USING STORY MAPPING TECHNIQUE IN TEACHING WRITING AT THE FIRST GRADE OF SMAN 1 PALOPO

IAIN PALOPO

THESIS

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020

USING STORY MAPPING TECHNIQUE IN TEACHING WRITING AT THE FIRST GRADE OF SMAN 1 PALOPO

A Thesis

Presented as Partial Fulfillment for the Attained of S.Pd Degree in English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

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بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

ACNOWLEDGEMENT

The highest gratitude and thanks to almighty Allah SWT because of Allah's blessing and guidance so the researcher was able to finish this thesis. We never forget convey sholawat and taslim to the great prophet Muhammad SAW, his family, his friends and all people that still do Allah's commands and avoid Allah's prohibitions. The researcher realized that there were still many lacks. The researcher expected constructive critic and suggestion from the readers for the improvement of this thesis.

The researcher would like to express his most appreciation to his beloved family especially his parents, Bahar and Nursia, and to his beloved sisters Nuhar Daung Allo S.Pd., Yulianti Daung Allo, Juhari, Hikmawati Bahar Amd. Keb. For their love, pray, support, and financial support.

The researcher realized that this thesis could not be finished without helping from the others; the researcher also would like to express his deepest thanks to:

1. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo
2. Drs. Nurdin K., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, SE., M.Hum as the Head of English Study Program of Tarbiyah and Teacher Training Faculty Department of IAIN Palopo who always gives support, encouragement and idea to the

researcher during his studying at IAIN PalopoWahibah, S.Ag., M.Hum as the first consultant who has taught, helped, advised, and guided the researcher during his study and finishing his thesis.

4. Dr. Magfirah Thayyib, S.S., M.Hum as the second consultant who has taught, adviced, delivered guidance, explanation, suggestion, for the improvement of this thesis.
5. All the lecturers as well as staffs of IAIN Palopo. A million thanks for guidance, attention, knowledge and motivation in learning process
6. English teacher and headmaster of SMAN 1 Palopo who gave the researcher opportunity to conduct research.
7. His friends Muzayyanah Kaso, Rosmiati, Rosmita, Nur Ahmad Hidayat, Windayanti, Jubeda, Andika, Reski, Wiraldi who always give the researcher support, help and motivation.
8. His Friends in KKN Bastem Included Akbar, Asmiati Aziz, Fitri Aminuddin, Hasma, Erni Achfar, Khairunnisa, Hartini. always motivate, help and support the researcher in finishing this thesis.
9. All of his friends at IAIN Palopo Special Big (D) and his seniors at English Department thanks for nice friendship, support, helping and our togetherness during study at IAIN Palopo

The researcher also expresses thanks to the others who cannot be mentioned one by one who always help and support the researcher to complete this thesis. The researcher realized this thesis would not be finished without their support. May Allah swt gives reward to all people who helped the researcher. The researcher hopes this thesis will give positive contribution to the readers, religion, and the state, Aamiin.

ABSTRACT

ASHAR, 2020. Using Story Mapping Technique in Teaching Writing at the First Grade of SMAN 1 Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic studies (IAIN) Palopo. Supervised by: (1) Wahibah, S.Ag.,M.Hum (2) Dr. Magfirah Thayyib, S.S.,M.Hum.

Key Word: Writing, Technique, Recount Text.

The purpose of this research was to find out whether the use of story mapping technique effective to improve students' writing recount text at the first grade of SMAN 1 Palopo. This research applied quasi experimental. The research was carried out in two classes, experimental and control classes. The population of this research was the first grade students of SMAN 1 Palopo. The samples of this research were Class X MIPA 2 as a control class and Class X IPA 3 as experimental class. The sampling technique in this research was random sampling. The instrument of this research was writing test. The writer gave pretest and posttest to the students. The data was analyzed by using SPSS 20.The result of this research showed that the use of story mapping technique in teaching writing recount text is effective. It could be seen from the result of calculation that the students' score in experimental class which was higher than students' score in control class. The mean score of posttest in experimental class was higher than the mean score of pretest (76.7667>61.6667). While in control class the mean score of posttest was also higher than the mean score of pretest (71.0667>67.8000). It means that there was significant difference between the students' score in teaching writing recount text by using story mapping technique and students' score in teaching writing recount text without using story mapping technique at the first grade of SMAN 1 Palopo.

CHAPTER I

INTRODUCTION

A. Background of the Research

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

There are four skills that have to be mastered. They are speaking, writing, reading and listening. Listening and reading are receptive skills, because student just receive and understand language without producing it. These skills are known as passive skills. On the other hand, speaking and writing are productive skills because students are producing a language. They are also known as active skills.

Writing skill is very important in language education. Therefore, students have to be more active to have a good writing. Writing is process of problem solving which involves controlling the text, reaching the purpose of writing in the text, planning-arranging the thoughts and collecting data for the target[1]. Writing ability is considered more difficult than other skills is caused by grammar and vocabulary that must be mastered first. However, a good writing does not only depend on grammar and vocabulary but must be accordance with its purpose.

[1]S Chen and J Zhou. *Creative Writing Strategies of Young Children: Evidence from a Study of Chinese Emergent Writing*, (Amsterdam, 2010)

Nowadays, writing in English is studied in all levels of school. Based on the curriculum used in senior high school, the students must be able to master the types of texts including report text, descriptive text, narrative text, and recount text. It becomes a challenge for 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.

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. The teacher usually only asks the students to write as much as possible without knowing how to make the students do the instruction. This fact motivated the researchers to focus on encouraging the students to write recount text or to tell stories of their past experience in the written form.

However not all students can adopt the methods used by the teacher. Learning with the same technique make students bored and have no idea to write. That is why teachers must master various methods and creativity in teaching in order to assist student in learning process. There are many factors affecting the students in writing. The difficulty to get ideas, low in grammar skills, lacked of vocabulary are the problem in the classroom. These problems are the causes of students' poor writing ability.

The activities done by the teacher 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 an empty paper.

Asking the students to rearrange words into sentences or sentences into paragraphs cannot stimulate their willingness to write. Based on the observation in SMAN 1 Palopo that had been done and had been explained above, 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. Story mapping is the best solution to solve students 'problems in writing recount text, because it greatly facilitates students in organizing students' stories into a mapping.

Therefore, the researcher focuses on the technique to improve the students' writing ability using story-mapping technique. By using the story mapping, it is expected that the students have the prewriting activities so they can write more easily because they could have imagination on their writing. As a prewriting activity, students can describe their storyline in a story frame. The researcher also hoped that the story map can facilitate students in writing. It is hoped that the map of the story can improve their ability to write.

B. Problem Statement

Base on the background above, the writer formulates this research question as a follow:

Does the use of story mapping technique effective to improve the students' ability to write recount text at the first year of SMAN 1 Palopo?

C. Objective of the Research

The objective of this research as follow:

To find out whether the use of story mapping technique effective to improves the students' ability in writing recount text at the first year of SMAN 1 Palopo

D. Significance of the Research

The result of the study is expected to give contribution to the teaching of writing for students all of at senior high school. The significance of the study can be described as follows:

1. For the teacher this study is intended to become a source of information for the English teacher in teaching writing by using story mapping strategy. The teacher is expected to try to find out and use the new strategy as an alternative one to maximize the students' writing ability. Teacher must have their own ways to be used to transfer their knowledge to students to get the best result.
2. For the future researchers to conduct further researches in writing using story mapping teaching strategy. They can use the result of this research as information or references to conduct the classroom action.
3. For the students, they will be able to write better in writing recount text by using story mapping technique.

