. 09202241050

Appendix 4  
The Course Grid

### COURSE GRID OF THE TEACHING AND LEARNING PROCESS

School : SMP N 2 Gamping

Grade/ Semester : VIII/ 1

Skill : Writing

Time Allocation : 6 x 40 minutes

Meeting	Standard of Competence	Basic Competency	Indicators	Materials	Language Focus	Activities	Time
1	6. To express the meaning of short simple functional writtent texts and essays in the form of descriptive and recount to interact with the surrounding environment.	To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount	<ol style="list-style-type: none"> <li>1. Identifying the social function of recount texts.</li> <li>2. Identifying the generic structure of recount texts.</li> <li>3. Identifying the language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recount Text entitled Meeting a Star.</li> <li>2. Explanation of the social function, generic structures and language features of recount text.</li> <li>3. Story map of a recount text</li> </ol>	<ul style="list-style-type: none"> <li>• Simple Past Tense (S + V<sub>2</sub>)</li> <li>• Words that show the order of events: first (second, third), next, then, etc.</li> <li>• Adverbs of time: yesterday, a week ago, last...etc.</li> <li>• Regular verbs: I looked for a record store.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation               <ol style="list-style-type: none"> <li>1. Showing a recount text and discuss it.</li> <li>2. With the teacher's guidance students identify the social function, generic structure and the language features of the text.</li> </ol> </li> <li>• Practice               <ol style="list-style-type: none"> <li>1. Giving a recount text.</li> <li>2. Identify parts of a recount text using story map.</li> </ol> </li> <li>• Production</li> </ul>	2 x 40 minutes

			<p>features of recount texts.</p> <p>4. Writing a draft of recount text use a story map.</p>	<p>entitled “My Holiday”</p>	<ul style="list-style-type: none"> <li>• Irregular verbs: I took it</li> <li>• Key vocabularies: <ul style="list-style-type: none"> <li>- Sunda Street</li> <li>- Record store</li> <li>- Hyat hotel</li> <li>- Friendly</li> <li>- Familiar</li> <li>- Records</li> <li>- Stayed</li> <li>- Singer</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Giving a story map.</li> <li>2. Write a draft of recount text based on the story map.</li> </ol>	
2	6. To express the meaning of short simple functional writtent texts and essays in the form of descriptive and recount to interact with the	To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding	<ol style="list-style-type: none"> <li>1. Identifying the social function of recount texts.</li> <li>2. Identifying the generic structure of recount texts.</li> </ol>	<ol style="list-style-type: none"> <li>1. A story map of a recount text entitled “My Holiday was Fantastic”.</li> <li>2. Recount text entitled “My Holiday was Fantastic”.</li> <li>3. An explanation of</li> </ol>	<ul style="list-style-type: none"> <li>• Simple Past Tense (S + V<sub>2</sub>)</li> <li>• Words that show the order of events: first (second, third), next, then, etc.</li> <li>• Adverbs of time: yesterday, a week ago, last...etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul> <ol style="list-style-type: none"> <li>1. Showing a story map and a recount text</li> <li>2. Explaining how to use story map to develop a recount text.</li> <li>3. With the teacher’s guidance identify the social purpose, generic structure and the language features of the text.</li> </ol>	2 x 40 minutes



	surrounding environment.	environment in the form of descriptive and recount	<p>3. Identifying the language features of recount texts.</p> <p>4. Using appropriate verbs to complete a recount text.</p> <p>5. Writing a recount text using the story map.</p>	<p>the social function, generic structures and language features of recount text.</p> <p>4. Recount text entitled “Getting on the Train”.</p> <p>5. A story map of a recount text entitled “Enjoyable Weekend”</p>	<p>• Key vocabularies:</p> <ul style="list-style-type: none"> <li>- Famous</li> <li>- Fantastic</li> <li>- Great</li> <li>- Studios</li> <li>- Statue</li> <li>- Crown</li> </ul>	<p>4. Explaining how to make a story map.</p> <p>• Practice</p> <ol style="list-style-type: none"> <li>1. Changing the verb into past form</li> </ol> <p>• Production</p> <ol style="list-style-type: none"> <li>1. Giving a story map</li> <li>2. Write a recount text based on the story map.</li> </ol>	
3	6. To express the meaning of short simple functional writtent texts and essays in the form of	To express the meaning and steps of rhetoric in the short simple essay by using written language	1. Identifying the social function of recount texts.	1. A Story map of a recount text entitled “My weekend”	<p>• Simple Past Tense (S + V<sub>2</sub>)</p> <p>• Words that show the order of events: first</p>	<p>• Presentation</p> <ol style="list-style-type: none"> <li>1. Showing a story map and a recount text.</li> <li>2. Explaining how to use story map to develop a recount text.</li> </ol>	1 x 40 minutes

	descriptive and recount to interact with the surrounding environment.	accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount	<p>2. Identifying the generic structure of recount texts.</p> <p>3. Identifying the language features of recount texts.</p> <p>4. Making a story map.</p> <p>5. Writing a recount text according to the situation given.</p>	<p>2. Recount text entitled “My weekend”</p> <p>3. An explanation of the social function, generic structures and language features of recount text.</p>	<p>(second, third), next, then, etc.</p> <ul style="list-style-type: none"> <li>• Adverbs of time: yesterday, a week ago, last...etc.</li> <li>• Key vocabularies: <ul style="list-style-type: none"> <li>- Spent</li> <li>- Flowers</li> <li>- Orchid</li> <li>- Planted</li> <li>- Washed</li> <li>- Dirty</li> <li>- Neat</li> <li>- Studied</li> </ul> </li> </ul>	<p>3. With the teacher’s guidance identify the social purpose, generic structure and the language features of the text.</p> <p>4. Explaining how to make a story map.</p> <ul style="list-style-type: none"> <li>• Practice <ol style="list-style-type: none"> <li>1. Giving the students’ writing from the previous meeting.</li> <li>2. Revising the text after given feedback.</li> </ol> </li> <li>• Production <ol style="list-style-type: none"> <li>1. Making a story map on the topic given.</li> <li>2. Write a recount text based on the story map.</li> </ol> </li> </ul>	
4	6. To express the meaning of short simple functional	To express the meaning and steps of rhetoric in the short	1. Identifying the social function	1. A Recount text entitled “Camping in the Mountain”	1. Simple Past Tense (S + V <sub>2</sub> )	<ul style="list-style-type: none"> <li>• Presentation <ol style="list-style-type: none"> <li>1. Showing a recount text and discuss it.</li> </ol> </li> </ul>	2 x 40 minutes