E. Scope of the Research

The research test focuses on the use of story mapping technique in improving students' recount text at the first year of SMAN 1 Palopo. The topics that used to write recount text are my holiday, going to school, going to camping, watching movie, my bad day, my best day in my life. The criteria used to analyze the writing are based on J.B. HEATON (1998), which consist of: orientation, organization, vocabulary, grammar and mechanism.

F. Operational Definition

The researcher would like to define the title to avoid any misunderstanding:

1. Writing is one of skills in daily activity, where the students do the communication in a form of writing by using their ideas, imagination, to think about something or topic in teaching process, etc, to give the information to the readers and the others.[2]
2. Story Mapping aims to facilitate students in understanding the structure of the story. This technique can help students set important point of the story. The use of Story Mapping in the story as strategy is very helpful for students, it can make student easier to make story.[3]

[2]Dini Wahyuni, *Using Peer Teaching Strategy to Improve the Students Ability to Write Recount Text at the Tenth Year Students of SMKN 1 MAPPADECENG*, (IAIN PALOPO, 2015)

[3]Reutzel, D.R, *Story Maps Improve Comprehension, Reading Teacher, (38(4), 400-404, 1985)*

3. Recount text is a text that tells about an action, story or activity, or a person's experience in the past. It aims to entertain or provide information to the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are some previous studies related to the use of technique in teaching writing to improve the students' ability in writing.

Daqi li, (2007) story mapping technique and it is effect on the writing fluency and word diversity of students with learning disabilities. Provide evidence that the use of a story map and story map questions was effective in improving the narrative writing fluency of some students with learning disabilities. Three of the four participants dramatically increased the number of T-units in their stories. The fourth participant did not demonstrate improvement in writing fluency. In light of his findings he said that story mapping and story map questions is a useful tool for improving story writing fluency of students with LD. The strategy may also be used effectively for helping students write stories that are more complete and contain more story elements.[4]

The second is a study conducted by Salem Saleh Khalaf Ibnian (2010) 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

[4] Daqi li, *Story Mapping and Its' Effect on the Writing Fluency and Word Diversity of Students With Learning Disabilities*. Learning Disabilities: A Contemporary Journal 5(1),p.91

writing skills in EFL. This study is an experimental study conducted 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 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).[5]

Ashadi kurniawan, (2013) improving students' reading comprehension on narrative text through story mapping strategy. Based on the analysis of the students' learning, Students' reading comprehension of narrative text was improved by applying the teaching techniques. The mean score increased from 56.68 to 73.19 (2) This classroom action research was conducted in two cycle with four stages – Planning, acting, observing, and reflecting. Story mapping reading strategy was able to make the students active in the teaching learning process. They were able to map out basic components of the story such as setting, problem, goals, action, and 13 outcomes. The story mapping provides structure and organization so students could comprehend the story more effectively.[6]

[5] Salem Saleh Khalaf Ibnian, *The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL.* English Language Teaching. Vol. 3, p. 4

[6] Ashadi kurniawan, *Improving Students Reading Comprehension on Narrative Text Through Story Mapping Strategy*. (Universitas Tanjungpura: Pontianak) p.x

Akbar (2008) in his thesis which is written under the title ‘’improving students writing skill at the eleventh year of SMAN 2 Palopo through pair interview’’.[7] The aim of the research to find out the students writing skill through pair interview. The research used experimental method. The result showed that the use of through pair interview can improve the student’s ability in writing at the eleventh year of SMAN 2 Palopo. Based on the result mean score in post test was improved.

Dini Wahyuni (2015) in her thesis is written under the title ‘’using peer teaching strategy to improve the students’ ability to write recount text at the tenth year students of SMKN 1 MAPPEDECENG. The aim of this research to find out the ability of the students use peer teaching strategy can improve the students in writing. This research method was experimental. She said that there was significance development of students writing skill through writing a short story.[8]

Based on the research findings above, it can be inferred that there are many kinds of technique to improve writing. Each method can be applied in any ways as long as it is suitable for the students. So that the writer had been do the research by applying story mapping to improve students’ writing skill.

[7] Muhammad Akbar, *Improving Students Writing Skill Through Pair Interview at the Eleventh Year Students of SMAN 2 PALOPO (*a thesis STAIN PALOPO 2008), p.x.

[8]Dini Wahyuni, *Using Peer Teaching Strategy to Improve the Students Ability to Write Recount Text at th e Tenth Year Students of SMKN 1 MAPPEDECENG* (a thesis IAIN PALOPO 2015), p.x.

B. Writing Skill

1. Definition of Writing

According to Flynn (2006) writing is a form of processing in action on the cognitive system. Writing is not only putting word into a written form but it demands conscious intellectual effort, which usually has to be sustained over considerable period of time. Writing really requires students' cognitive abilities not just turning word into sentences.

Another definition comes from Raimes (1983). She defines writing as a way to communicate with interlocutors which cannot be done face to face[9]. Meanwhile, according to Rosen in Hedge (1988), writing is about proposing ideas or opinion but without spoken ways where the author does not express as the speaker expressed such as facial expression, body language, and tone.[10]

Writing is a progressive activity. Before we write we have to think about what we want to write and how to write it. Writing is a language skill that is process of communicating what is thought into writing.[11]

According to Byrne (1984:1) writing is act of forming. Writing is graphic symbol, that is letter or combination of letter in which relate, to the sound when the writer make in speaking in their sense, the symbol have to related between one

[9]Ann Raimes, *Techniques in Teaching Writing* (New York Oxford University Press, 1983), p. 1.

[10]Tricia Hedge, *Resource Books for Teachers*, (Hong Kong: Oxford University press, 1988),

[11]Oshima and Hogue, *introduction to Academic Writing-Second Edition. (*New York: longman, 1997), p.2

to another that must be set in order to form words then form sentence.[12]

Writing is producing or reproducing a message in writing by formulating and arranging it on paper. Therefore, before writing we must formulate what we will write.[13]

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.[14]

By writing activities, we can solve the problem we can also communicate through different ways. Writing involves large areas including two main cases: linguistic and extra linguistic systems. The former refers to thing or things to communicate. This means writing is an activity of expressing the mind through a linguistic system.

The author must be able to master the mechanics of writing such as grammar, vocabulary, and syntax. In addition the author must also master the use of punctuation such as question marks, commas, and capitalization.[15]

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[12]Donn byrne, *Teaching Writing Skills*-new edition, (London : longman,1984), P.1

[13]Barly bram, *Write Well(*.yogyakarta: kanisius, 1995), p.3

[14]ibid

[15]V. Fromkin and Robert Rodman, *An Introduction to Language,* fifth edition, (Harcourt brace Jovanovich college publisher, 1983),p. 154

2. Components of Writing

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, language used, and mechanics.[16]

a. Content

The content of the writing must be easy so that the reader can understand the information. The content must have a complete composition that is coherent, sustainable, and easily understood by the reader.

b. Organization

The writer must organize message or idea into sentence. And it must be sequential from beginning to end, so as form writing that is easy to understand

c. Vocabulary

Vocabulary is one of component to express words and form them into sentences. A good vocabulary selection is also very influential in writing, because can help the writer to express what he wants to make it easier to understand.

d. Grammar

Grammar in writing has a very important role. Grammar determines whether the sentence is true or false. So that the writer is more careful in write and also help writer to use formal language.