	<p>written texts and essays in the form of descriptive and recount to interact with the surrounding environment.</p>	<p>simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount</p>	<p>of recount texts.</p> <ol style="list-style-type: none"> <li>2. Identifying the generic structure of recount texts.</li> <li>3. Identifying the language features of recount texts.</li> <li>4. Writing a draft of a recount text using story map.</li> </ol>	<ol style="list-style-type: none"> <li>2. A Story map of a recount text entitled "Camping in the Mountain"</li> <li>3. An explanation of the social function, generic structures and language features of recount text.</li> </ol>	<ol style="list-style-type: none"> <li>2. Words that show the order of events: first (second, third), next, then, etc.</li> <li>3. Adverbs of time: yesterday, a week ago, last...etc.</li> <li>4. Regular verbs: I looked for a record store.</li> <li>5. Irregular verbs: I took it</li> <li>6. Key vocabularies: <ul style="list-style-type: none"> <li>- Camped</li> <li>- Scenery</li> <li>- Chatted</li> <li>- Dawn</li> <li>- Hiked</li> <li>- Holiday</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>2. With the teacher's guidance students identify the social function, generic structure and the language features of the text.</li> <li>3. Explaining how to make a story map and to develop a text</li> </ol> <ul style="list-style-type: none"> <li>• Practice <ol style="list-style-type: none"> <li>1. Changing the verb into past form</li> </ol> </li> <li>• Production <ol style="list-style-type: none"> <li>1. Giving a story map.</li> <li>2. Write a draft of recount text based on the story map.</li> </ol> </li> </ul>	
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5	6. To express the meaning of short simple functional writtent texts and essays in the form of descriptive and recount to interact with the surrounding environment.	To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of descriptive and recount	<ol style="list-style-type: none"> <li>1. Identifying the social function of recount texts.</li> <li>2. Identifying the generic structure of recount texts.</li> <li>3. Identifying the language features of recount texts.</li> <li>4. Making a story map.</li> <li>5. Writing a recount text</li> </ol>	<ol style="list-style-type: none"> <li>1. A Story map of a recount text entitled “A Trip to Gembiraloka Zoo”</li> <li>2. A Recount text entitled “A Trip to Gembiraloka Zoo””</li> <li>3. An explanation of the social function, generic structures and language features of recount text.</li> </ol>	<ol style="list-style-type: none"> <li>7.Simple Past Tense (S + V<sub>2</sub>)</li> <li>8.Words that show the order of events: first (second, third), next, then, etc.</li> <li>9.Adverbs of time: yesterday, a week ago, last....etc.</li> <li>10. Regular verbs: I looked for a record store.</li> <li>11. Irregular verbs: I took it</li> <li>12. Key vocabularies:</li> </ol>	<ul style="list-style-type: none"> <li>•Presentation <ol style="list-style-type: none"> <li>1. Showing a recount text and discuss it.</li> <li>2. With the teacher’s guidance students identify the social function, generic structure and the language features of the text.</li> <li>3. Explaining how to make a story map and to develop a text</li> </ol> </li> <li>•Practice <ol style="list-style-type: none"> <li>1. Giving the students’ writing from the previous meeting.</li> <li>2. Revising the text after given feedback.</li> </ol> </li> <li>•Production <ol style="list-style-type: none"> <li>1. Giving a story map.</li> <li>2. Write a draft of recount text based on the story map.</li> </ol> </li> </ul>	2 x 40 minutes

			according to the situation given.		<ul style="list-style-type: none"><li>- Gather</li><li>- Sang</li><li>- Arrive</li><li>- Animals</li><li>- Brought</li><li>- Scary</li><li>- Interesting</li></ul>		
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Appendix 5  
Students' Scores

## PRE-TEST

Rater: Satrio Aji P

No.	content		organization		Vocabulary		Language use		mechani cs		jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
1.	2	1	1	1	2	2	1	2	2	2	8	8
2.	2	2	2	1	1	2	2	2	1	2	8	9
3.	2	2	2	2	2	2	2	2	2	1	10	9
4.	3	3	2	3	3	2	2	3	3	2	13	13
5.	3	2	3	2	2	2	1	1	2	2	11	9
6.	2	2	2	2	2	2	1	2	2	2	9	10
7.	3	3	3	3	2	2	2	2	2	3	12	13
8.	1	2	2	2	2	2	2	2	2	2	9	10
9.	2	2	2	2	2	2	2	2	2	2	10	10
10.	3	2	2	2	2	2	2	2	3	2	11	10
11.	3	2	2	2	3	2	2	2	2	2	12	10
12.	1	1	2	2	1	1	1	1	1	1	6	6
13.	2	2	2	2	2	2	2	3	2	2	10	11
14.	3	3	3	2	2	2	2	2	2	3	12	12
15.	3	2	3	3	2	2	2	2	2	2	12	11
16.	2	2	2	2	2	2	2	2	2	2	10	10
17.	3	2	3	2	2	3	2	2	2	2	12	11
18.	3	3	3	2	2	2	3	3	2	2	13	12
19.	3	3	2	2	2	2	2	2	2	2	11	11
20.	1	2	2	2	1	1	2	2	2	1	8	8
21.	1	1	2	1	1	2	2	2	2	2	8	8
22.	2	2	1	1	2	2	2	2	2	2	9	9
23.	2	2	2	3	2	2	2	2	3	3	11	12
24.	3	3	3	2	2	3	3	2	2	3	13	13
25.	3	3	3	3	3	2	2	2	2	3	13	13
26.	1	1	2	1	2	2	2	2	2	2	9	8
27.	3	3	3	3	2	2	3	2	2	3	13	13
28.	1	2	2	1	2	2	2	2	1	2	8	9
29.	2	3	2	2	2	2	2	2	2	2	10	11
30.	3	2	3	3	2	2	2	3	2	2	12	12

**CYCLE 1**

Rater: Satrio Aji P

No	content		organization		Vocabulary		Language use		mechanics		jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
1.	2	2	2	2	2	3	2	2	2	2	<b>10</b>	<b>11</b>
2.	3	2	2	2	1	1	1	1	2	2	<b>9</b>	<b>8</b>
3.												
4.	3	3	3	3	2	2	2	2	3	2	<b>13</b>	<b>12</b>
5.	3	3	3	2	2	3	2	3	2	2	<b>12</b>	<b>12</b>
6.	2	2	2	2	1	1	2	2	2	2	<b>9</b>	<b>9</b>
7.	3	3	3	3	2	2	2	2	3	3	<b>13</b>	<b>13</b>
8.	3	3	3	3	2	2	2	2	2	2	<b>12</b>	<b>12</b>
9.												
10.	3	3	2	2	2	2	2	2	2	2	<b>11</b>	<b>11</b>
11.												
12.	2	2	2	3	2	2	2	2	2	2	<b>10</b>	<b>11</b>
13.	3	3	3	3	2	2	2	2	3	3	<b>13</b>	<b>13</b>
14.	3	3	3	3	2	2	2	2	3	3	<b>12</b>	<b>12</b>
15.	2	2	3	2	2	2	2	2	2	2	<b>11</b>	<b>10</b>
16.	3	3	3	3	2	2	2	2	3	3	<b>13</b>	<b>13</b>
17.	3	3	3	3	2	2	2	2	3	3	<b>13</b>	<b>13</b>
18.												
19.	3	3	3	3	3	3	2	3	3	3	<b>14</b>	<b>15</b>
20.												
21.	3	3	3	3	2	2	2	2	2	2	<b>12</b>	<b>12</b>
22.												
23.	2	2	2	2	2	2	2	2	2	2	<b>10</b>	<b>10</b>
24.	3	3	3	3	3	3	2	2	3	3	<b>14</b>	<b>14</b>
25.	3	2	3	3	2	2	2	2	2	2	<b>12</b>	<b>11</b>
26.												
27.	3	3	3	3	2	2	2	2	2	2	<b>12</b>	<b>12</b>
28.	3	3	2	2	2	2	2	2	2	2	<b>11</b>	<b>11</b>
29.	2	2	2	2	2	2	2	2	2	2	<b>10</b>	<b>10</b>
30.	3	3	3	3	2	2	2	2	2	2	<b>12</b>	<b>12</b>



**CYCLE 2**

Rater: Satrio Aji P

No.	content		organization		Vocabulary		Language use		mechanics		jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
1.	3	3	3	3	2	2	3	3	3	3	<b>14</b>	<b>14</b>
2.	3	3	3	3	2	2	2	3	3	3	<b>13</b>	<b>13</b>
3.	3	3	3	2	2	2	2	2	2	2	<b>12</b>	<b>11</b>
4.	4	4	3	3	3	3	3	3	4	4	<b>17</b>	<b>17</b>
5.	4	4	3	3	3	3	3	3	3	3	<b>16</b>	<b>16</b>
6.												
7.	3	3	4	4	3	3	3	3	4	4	<b>14</b>	<b>14</b>
8.	4	3	3	3	4	4	3	3	3	4	<b>17</b>	<b>17</b>
9.	3	3	3	3	2	2	2	2	3	3	<b>13</b>	<b>13</b>
10.												
11.	3	3	3	3	2	2	3	3	3	3	<b>14</b>	<b>14</b>
12.	3	3	3	3	3	3	2	2	2	2	<b>13</b>	<b>13</b>
13.	4	3	3	3	3	3	3	3	4	3	<b>17</b>	<b>15</b>
14.	4	4	3	3	3	3	3	3	3	3	<b>16</b>	<b>16</b>
15.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
16.	4	4	3	3	3	3	3	3	3	3	<b>16</b>	<b>16</b>
17.	3	4	3	3	3	3	3	3	3	3	<b>15</b>	<b>16</b>
18.	4	4	4	3	3	3	3	3	4	4	<b>18</b>	<b>17</b>
19.	3	3	4	4	3	3	3	3	3	3	<b>16</b>	<b>16</b>
20.												
21.	3	3	3	3	2	2	3	3	3	3	<b>14</b>	<b>14</b>
22.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
23.	2	3	2	2	2	2	2	2	2	2	<b>10</b>	<b>11</b>
24.												
25.	4	4	3	3	3	3	3	3	3	3	<b>16</b>	<b>16</b>
26.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
27.	4	4	4	3	3	3	3	3	3	3	<b>17</b>	<b>16</b>
28.	3	3	3	3	2	2	3	2	3	3	<b>14</b>	<b>12</b>
29.												
30.	3	3	2	2	2	2	3	3	3	3	<b>13</b>	<b>13</b>