[16]J.B. Heaton, *Writing English Language Test (new edition)*. (longman inc. new York, 1998),p.135

e. Mechanics

There are two parts of mechanics namely capitalization and punctuation. The function is able to clarify the meaning of the writing. Capitalization functions to clarify capital letters in writing. Mechanics are also used to distinguish formal sentences and certain other things.[17]

3. Kinds of Writing

There are kinds of writing, that is:

- Narrative is text that narrate an world events, which can have the character of informative or entertaining
- Recount is text that contains sequence of activity or events in the past.
- Description is text that content description object
- Exposition is text that is content an argument, point of views; a problem or particular thing.
- Procedure is text that content the way of sequence action to something.[18]

This research focuses only on teaching writing recount text, which is included in the English material of the first grade at SMAN 1 Palopo.

[17]Ibid

[18]Pardiyono, *12 Writing Clues for Better Writing Competence*, penerbit andi.p. 163

4. Process of Writing

The writing process as a comprising four main stages: planning, drafting, revising, and editing.

1) Planning

Planning is activity to make ideas in classroom that make students think before writing. This can help students in starting to write, so students can collect ideas and process them into author information.

2) Drafting

At the drafting stage, the writer must be able to arrange ideas into a sentence, and must have a writing component. In this stage the writer must be able to visualize an audience.

3) Revising

When students revise, students will see errors that need to be corrected and review the writing according to the responses given. Revising not only checks the writer's mistake but also checks the ideas conveyed to make them clearer.

4) Editing

At this stage, students improve writing and edit their texts again, and also improve grammar, grammatical structure, and sentence accuracy. The editing process must also correct all errors in the previous post.[19]

[19]Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching.an Anthology of Current Practice*, Cambridge University Press. p.315

5. The Characteristics of Good Writing

Good writing is writing that has all the components of writing and also must be easily understood by the reader and has meaning and must follow grammatical rules. The reader must be able to get the meaning of the writing without having to re-read the writing. Here are some characters that are good and right according to Crushing (2002):

1. Good writing has an idea or ideas that are clear and easy to understand
2. Has clear goals and intentions
3. The use of grammar and punctuation that is good and right and grammatically appropriate
4. Process information specifically and not complicated
5. Has settlement at the end of the writing as well as the closing of the writing.[20]

[20]Sara Ceigle Cushing, *Assessing Writing*, Cambridge: Cambridge University Press, 2002

6. Recount Text

According to Hartono (2005), recount text is text that tells the experience of the past, as well as events in the past that aim to entertain the reader or provide information.[21]

Anderson & Anderson (2003) also said that recount text is a text that recounts past experiences without any element of conflict in them. Written only as entertainment or provide information to the reader. [22]

Yunda (2017) states that the components of the recount text are as follows:

1. Orientation

   Providing information about the background of a story and introduce the main character, the scene, and the time of the story

2. Events

   Telling a series of stories from beginning to end in chronological order that occurs

3. Reorientation

   Concluding a story, it must explain how the story ends. And also there must be a conclusion at the end of the story.[23]

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[21]Hartono, *Genre of texts,* Semarang: English Department Faculty of Language and Art Semarang State University, 2005

[22]Anderson, A., & Anderson, K, *Text Types in English 3*. South Yara: MacMillan Education Australia PTY LTD, 2003

[23]Riska Yunda, *Improving Students' Ability in Writing Recount using anekdot technique* , Syiah Kuala University, Banda Aceh, 2017

Examples of recount text:

Thief

Orientation

Last week, my nephew and I went to market to buy some clothes. We spent our time by walk around the market to get the good one. Soon after that we saw an accident, there a lot of people beaten a thief. It was so scary. My nephew was cried about that.

Events

I asked to the clothes seller what happened and he said there a thief steal someone's bas, but there someone saw him took it. Suddenly people hit him hardly until him blood flow out.

Reorientation

A few minutes later, police came and took him to the office. it was so pity and I hoped it was never happen again.

C. The Story Mapping Technique

1. Definition

Story mapping technique is a technique or a special way that is used to make a story by presenting some components of the story in graphic visualization or graphic organizer. 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.

Gerrold (2001) stated that all writing is list-making, nothing more. The trick is known 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 is a sketch of students before starting to tell a story, by looking at sketch very helpful students in the writing process. Story map as a description

of the sequence of events in the story, so students are able to associate the sequence of events with the story.

Li (2007) said that the story map is a graphic illustration of the sequence of events that makes it easy for students to write. Stories produced by students are more structured and have a complete story component.[24]

Story maps are graphic organizer that can help the student recognize the main components of the story. They come in all shapes and size. A story map help the student indentify the main character, setting, problem, and solution.

2. Components of Story Mapping

Story component is tools to make it easier for students to identify elements of the story. There are 5 types of components in the story.

1. Characters (actors in the story)

2. Conflict (problem in story)

3. Events (problems that occur)

4. Ideas (moral in the story)

5. Conclusions (solutions in the story)

[24]Li, *Story Mapping and its Effect on the Writing Fluency and Word Diversity of Students With Learning Disabilities*, Learning Disabilities: (A Contemporary Journal 2007), 5(1), 42-50.

3. Scheme of Story Mapping

It is a map of story mapping technique that will be used to guide the students before writing recount text.

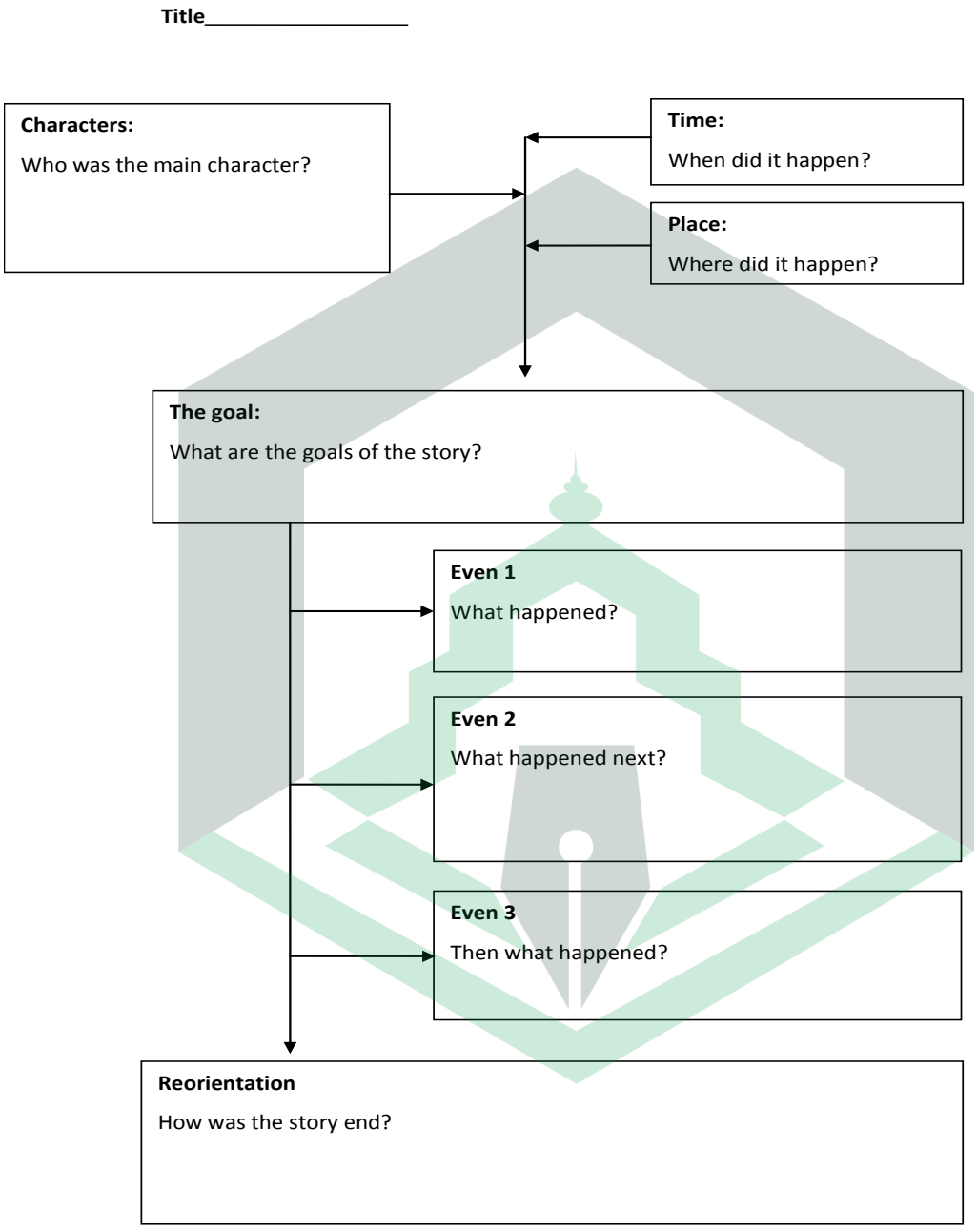


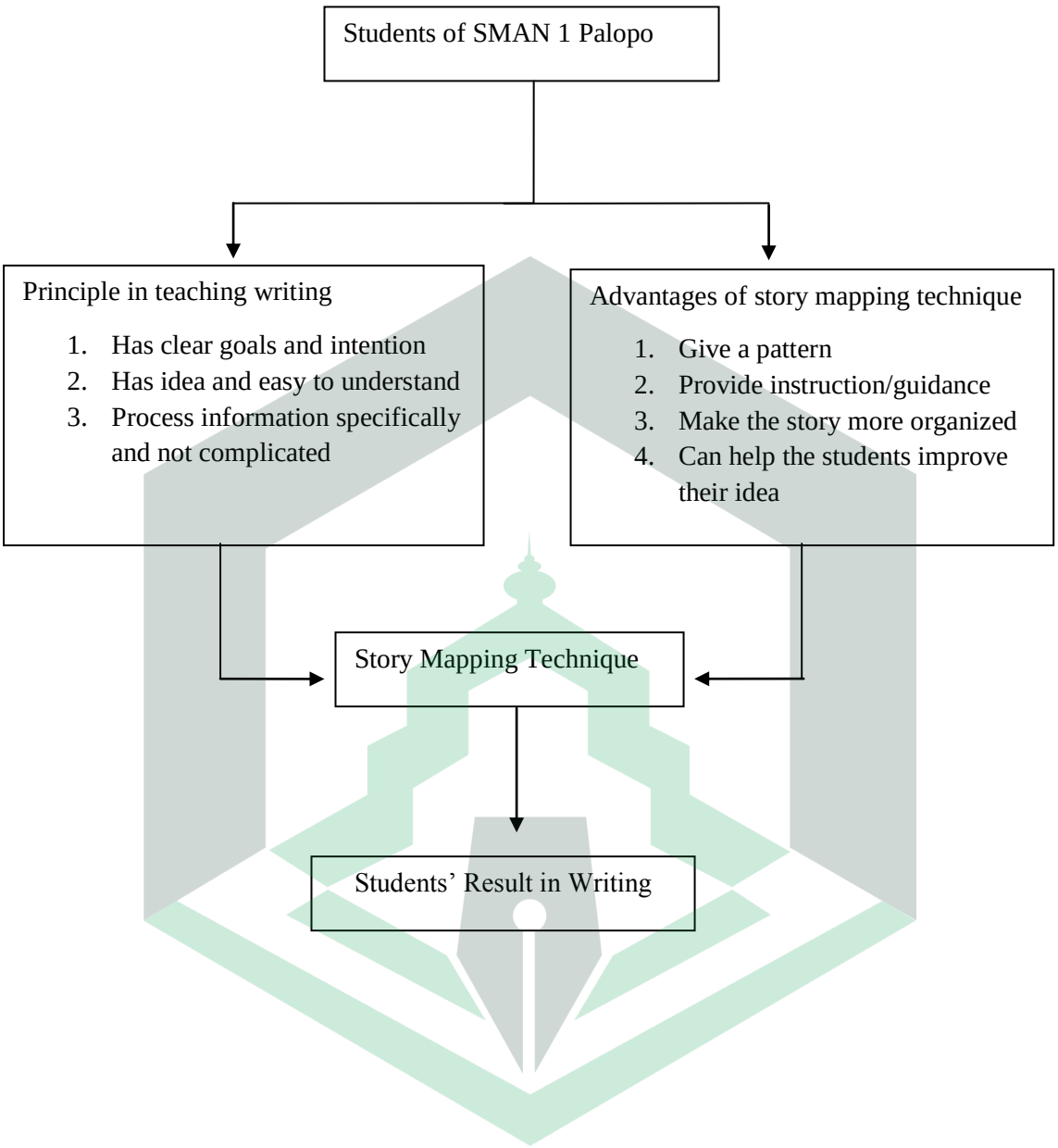
figure 1 : **An example a story mapping**

4. Advantages of the Story-Mapping Technique

Story mapping techniques greatly help students improve their ability to write stories, students can describe their stories, to visualize characters, places, times, events and storylines, and make the story more organized. Story mapping technique also helps students use conjunctions that are very influential in the flow of events in the story.

Story maps are also very flexible, and can be used in a variety of situations, both individuals and groups. Story mapping also helps students so that in writing stories students do not lose their ideas from writing because they were previously made in the form of mapping strategy.

D. Conceptual Framework



E. Hypothesis

Based on the review related of literature above the researcher present the hypothesis as follow:

$H_{1:}$ Story mapping techniques effective to improves the students' ability to write recount text. If probability value (p) < 0,05; H_0 is rejected and H_1 is accepted. It means there is significant of students' writing who are taught by using story mapping technique and students who are taught without using story mapping technique.

$H_{0:}$ Story mapping techniques does not effective to improve the students' ability to write recount text. If probability value (p) > 0,05; H_0 is accepted and H_1 is rejected. It means there is no significant of students' writing who are taught by using story mapping technique and students who are taught without using story mapping technique.

CHAPTER III

RESEARCH METHOD

A. Research Method

The research applied a quasi experimental design. The research involved in two groups, experimental and control group. The experimental group received treatment by using story mapping technique, the control group received treatment by using conventional method.

Group	Pre	Treatment	Post
Treatment class	**O_1**	**X**	**O_3**
Control class	**O_2**		**O4**

Where:

Treatment class : Experimental method

Control class : Conventional method

O_1 : Result of Pre-test (in experimental method)

O_2 : Result of Pre-test (in conventional method)

X : Treatment (story mapping technique for treatment class)

O_3 : Result of Post-test (in experimental method)

O_4 : Result of Post-test (in conventional method).