**POST-TEST**

Rater: Satrio Aji P

No.	content		organization		Vocabul ary		Language use		mechanics		jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
1.	3	3	3	3	2	2	3	3	3	3	<b>14</b>	<b>14</b>
2.	4	4	3	3	2	3	3	3	3	3	<b>15</b>	<b>16</b>
3.	4	4	3	3	3	3	3	3	3	3	<b>16</b>	<b>16</b>
4.	4	4	4	4	4	3	3	3	3	4	<b>18</b>	<b>18</b>
5.	4	4	4	4	3	3	3	3	4	4	<b>18</b>	<b>18</b>
6.	3	3	3	3	3	3	3	3	3	3	<b>12</b>	<b>12</b>
7.	3	3	3	3	3	3	3	3	4	4	<b>16</b>	<b>16</b>
8.	4	4	4	3	3	4	4	3	3	4	<b>18</b>	<b>18</b>
9.	3	3	3	3	3	3	2	2	3	3	<b>14</b>	<b>14</b>
10.	3	3	3	3	3	3	3	3	3	4	<b>15</b>	<b>16</b>
11.	3	3	3	3	2	2	3	3	3	3	<b>14</b>	<b>14</b>
12.	3	3	3	3	3	3	2	2	3	3	<b>14</b>	<b>14</b>
13.	4	4	4	4	3	3	3	3	4	4	<b>18</b>	<b>18</b>
14.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
15.	4	4	4	4	3	3	3	3	3	4	<b>17</b>	<b>18</b>
16.	4	4	4	4	3	3	3	3	4	4	<b>18</b>	<b>18</b>
17.	4	4	4	4	3	3	3	3	4	4	<b>18</b>	<b>18</b>
18.	4	4	4	4	4	4	4	4	4	4	<b>20</b>	<b>20</b>
19.	4	4	4	4	4	4	3	3	3	3	<b>18</b>	<b>18</b>
20.	3	3	3	3	2	2	2	2	3	3	<b>13</b>	<b>13</b>
21.	3	3	4	4	3	3	3	3	3	3	<b>16</b>	<b>16</b>
22.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
23.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
24.	4	4	3	3	4	4	3	3	3	4	<b>17</b>	<b>18</b>
25.	4	4	3	3	3	3	3	3	3	4	<b>16</b>	<b>17</b>
26.	3	3	3	3	3	3	3	3	3	3	<b>15</b>	<b>15</b>
27.	4	4	4	4	4	4	4	3	4	4	<b>20</b>	<b>19</b>
28.	4	4	4	4	3	2	3	3	3	3	<b>17</b>	<b>16</b>
29.	4	4	4	4	3	3	3	3	3	3	<b>17</b>	<b>17</b>
30.	4	4	4	4	3	3	3	3	4	4	<b>18</b>	<b>18</b>

Appendix 6  
Students' Attendance List

No.	NAME	M/F	Date (October – November)						
			Pre test	24 <sup>th</sup>	28 <sup>th</sup>	29 <sup>th</sup>	31 <sup>st</sup>	4 <sup>th</sup>	Post-test
1.	Adi Sulistianto	M	V	V	V	V	V	V	V
2.	Agus imam Santoso	M	V	V	V	V	V	V	V
3.	Agusta Putra Pradana	M	V	V	V	-	V	V	V
4.	Aisyah Nur P	F	V	V	V	V	V	V	V
5.	Ananda Gilang F.S	M	V	V	V	V	V	V	V
6.	Bayu Wicaksono	M	V	V	V	V	V	-	V
7.	Desi Wulandari	F	V	V	V	V	V	V	V
8.	Dhiya Ulhaq Iswari H	F	V	V	V	V	V	V	V
9.	Dimas Anggara	M	V	V	V	-	V	V	V
10.	Dionisius D	M	V	V	V	V	V	-	V
11.	Gigin Nur Cahyo	M	V	V	V	-	V	V	V
12.	Ijah Lestari	F	V	V	V	V	V	V	V
13.	Luthfia Maharani P.F	F	V	V	V	V	V	V	V
14.	Maria Florensia D.G	F	V	V	V	V	V	V	V
15.	Maria Pramesthi	F	V	V	V	V	V	V	V
16.	Marrisa Helga L	F	V	V	V	V	V	V	V
17.	Milenia Annisa E	F	V	V	V	V	V	V	V
18.	Nicko Yudistira	M	V	V	V	-	V	V	V
19.	Nur Laila	F	V	V	V	V	V	V	V
20.	Paulus Taha P.W.D	M	V	V	V	-	V	-	V
21.	Rafi Ardyanto	M	V	V	V	V	V	V	V
22.	Risma Ramadhani	F	V	V	V	-	V	V	V
23.	Robby Kurniawan	M	V	V	V	V	V	V	V
24.	Rosalia Revita C	F	V	V	V	V	V	V	V
25.	Sonia Stefani K	F	V	V	V	V	V	V	V
26.	Triangga	M	V	V	V	-	V	V	V
27.	Vanisa Nakita P	F	V	V	V	V	V	V	V
28.	Wahid Ferianto N	M	V	V	V	V	V	V	V
29.	Wahyu Budi W	M	V	V	V	V	V	-	V
30.	Annisa Vira Bernika	F	V	V	V	V	V	V	V

Appendix 7  
Interview Guideline

## INTERVIEW GUIDELINE FOR TEACHER

### A. Before Implementation

Good morning, Ma'am. I am Teddy, student from English Education Department, Yogyakarta State University. Thank you for your willingness to do this interview. The interview will spend about 15 minutes. There will be seven questions dealing with the activities in teaching writing, current writing teaching technique, material, students' writing ability, students' motivation, problems in writing and story-mapping.

#### Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Current writing teaching technique	2	1
3.	Material	3	1
4.	Students' writing ability	4	1
5.	Students' motivation	5	1
6.	Problems in writing	6	1
7.	Story-mapping	7	1

#### Question Items

1. What kind of activities that you use in teaching writing?
2. Do you ever teach the students the steps in writing namely planning, drafting, editing and final version?
3. How do you explain the material to the students?
4. How is your opinion about the students' writing ability?
5. Do you think the students have high motivation in writing activities?
6. What kind of difficulties that you find in teaching writing?
7. Have you ever used Story Map in teaching writing?

## B. After Implementation

Good morning, Ma'am. Thank you for sparing your time to do this interview. The interview will spend about 15 minutes. There will be seven questions dealing with your comments on my teaching and the students' motivation.

### Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Comments on the teaching writing process	1, 2, 3, 5, 8, 9	6
2.	Students' motivation	6	1
3.	Students' writing	7	1
4.	Story-mapping	4	1

### Question Items

1. How is your opinion about the use of Story-mapping technique in teaching writing?
2. What are the strengths of Story-mapping technique that you see help the students to write?
3. Does Story-mapping help students to write?
4. What is your opinion about the students' response toward Story-mapping?
5. Are the activities suitable for teaching writing to the students?
6. Do you think the students have high motivation in writing activities?
7. Do you think there is an improvement in the students' writing?
8. What aspects that have to be improved?
9. What do you expect in the next meeting?

## INTERVIEW GUIDELINE FOR STUDENTS

### A. Before Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terima kasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 15 menit. Akan ada enam pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar mengajar di kelas, motivasi Anda, masalah yang Anda temui dalam menulis dan *story Mapping*.