B. Research Variable

This research consists of two variables.

1. Dependent variable is ability of the student in writing recount text
2. Independent variable is story mapping technique

C. Population and sample

a. Population

The writer took the first grade students of SMAN 1 Palopo as a population.

b. Sample

The writer took two classes as sample, X MIA 2 and X MIA 3 of SMAN 1 Palopo academic year 2019/2020. There were 60 students (30 students of control class and 30 students of experimental class). Random sampling was used to take a sample of this research.

D. Instrument of the Research

The data collected by using writing test. The writer used writing recount text to know ability of the students in English before and after giving treatment. The writing test is about their experiences in the most memorable experience.

E. Procedure of collecting data

- Experimental class

1. Giving pre-test

The researcher was asked to the students to write recount text with the theme ‘’the most memorable experience’’ in the first meeting. It is used to know the previous mastery of students writing before giving treatment. The researcher gave 60 minute to write.

2. Giving treatment

The researcher gave treatment after pre-test. The treatment was done for six meetings. Every meeting took 90 minutes, every this treatment the writer gave the way teaching to write recount text. Every student hoped to participate actively to write a recount text based on the topic every meetings. The steps of treatment were:

a. The writer explains about recount text, how to write a good paragraph, and story mapping technique. The writer gave one example in formulating recount text. Then the writer asked to the students to tried write recount text by the topic ‘’my holiday’’.

b. The writer re explain recount text, story mapping technique and explain the weakness of the students in writing. After that the writer asked again to the students to write a paragraph to topic ‘’going to school’’.

c. At the third meeting re explain recount text, story mapping technique and asked to the students what the problem in writing and gave the solutions. Then they were write about the topic ‘’going to camping’’.

d. The fourth meeting the writer still gave example and explain about recount text, story mapping technique and then gave the student familiar topic ‘’watching movie’’

e. At the fifth meeting re explain recount text, story mapping technique and tried to help students to make good writing under the topic ‘’my bad day’’

f. To sixth meeting the writer give again example and explain recount text, story mapping technique. So they were understands about the characteristics of recount text in form paragraph. And ones again the writer asked to them to write by the topic ‘’my best day in my life’’.

3. Giving post-test

After giving treatment, finally writer gave a post-test. In this test intend to know whether the students had different improvement in writing recount text between post-test with pre-test.

- Control class

1. Giving pre-test

The researcher was asked to the students to write recount text with the

theme ‘’the most memorable experience’’ in the first meeting. It is used to know the previous mastery of students writing before giving conventional method. The researcher gave 60 minute to write.

2. Conventional method

The writer gave conventional method after pre-test. The meeting was done for sixth meetings. Every meeting took 90 minute every this meeting the writer gave conventional method to write recount text. Every student hoped to participate actively to write a recount text based on the topic every meetings. The steps of this method were:

a. The writer explains about recount text and how to write a good paragraph. The writer gave one example in form recount text. Then the writer asked to the students to tried write recount text by the topic ‘’my holiday’’.

b. The writer re explain recount text and explain the weakness of the students in writing. After that the writer asked again to the students to write a paragraph to topic ‘’going to school’’.

c. At the third meeting re explain and asked to the students what the problem in writing and gave the solutions. Then they were write about the topic ‘’going to camping’’.

d. The fourth meeting the writer still gave example and explain about recount text, and then gave the student familiar topic

‘’watching movie’’

e. At the fifth meeting re explain and tried to help students’ to make good writing under the topic ‘’my bad day’’

f. To sixth meeting the writer gave again example and explain that the sample. So they were understands about the characteristics of recount text in form paragraph. And ones again the writer asked to them to write by the topic ‘’my best day in my life’’.

3. Giving post-test

After giving conventional method, finally writer gave a post-test. In this test intended to know whether the students had different improvement in writing recount text between post-test with pre-test.

F. Technique of Data Analysis

After collecting data by conducting the pre test, treatment, and post test which involve some instrument, then the researcher focused on the data analysis. To analyze the data, the research used the program SPSS (statistic product service solution) version 20. The data collected by the research would be tabulate into mean score, standard deviation, and standard error deviation.

In analyzing the data which had been collected, the researcher had determined the scoring classification by including of content, organization, language use, vocabulary, and mechanics. This scoring uses ELS composition

profile of J.B Heaton as follow.[25]

Table 1.1 Scoring uses ELS Composition

Criteria	Score	Level
Content	30-27	**Excellent to very good** Communicative, focused, main ideas, have topics that are relevant to the material
	26-22	**Good to average** Focus, unsubstantial, is limited to story development, relevant topics but lacking in detail and too general.
	21-17	**Fair to poor** story development is very limited, ideas are confusing and disconnected, topics are not relevant to the story
	16-13	**Very poor** Not organized, very confusing, very limited information, irrelevant and not enough to be evaluated
Organization	20-18	**Very good** Expression ideas are very fluent, well-organized stories, good introduction, good placement of details, and strong conclusion.
	17-14	**Good to average** Good expression ideas, organized stories, incomplete story sequences, placement of details
	13-10	**Fair to poor** Less logical ideas, transition is very weak, lack of direction, with detailed ideas
	9-7	**Very poor** Not organized, confusing, incomplete, not enough to evaluate
Vocabulary	20-18	**Excellent to very good** Effective words, choice and the usage, specific and accurate
	17-14	**Good to average** The language communication, errors in the choice of words / idioms but have no effect, some words may lack of precision
	13-10	**Fair to poor** The language is not communicating, many repetitions, often wrong in the choice of words / idioms and their use,

[25]J.B. Heaton, Writing English Test, (new York: long man 1998). P. 135

	9-7	**Very poor** Lacking in English vocabulary, words usage are wrong, colorless, many wrong spelling and not enough to evaluate
Language use	25-22	**Excellent to very good** Complex construction, some function errors, prepositions, tenses.
	21-18	**Good to average** Simple complex construction, errors in functions, prepositions, pronouns, tenses.
	17-11	**Fair to poor** Problem with construction, dominated by grammar errors, does not communication.
	10-5	**Very poor** Does not communication, cannot be understand and evaluate
Mechanics	5	**Excellent to very good** Demonstration of mastery convention, no problem with capitalization, paragraphs, punctuation,
	4	**Good to average** Few errors in capitalization, paragraphs, punctuation, and spelling but not observed
	3	**Fair to poor** Some errors in capitalization, paragraphs, punctuation, and spelling
	2	**Very poor** Many errors of capitalization, paragraphs, punctuation, and spelling and illegible writing[26]

[26] J.B Heaton. Op,Cit.p. 146

The researcher classified the students' pretest and post test by using classification score rubric below:

Table 1.2 classification rubric score

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate
E	Bellow 60	Unacceptable

(Brown, 2004, p.287)

The data were analyzed by using *Statistical Produce and Service Solution* (SPSS) ver. 20 *for windows.* it would be tabulated into independent sample test, mean score, standard deviation, and standard error deviation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research show the result of the data that have been analyzed statistically.

1. The students score of experimental class

a. The students' pre-test and post-test result

Table 2.1 the students' pre-test result in experimental class

Classification	Score	frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	8	26.66%
Inadequate	60-69	12	40%
Unacceptable	Below 60	10	33.33%

Table 2.1 shows that there are 30 students observed in experimental class before giving treatment. There are eight students (26.66%) who get adequate score, twelve students (40%) who get inadequate score, ten students (33.33%) who get unacceptable score.