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	2	1
3.	Teaching-learning process	3	1
4.	Students' motivation	4	1
5.	Problems in writing	5	1
6.	Story-mapping	6	1

#### Question Items

1. Kegiatan apa saja yang diberikan guru ketika mengajarkan menulis di pelajaran bahasa inggris ?
2. Bagaimana pendapat Anda mengenai cara guru menyampaikan materi?
3. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/ baik?
4. Apakah Anda senang mengikuti kegiatan pembelajaran menulis?  
Kenapa?
5. Kesulitan apa yang Anda temui dalam menulis?
6. Apakah guru pernah menggunakan *Story-mapping* dalam mengajarkan menulis?



## B. After Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terima kasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 10 menit. Akan ada lima pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar mengajar di kelas, masalah yang Anda temui dalam menulis dan *Story-mapping*.

### Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	3	1
3.	Teaching-learning process	4, 7	2
4.	Problems in writing	2	1
5.	Story-mapping	5, 6	2

### Question Items

1. Apakah kegiatan menulis kali ini dapat diikuti dengan baik?
2. Apakah kamu menemukan kesulitan dalam menulis?
3. Bagaimana menurut kamu mengenai cara guru menyampaikan materi?  
Apakah sudah jelas?
4. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/  
baik?
5. Apakah *Story-mapping* menarik?
6. Apakah penggunaan *Story-mapping* dapat membantu Anda dalam menulis?
7. Apakah guru memberikan *feedback* dengan baik?

## INTERVIEW GUIDELINE FOR COLLABORATOR

### After Implementation

Good morning/ afternoon. Thank you for sparing your time to do this interview. The interview will spend about 10 minutes. There will be five questions dealing with your comments on my teaching and the students' motivation.

### Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Comments on the teaching writing	1, 2, 3, 4	4
2.	Students' motivation	5	1

### Question Items

1. How is your opinion about the use of Story-mapping in teaching writing?
2. What are the strengths of Story-mapping that you see help the students to write?
3. Does Story-mapping help students to write?
4. Are the activities suitable for teaching writing to the students?
5. Do you think the students have high motivation in writing activities?

Appendix 8  
Writing Rubric

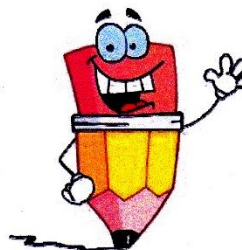
## WRITING RUBRIC

Aspects	Criteria	Scores
Content	- Relevant to topic.	4
	- Mostly relevant to topic but lacks detail.	3
	- Inadequate development of topic.	2
	- Not relevant to topic.	1
Organization	- Ideas clearly stated and supported, well-organized, cohesive.	4
	- Loosely organized but main ideas stand out, not well-organized.	3
	- Ideas confused or even no main ideas, bad organization.	2
	- Does not communicate, no organization.	1
Vocabulary	- Effective word/ idiom choice and usage.	4
	- Occasional errors of word/ idiom form, choice, and usage.	3
	- Frequent errors of word/ idiom form, choice, and usage.	2
	- Little knowledge of English vocabulary, idioms, and word form.	1
Language Use	- Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	4
	- Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	3
	- Frequent errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	2
	- Dominated by errors.	1
Mechanics	- Few errors of spelling, punctuation, capitalization, and paragraphing.	4
	- Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
	- Frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
	- Dominated by errors.	1

Appendix 9  
Students' writings

Nama : Iyah Lestari  
 Kelas : VIII B  
 No. Absen : 13

PRE-TEST



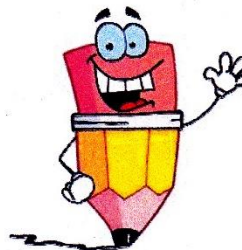
Grade : VIII  
 Subject: English  
 Skill : Writing  
 Time : 60 minutes

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

<p><b>Orientation</b>                  Who? Where?                  When?</p> <p>e.g. Last week, I went to the Dirgantara Museum with my family.</p> <p><b>Sequence of events</b></p> <ol style="list-style-type: none"> <li>1. First, we went to the ticket box to buy tickets.</li> <li>2. Second, ---</li> <li>3. Then, -----</li> <li>4. After that, ---</li> <li>5. Finally, -----</li> </ol>	<p style="text-align: center;"><u>A went to Feast</u></p> <p>in the last weekend, I went to feast. I went to feast with my family. we went there by car, we arrived there at 10 am. First we went Shakehand then eat I then Finally went back at 1 am</p> <p>It was very interesting experience</p>
<p><b>Reorientation</b>                  (Personal Comment).                  e.g. It was a nice weekend.</p>	<p>_____</p> <p>_____</p> <p>_____</p>

NAMA: WAHID FERI YANTO. N.  
 KELAS: VIII BHE  
 NO = 30

PRE-TEST



Grade : VIII  
 Subject: English  
 Skill : Writing  
 Time : 60 minutes

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

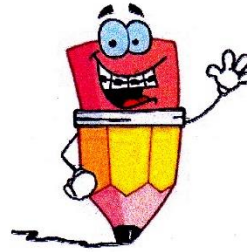
<p><b>Orientation</b>          Who? Where?          When?</p> <p>e.g. Last week, I went to the Dirgantara Museum with my family.</p>	<p>I went to beach Parang tritis on the last Saturday with my family. We went there by car, we arrived there at 8.00 am. First, we bought tickets at the ticket, then we walked around the beach. There we saw many people. Then we sat in the food sheller.</p>
<p><b>Sequence of events</b></p> <ol style="list-style-type: none"> <li>1. First, we went to the ticket box to buy tickets.</li> <li>2. Second, ---</li> <li>3. Then, -----</li> <li>4. After that, ---</li> <li>5. Finally, -----</li> </ol>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Reorientation (Personal Comment).</b>          e.g. It was a nice weekend.</p>	<p>_____</p> <p>_____</p> <p>_____</p>

Nama = Robby Kurniawan

No = 24

Kelas = 8 B

PRE-TEST



Grade : VIII

Subject: English

Skill : Writing

Time : 60 minutes

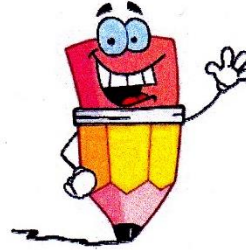
Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

<p><b>Orientation</b> Who? Where? When? e.g. Last week, I went to the Dirgantara Museum with my family.</p>	<p><u>The ride bike at Panggungan lor</u> <u>Yesterday I ride bike at Panggungan lor.</u> <u>I looking broken house and looking man is smoking.</u> <u>I ride bike at 6am and back house at 8.am.</u></p>
<p><b>Sequence of events</b> 1. First, we went to the ticket box to buy tickets. 2. Second, --- 3. Then, --- 4. After that, --- 5. Finally, ---</p>	<p><u>There we saw many man, <del>then</del></u> <u>When that hypering music. I stop</u> <u>at seller, I buying food and drink.</u></p>
<p><b>Reorientation</b> (Personal Comment). e.g. It was a nice weekend.</p>	<p><u>After take a rest than morning bath up. It was a fun experience.</u></p>



Nama = AGUS Imam Santoso  
 Kelas = VIII B  
 NO. Absen = 02.