Table 2.2 the students' post-test result in experimental class

Classification	Score	Frequency	Percentage
Excellent	90-100	6	20%
Good	80-89	5	16.66%
Adequate	70-79	12	40 %
Inadequate	60-69	7	23.33%
Unacceptable	Below 60	0	0%

The table shows that there are 30 students observed in experimental class after giving treatment. There are six students (20%) who get excellent score, five students (16.66%) who get good score, twelve students (40%) who get adequate score, seven students (23.33%) who get inadequate score.

b. The students' pre-test and post-test result in writing

Table 2.3 the students' pre-test result in term of content in experimental class

Classification	Score	Frequency	Percentage
Excellent to Very good	27-30	0	0%
Good to Average	15-26	3	10 %
Fair to Poor	12-14	16	53.33%
Very Poor	9-11	11	36.66%

The table shows that experimental class students' writing skill in pre-test especially in content criteria most of students fair to poor score. There are three students (10%) who get good to average score, sixteen students (53.33%) who get fair to poor score, eleven students (36.66%) who get very poor score.

Table 2.4 the students' post-test result in term of content in experimental class

Classification	Score	Frequency	Percentage
Excellent to Very good	27-30	6	20%
Good to Average	15-26	12	40%
Fair to Poor	12-14	12	40%
Very Poor	9-11	0	0%

The table shows that experimental class students' writing skill in pre-test especially in content criteria most of students fair to poor score. There are six students (20%) who get excellent to very good score, twelve students (40%) get good to average score, twelve students (40%) who get fair to poor score,

Table 2.5 the students' pre-test result in term of organization in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	0	0%
Good to Average	14-17	13	43.33%
Fair to poor	10-13	11	36.66%
Very poor	1-9	6	20%

The table shows that most of students get good to average score. There are thirteen students (43.33%) who get good to average score, eleven students (36.66%) who get fair to poor score, six students (20%) who get very poor score.

Table 2.6 the students' post-test result in term of organization in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	7	23,33%
Good to Average	14-17	19	63,33%
Fair to poor	10-13	4	13,33%
Very poor	1-9	0	0%

The table shows that most of students get good to average score. There are seven students (23.33%) who get excellent to very good score, nineteen students (63.33%) who get good to average score, four students (13.33%) who get fair to poor score.

Table 2.7 the students' pre-test result in term of vocabulary in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	0	0%
Good to Average	14-17	13	43.33%
Fair to poor	10-13	16	53.33%
Very poor	1-9	1	3,33%

The table shows that most of students get fair to poor score. There are thirteen students (43.33%) who get good to average score, sixteen students (53.33%) who get fair to poor score, one student (3.33%) who got very poor score.

Table 2.8 the students' post-test result in term of vocabulary in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	5	16.66%
Good to Average	14-17	21	70%
Fair to poor	10-13	4	13.33%
Very poor	1-9	0	0%

The table shows that most of students get good to average score. There are five students (16.16%) who get excellent to very good score. Twenty one students (70%) who get good to average score, four students (13.33%) who get fair to poor score.

Table 2.9 the students' pre-test result in term of language use in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	22-25	0	0%
Good to Average	18-21	8	26.66%
Fair to poor	11-17	21	70%

Very poor	5-10	1	3.33%

The table shows that most of students get fair to poor score. There are eight students (26.66%) who get good to average score, twenty one students (70%) who get fair to poor score, one students (3,33%) who get very poor score.

Table 2.10 the students' post-test result in term of language use in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	22-25	5	16.66%
Good to Average	18-21	18	60%
Fair to poor	11-17	7	23.33%
Very poor	5-10	0	0%

The table shows that most of students get good to average score. There are five students (16.66%) who get excellent to very good score, eighteen students (60%) who get good to average score, seven students (23.33%) who get fair to poor score.

Table 2.11 the students' pre-test result in term of mechanics in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	5	0	0%
Good to Average	4	3	10%
Fair to poor	3	16	53.33%
Very poor	2	11	36.66%

The table shows that most of students get fair to poor score. There are three students (10%) who get good to average score, sixteen students (53.33%) who get fair to poor score, eleven students (36.66%) who get very poor score.

Table 2.12 the students' post-test result in term of mechanics in experimental class

Classification	Score	Frequency	Percentage
Excellent Very good	5	4	13.33%
Good to Average	4	9	30%
Fair to poor	3	15	50%
Very poor	2	2	6.66%

The table shows that most of students get fair to poor score. There are four students (13.33%) who get excellent to very good score, nine students (30%) who get good to average score, fifteen students (50%) who get fair to poor score, two students (6.66%) who get very poor score.

2. The students score in control class

a. The students' pre-test and post-test result

Table 2.15 the students' pre-test result in control class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	1	3.33%
Adequate	70-79	13	43.33%
Inadequate	60-69	12	40%
Unacceptable	Below 60	4	13.33%

Table 2.15 shows that there are 30 students observed in control class before teaching without using story mapping technique. There is one student (3.33%) who got good score, thirteen students (43.33%) who get adequate score, twelve students (40%) who get inadequate score, five students (13.33%) who get unacceptable score.

Table 2.16 the students' post-test result in control class

Classification	Score	Frequency	Percentage
Excellent	90-100	1	3.33%
Good	80-89	3	10%
Adequate	70-79	13	43.33%
Inadequate	60-69	11	36.66%
Unacceptable	Below 60	2	6.66%

Table 2.16 shows that there are 30 students observed in control class after teaching using conventional method. There is one student (3.33%) who get excellent score, three students (10%) who get good score, thirteen students (43.33%) who get adequate score, eleven students (36.66%) who get inadequate score, two students (6.66%) who get unacceptable score.

b. The students' pre-test and post-test result in writing

Table 2.17 the students' pre-test result in term of content in control class

Classification	Score	Frequency	Percentage
Excellent to Very good	27-30	1	3.33%
Good to Average	15-26	10	33.33%
Fair to Poor	12-14	14	46.66%
Very Poor	9-11	5	16.66%

The table shows that control class students' writing skill in pre-test especially in content criteria most of students fair to poor score. There is one student (3.33%) who got excellent to very good score, ten students (33.33%) who get good to average score, fourteen students (46.66%) who get fair to poor score, five students (16.66%) who get very poor score.

Table 2.18 the students' post-test result in term of content in control class

Classification	Score	Frequency	Percentage
Excellent to Very good	27-30	3	10%
Good to Average	15-26	10	33.33%
Fair to Poor	12-14	14	46.66%
Very Poor	9-11	3	10%

The table shows that control class students' writing skill in post-test especially in content criteria most of students fair to poor score. There are three students (10%) who get excellent to very good score, ten students (33.33%) get good to average score, fourteen students (46.66%) who get fair to poor score, three students (10%) who get very poor score.

Table 2.19 the students' pre-test result in term of organization in control class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	0	0%
Good to Average	14-17	23	76.66%
Fair to poor	10-13	7	23.33%
Very poor	1-9	0	0%

The table shows that most of students get good to average score. There are twenty three students (76.66%) who get good to average score, eleven students (23.33%) who get fair to poor score.