PRE-TEST



Grade : VIII  
 Subject: English  
 Skill : Writing  
 Time : 60 minutes

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

<p><b>Orientation</b>          Who? Where?          When?</p> <p>e.g. Last week, I went to the Dirgantara Museum with my family.</p>	<p><u>A Trip to parangtritis beach..</u></p> <p><u>I went to parangtritis beach with family. We went there by motorcycle. We arrived there at 9.am.</u></p>
<p><b>Sequence of events</b></p> <ol style="list-style-type: none"> <li>1. First, we went to the ticket box to buy tickets.</li> <li>2. Second, ---</li> <li>3. Then, ---</li> <li>4. After that, ---</li> <li>5. Finally, ---</li> </ol>	<p><u>First, We bought tickets at the loket. Then we walked around the beach. Then, we sat in the food seller. After that, we <del>have</del> went home.</u></p>
<p><b>Reorientation</b>          (Personal Comment).          e.g. It was a nice weekend.</p>	<p>_____</p> <p>_____</p> <p>_____</p>

**Student's Worksheet**



Name : Maria Florensia D.G  
 Class : VIII B  
 Student Number : 15.

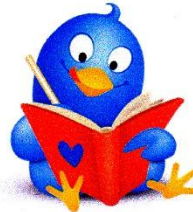
Write down a recount text, telling your past experiences/ activities at least 10 sentences.

<p><b>Orientation</b> Who? Where? When?</p>	<p style="text-align: center;"><u>Swimming at UNY</u></p> <p>had. In the mornig Sunday, I and my friend's <del>we</del> <sup>had</sup> have plan to swimming at water pool UNY. We when to the water pool UNY at 07.00.am. We want there by <del>bicycle</del> bicycle</p>
<p><b>Sequence of events</b></p>	<p>We arrived there at 07.30.am. First, we bought tickets at the locket, <sup>for</sup> queue <sup>was</sup> so long. After that, we chose the switable water pool for us. We swim untill we was satisfied.</p> <p><del>After</del> <sup>where</sup> Finished, we so tired because we swim untill 10.30.am. it's a funny Holiday and i <sup>was</sup> am verry Happy.</p> <p style="text-align: center;">Good text ^_^</p>
<p><b>Reorientation</b> e.g. It felt tiring but it was nice.</p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>

7

Student's Worksheet

Name : Amanda Gilang F.S  
 Class : VIII Bhe  
 Student Number : 06



Write down a recount text, telling your past experiences/ activities at least 10 sentences.

<p><b>Orientation</b> Who? Where? When?</p>	<p>In fishing with my Uncle  <del>when</del> Sunday morning, I and <sup>my</sup> Uncle          Live <sup>went</sup> going to Patukan for fishing.          four <sup>to</sup> the Patukan <sup>was</sup> about two kilo          meters. I and <sup>my</sup> Uncle <sup>was</sup> moment four Patukan          I <sup>buy</sup> buy crab and worm for fishing.          after <sup>that</sup> that, I and my uncle <sup>Pre</sup> portions <sup>Prepared</sup>          for <del>fishing</del> fish <sup>Bawal</sup>.</p>
<p><b>Sequence of events</b></p>	<p><del>Last</del> I installed crab for food the          first, it appears food I <del>NO</del> eat. <sup>no fish eat</sup>  <del>Then</del> <sup>Then</sup> I replace <sup>the</sup> food with worm.  <del>Last</del> <sup>Then</sup> My food eaten by Bawal two          kilo gram. <del>strike</del>, I lift up <del>fish</del>  <del>two kilo</del> two kilo gram. <sup>bawal</sup> fish</p>
<p><b>Reorientation</b> e.g. It felt tiring but it was nice.</p>	<p><sup>In the last</sup>  <del>Last</del> I eat rice in the stall Patukan.          It was a happy weekend  <sup>Great text!</sup>  <sup>diperhalikan lagi detailnya!</sup></p>

Student's Worksheet II

Name : Dhiya Ulling (surn)  
Class : 8B  
Student Number : 9



A Trip to Maliboro

I want to tell about my trip in Maliboro. At last weekend, I and my friends went to Maliboro. We met in Jalan Percobaan 2. We went there by bus and went there at 8 PM. We arrived there at 12 PM. First, we walked around Maliboro. There, we saw many tourists. They are so kind. Then we entered Maliboro mall and walked around Maliboro mall. We looked for a book store and record store.

After that, we take a rest and bought ice creams at McDonald. Even delicious. We <sup>exit</sup> exit Maliboro mall and we walked to Vredburg Street. We walked around forest. Finally, we went back at 9 P.M.

I went home with happy-luggly

Student's Worksheet II

Name : Aisyah Nur Anhatningelb  
Class : VIII B  
Student Number : 05



Playing in the Kuwaru Beach

In the weekend, on Sunday morning at 8.00 am, I went to play in the Kuwaru beach with my family.

I went to Kuwaru beach by car, we arrived there at 11.00 am.

First, I bought the ticket in the ticket, we bought 10 tickets. Then we walked around the Kuwaru beach.

We took a picture of beach Kuwaru. It was amazing and beautiful. In the Kuwaru beach we saw many people.

I prepared to swim in the Kuwaru Beach with my friend. After that, I am, my family and my friend bought the gift. In the beach, I bought fish and drink. I prepared to home.

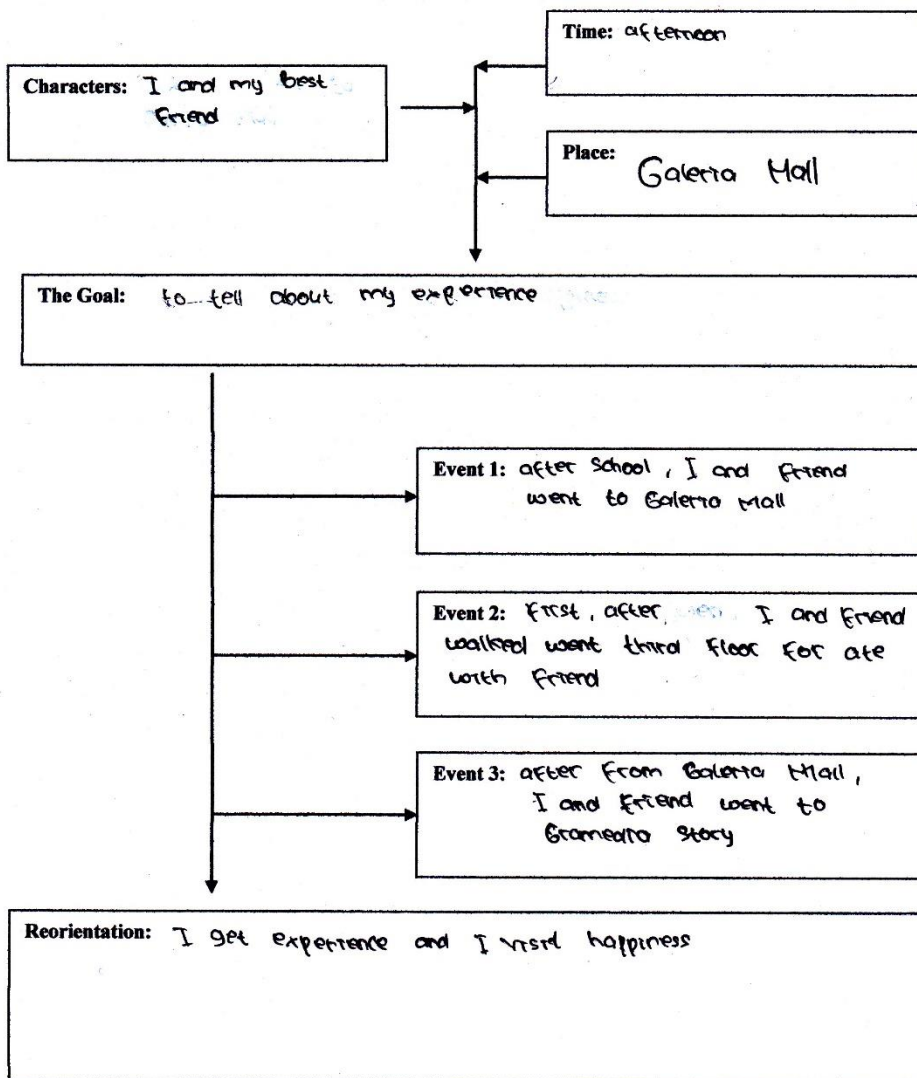
Finally we went back at 9.00 pm.

It is a funny holiday and it was interesting experience.

POST TEST

Name : Vanisa Makita P  
Student number : 29

Title: Took a walk to Galeria Mall



POST TEST

Took a walk to Galleria Mall

Yesterday, I and my friend walked to Galleria Mall at 12 p.m. we with a plan already a days ago. And we agreed for went to Galleria Mall in wednesday.

After school I and my friend went to Galleria Mall at 12 p.m, by motorcycle. First, I and friend walked went third floor, for ate with friend. we arrived to Galleria Mall at 12.10 pm.

we ate on third floor Galleria Mall. I and friend ~~we~~ walked to third floor for ate. First ate, I and friend played to leads fun in Galleria Mall.

After from Galleria Mall, I and friend went to Giomatta Story. we ~~went~~ walked in Giomatta Story.

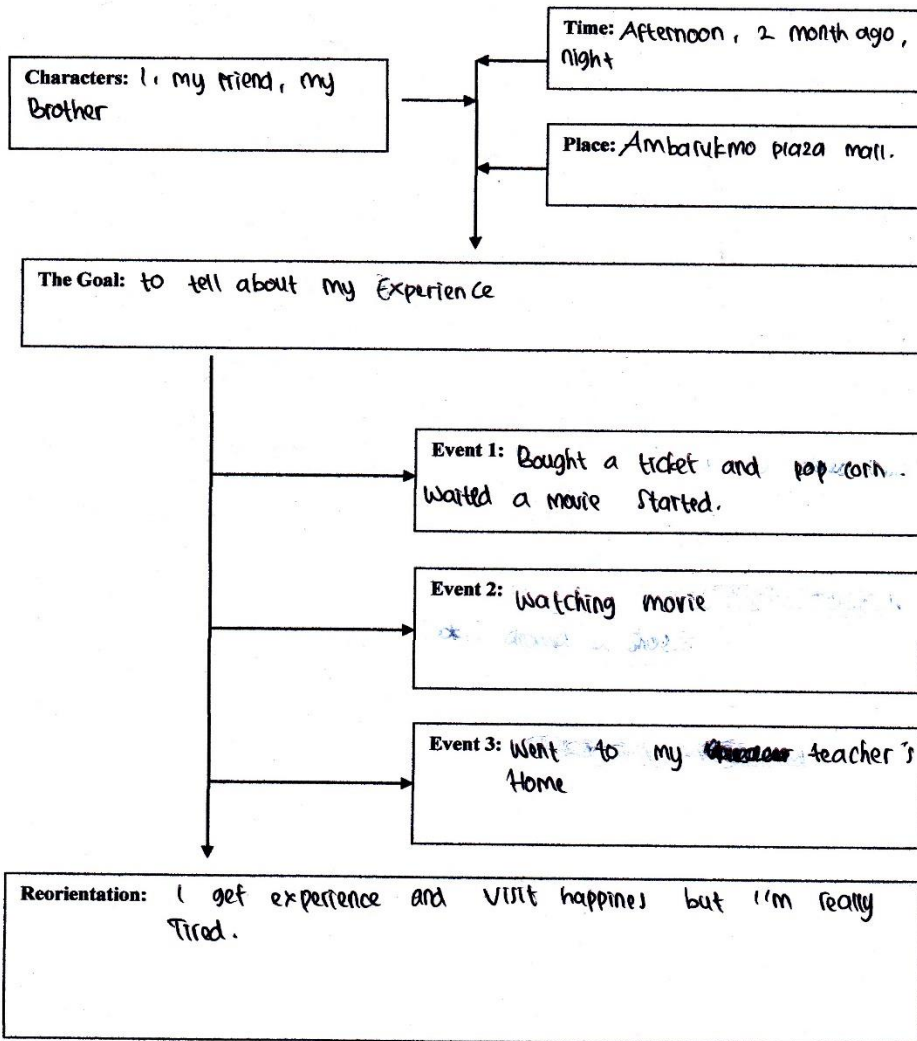
After for Giomatta Story, I and friend went to school for Basket Ball. until at 5 pm I and friend went to home.