Table 2.20 the students' post-test result in term of organization in control class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	2	6.66%
Good to Average	14-17	21	70%
Fair to poor	10-13	7	23.33%
Very poor	1-9	0	0%

The table shows that most of students get good to average score. There are two students (6.66%) who get excellent to very good score, twenty one students (70%) who get good to average score, seven students (23.33%) who get fair to poor score.

Table 2.21 the students' pre-test result in term of vocabulary in control class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	0	0%
Good to Average	14-17	21	70%
Fair to poor	10-13	6	20%
Very poor	1-9	3	10%

The table shows that most of students get good to average score. There are twenty one students (70%) who get good to average score, six students (20%) who get fair to poor score, three students (10%) who get very poor score.

Table 2.22 the students' post-test result in term of vocabulary in control class

Classification	Score	Frequency	Percentage
Excellent Very good	18-20	2	6.66%
Good to Average	14-17	23	76.66%
Fair to poor	10-13	5	16.66%
Very poor	1-9	0	0%

The table shows that most of students get good to average score. There are two students (6.66%) who get excellent to very good score. Twenty three students (76.66%) who get good to average score, five students (16.66%) who get fair to poor score.

Table 2.23 the students' pre-test result in term of language use in control class

Classification	Score	Frequency	Percentage
Excellent Very good	22-25	0	0%
Good to Average	18-21	17	56.66%
Fair to poor	11-17	13	43.33%
Very poor	5-10	0	0%

The table shows that most of students get good to average score. There are seventeen students (56.66%) who get good to average score, thirteen students (43.33%) who get fair to poor score.

Table 2.24 the students' post-test result in term of language use in control class

Classification	Score	Frequency	Percentage
Excellent Very good	22-25	2	6.66%
Good to Average	18-21	16	53.33%
Fair to poor	11-17	12	40%
Very poor	5-10	0	0%

The table shows that most of students get good to average score. There are two students (6.66%) who get excellent to very good score, sixteen students (53.33%) who get good to average score, twelve students (40%) who get fair to poor score.

Table 2.25 the students' pre-test result in term of mechanics in control class

Classification	Score	Frequency	Percentage
Excellent Very good	5	0	0%
Good to Average	4	3	10%
Fair to poor	3	21	70%
Very poor	2	6	20%

The table shows that most of students get fair to poor score. There are three students (10%) who get good to average score, twenty one students (70%) who get fair to poor score, six students (20%) who get very poor score.

Table 2.26 the students' post-test result in term of mechanics in control class

Classification	Score	Frequency	Percentage
Excellent Very good	5	2	6.66%
Good to Average	4	13	43.33%
Fair to poor	3	13	43.33%
Very poor	2	2	6.66%

The table shows that most of students get good to average score. There are two students (6.66%) who get excellent to very good score, thirteen students (43.33%) who get good to average score, thirteen students (43.33%) who get fair to poor score, two students (6.66%) who get very poor score.

3. **The students mean score and standard deviation of students' pre-test and post-test and post-test in experimental class and control class**

Table 2.27 the mean score and standard deviation of students' pre-test and post-test in control class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	30	48.00	82.00	2034.00	67.8000	1.47967	8.10449
Posttest	30	55.00	90.00	2132.00	71.0667	1.60955	8.81587
Valid N (listwise)	30						

Table 2.28 the mean score and standard deviation of students' pre-test and post-test in experimental class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	30	42.00	78.00	1850.00	61.6667	1.72162	9.42972
Posttest	30	61.00	93.00	2303.00	76.7667	1.64190	8.99304
Valid N (listwise)	30						

Table 2.27 and table 2.28 show that the distinction between the pre-test and post-test mean score and standard deviation. The scores of control class after teaching using conventional method show good progress from 82 becomes 90 and the scores of experimental class after giving treatment (using story mapping) show very good progress from 78 becomes 93. The standard deviation of control class in pre-test and post-test is 8.81 and the standard deviation of experimental class in pre-test and post-test is 8.99

To know whether the control class and experimental class are significantly different, and also to know acceptability of hypothesis of this research, the researcher use test analysis and calculate it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

4. **The calculation of t-test pre-test and post-test in experimental and control class**

Table 2.29 the probability value of t-test of pre-test in experimental and control classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.966	.330	2.702	58	.009	6.13333	2.27011	1.58921	10.67746
	Equal variances not assumed			2.702	56.719	.009	6.13333	2.27011	1.58702	10.67964

Table 2.29 show that the mean score of difference between control class and experimental class did not have significant difference

Table 2.30 the probability value of t-test of post-test in experimental and control class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.026	.872	-3.185	58	.002	-7.30000	2.29212	-11.88818	-2.71182
	Equal variances not assumed			-3.185	57.989	.002	-7.30000	2.29212	-11.88820	-2.71180

The table 2.30 show that the probability value was lower than alpha (α) (0.002 < 0.05) which means that there is significant difference in post-test. It indicated that the alternative hypothesis (H1) is accept and the null hypothesis (H0) is reject it show that the use of story mapping strategy effective to improve the students' writing and give significantly contribution the students' writing skill.

Table 2.31 means score pre-test and post-test experimental and control class

Report

Class	Mean	N	Std. Deviation	Minimum	Maximum
pre-test control class	67.8000	30	8.10449	48.00	82.00
pre-test experimental class	61.6667	30	9.42972	42.00	78.00
post-test control class	71.0667	30	8.81587	55.00	90.00
post-test experimental class	77.9000	30	9.61446	61.00	96.00
Total	69.6083	120	10.66471	42.00	96.00

Table 2.31 shows that the pre-test mean of the control class is 67.80 and the pre-test mean score of experimental class is 61. 66. The N (number of the case) is 30 for control class and 30 for experimental class.

The post-test mean of the control class is 71.06 and the post-test mean score of experimental class is 77.90. The N (number of the case) is 30 for control class and 30 for experimental class.

B. Discussion

This research used quasi experimental method that consists of two groups they are experimental class and control class. Both of class giving pre-test and post test. In this study, the researcher apply story mapping technique to teach writing recount text of the second grade of SMAN N 1 Palopo.

There are five items of writing assessment that is used by the researcher to analyze the data namely content, organization, vocabulary, language use and mechanics. Based on the students' score in pretest, for both experimental and control class had a little different significant before giving treatment. Students' score of both classes in post test had significantly difference. In experimental class, there is item had significant result in writing between pre-test and post-test. *Organization* criteria in pre-test, the data shows that most of students got good to average score. There are thirteen students who got good to average score, eleven students who got fair to poor score, six students who got very poor score. *Organization* criteria in post-test, the data shows that most of students got good to average score. There are seven students who got excellent to very good score, nineteen students who got good to average score, four students who got fair to poor score. This is because students found it easier to group storyline from the beginning, the middle, and ending, because they had already been made their own storyline in the story mapping technique.

Based on result of the data analysis above shows that use story mapping technique effective to improve students' writing skill, it can be seen on the table before after giving treatments continually (by using story mapping technique) the mean score students' experimental class is 77.90 while students' control class is treat by conventional teaching or teaching without using story mapping technique is 71.06. Besides that, the students score in post test of experimental class is higher than the students score in post test of control class that is 96>90. It means that after giving treatment using story mapping technique is better than teaching without using story mapping technique.

In this case, story mapping technique can interested the students in learning writing recount text. Based on the research that had been conducted, during this research teaching writing recount text by using story mapping technique can make the students more motivated to learn, they enjoyed and they were enthusiastic in learning teaching process. The students felt easier write recount text by using story mapping technique. Based on the explanation above the researcher can conclude that the use of story mapping technique effective to improve students' ability to write recount text.