I get experience and I visit ~~happy~~ happiness

POST TEST

Name : Milena Annisa Endiyana  
Student number : 18

Title: Watching Movie





POST TEST

watching movie

2 month ago in Ramadhan day I watched movie in Ambarukmo plaza mall with my friend and my brother. We went at 12.00 pm, by motorcycle. We arrived at 01.30 pm.

After arrived, first we queue for bought a ticket and bought a pop corn. We walked in sport station for waited movie started.

After 2 hours a movie started and we watched a movie. We watched a movie an titled "Cinta Bronkaurus" in 2 hours.

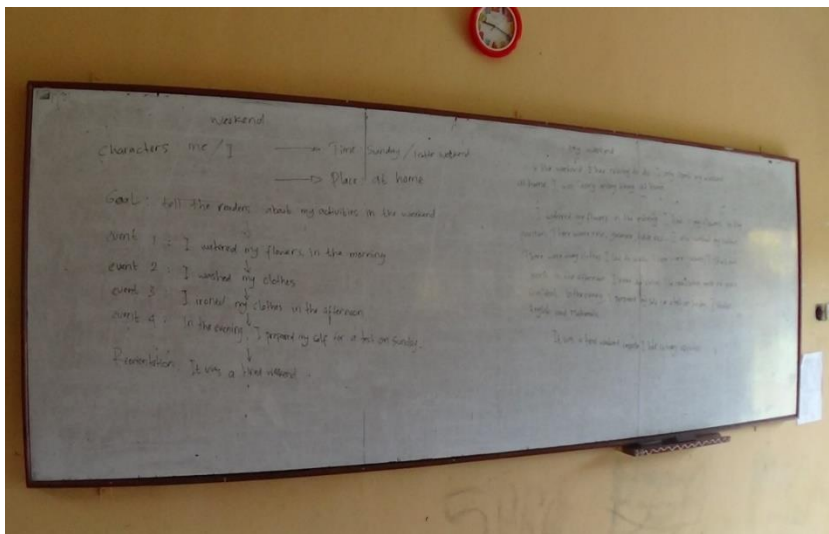
After we watched a movie at 04.30 pm we went to my teacher's Home. Trip to my ~~the~~ teacher's home in 30 minutes. We at my teacher's Home for played. ~~at~~ Finally at 06.00 pm we went to home.

I get experience and visit happiness but I'm really Tired.

Appendix 10  
Documentation



The researcher was explaining the parts of a recount text



The researcher gave example on how to develop a story map into a recount text



One of the problems, the student looked at her friend's writing.



The students wrote in pairs.



Students wrote their experiences individually.



The researcher was monitoring and helping the students.

Appendix 11  
Permit Letters



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 / Reg / V / 7718 / 10 / 2013

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **1029/UN.34.12/DT/X/2013**  
**UNIVERSITAS NEGERI YOGYAKARTA**

Tanggal : **30 OKTOBER 2013** Perihal : **PERMOHONAN IJIN PENELITIAN**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/operengembangan/pengkajian/studi lapangan kepada:

Nama : **TEDDY ANSYAH ABIDIN** NIP/NIM : **09202241050**  
Alamat : **FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **USING STORY MAPPING TECHNIQUE TO IMPROVE THE WRITING ABILITY OF GRADE VIII STUDENT AT SMPN 2 GAMPING IN THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : **KAB SLEMAN**

Waktu : **30 OKTOBER 2013** s/d **29 JANUARI 2013**

**Dengan Ketentuan**

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib menatati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui *website*: [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal **30 OKTOBER 2013**

An. Sekretaris Daerah

Asisten Perencanaan dan Pengembangan  
Ub.

Kepala Biro Administrasi Pembangunan



Anggar Siswawati, SH.  
NIP. 19560420198503 2 003

**Tembusan:**

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 BUPATI SLEMAN C.Q BAPPEDA SLEMAN
- 3 FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA
- 4 YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN SLEMAN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 3244 / 2013

**TENTANG**  
**PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta  
Nomor : 070/Reg/V/7718/X/2013 Tanggal : 30 Oktober 2013  
Hal : Izin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : TEDDY ANSYAH ABIDIN  
No.Mhs/NIM/NIP/NIK : 09202241050  
Program/Tingkat : SI  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta  
Alamat Rumah : Kepuh GK III/920 Gondokusuman, Yogyakarta  
No. Telp / HP : 085743439526  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**USING STORY-MAPPING TECHNIQUE TO IMPROVE THE WRITING ABILITY OF GRADE VII STUDENTS AT SMP N 2 GAMPING IN THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : SMP N 2 Gamping  
Waktu : Selama 3 bulan mulai tanggal: 30 Oktoberber 2013 s/d 30 Februari 2014

**Dengan ketentuan sebagai berikut :**

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 1 Nopember 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Pt. Kepala Bidang Pengendalian dan Evaluasi

Drs. MUHAMAD AJI WIBOWO, M.Si  
Pembina IV/a

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Gamping
6. Ka. SMP N 2 Gamping
7. Dekan FBS UNY
8. Yang Bersangkutan