Pertaining to the result of the research, it is consisted with the theory proposed by Li (2007) who says story mapping is used to help the students to plan their writing because a story map contains the components of a story such as settings, events, and re-orientation. This practically can be

their guidance to process their ideas before writing a well-organized text.[27]

In fact, teaching writing recount text by using story mapping technique at SMAN 1 Palopo, the students got significant improvement in their score writing recount text. Therefore, it could be stated that story mapping technique in teaching learning of writing have solved the students' writing problem and increase the students' writing skill for the first grade of the students at SMAN 1 Palopo. So, the hypothesis proposed in this research which says ''story mapping technique effective to improve the student ability to write recount text'' is accepted.

[27] Li, story mapping and its effect on the writing fluent and word diversity of students with learning disabilities, learning disabilities: a contemporary journal, 2007, p. 42-50

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion that had been presented in the previous chapter, it can be concluded that there is significant differences in learning result of the students who learned writing through story mapping technique with the students who took the learning with conventional method. Based on the data analysis the probability value was lower than alpha (α) (0.002 < 0.05) which means that there is significant difference in post-test. It indicated that the alternative hypothesis (H1) is accept and the null hypothesis (H0) is reject it show that the use of story mapping strategy effective to improve the students' writing and give significantly contribution the students' writing skill. The mean score of post-test was higher than the mean score of pre-test (76.7667>61.6667). While in control class, the mean score of post test was also higher than the mean score of pretest that (71.0667>67.8000). Based on data analysis it can concluded that teaching writing recount text by using story mapping technique is effective to improve the students' ability. It can be proved that the students score in experimental class higher than students in control class.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties:

1. For teachers, they need to apply story mapping techniques in teaching writing recount texts, so students can be more easily understand and also attract students more in class, so that students are expected to have maximum results in learning. The researcher advised the teachers to try new methods of teaching in class one of which uses story mapping technique.
2. Teaching writing using story mapping techniques is more fun than conventional method, that are commonly used in the classroom.
3. For students, they must be more active in the class in especially writing stories. So they are accustomed to facing the text of the story. Especially recount text they can use story mapping strategies in writing stories as a guide in writing stories.

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APPENDICES

LESSON PLAN I

School **: SMAN 1 PALOPO**

Subject **: English**

Grade **: X**

Time **: 2 x 45 minutes**

I. Standard of competence

To express the meaning of short simple function writing text, in the form of recount text to interact with the surrounding environment

II. **Basic competence**

To express the meaning and steps of rhetoric in the short simple writing language accurately, properly, and acceptable to interact with the surrounding environment in the form of recount text

III. **Indicator**

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

Text : recount text

Theme : my holiday

Skill : writing

A. **Objective**

At the end of lesson, the students are able to write a draft of recount text

B. Materials

1. Material for presentation

- Recount text entitled

My Busy Holiday

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New

Year as I'm not Chinese but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up.

First like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor who is also my schoolmate visited me. She asked my help to finish her homework. At last, the time was running and the homework was successfully finished. An unpredictable moment happened after that. To my surprised, I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then, I always check my home work before having a holiday.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

- Explanation of social function, generic structure, and language features of recount text

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

  1. Orientation: inform the background information about who, when and where.
  2. Events: 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 conjunction and time connectives to the events
  3. The use of adverb to indicate time

2. **Material for practice**

TASK 1

In pairs, identify parts of this recount text using story mapping below:

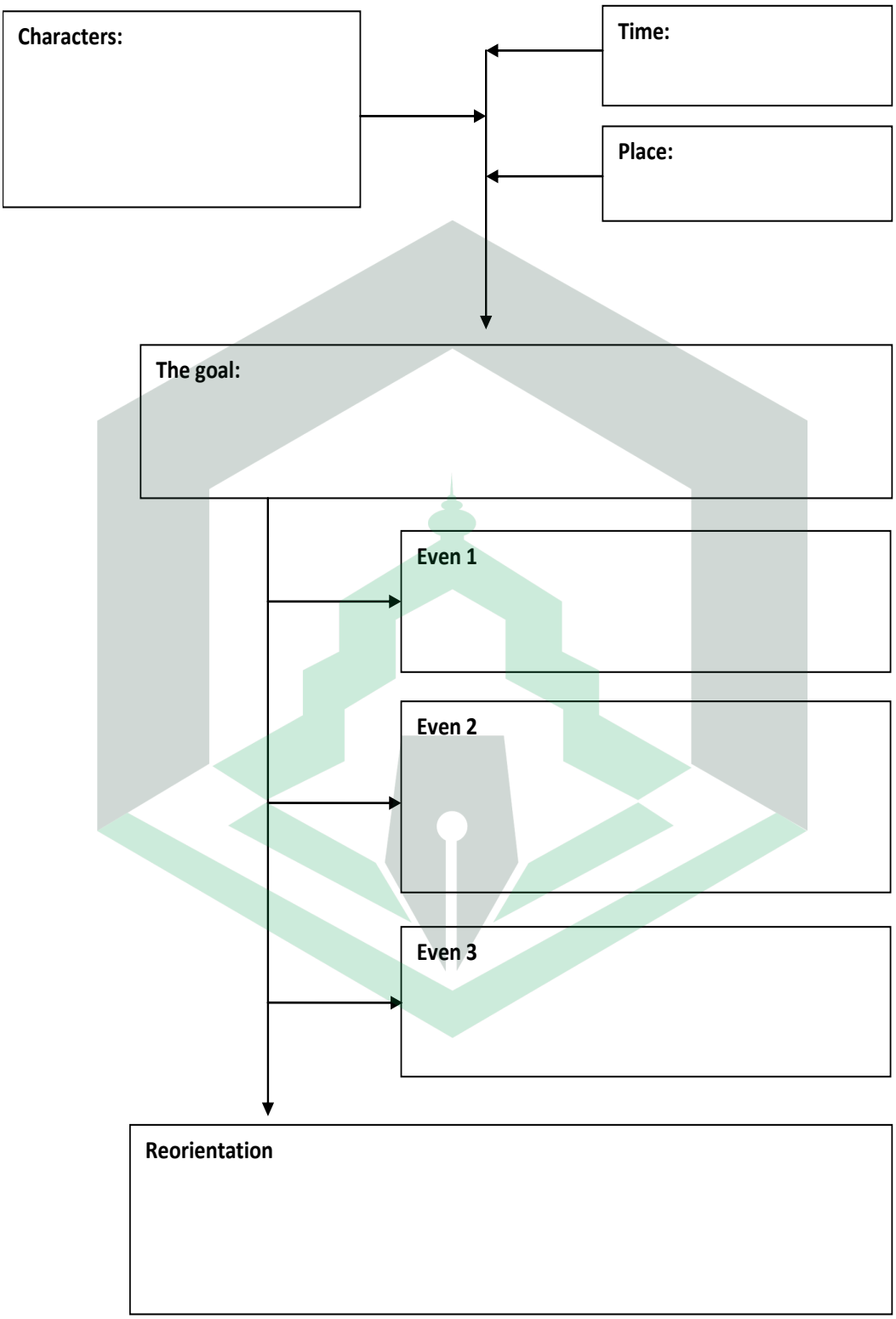
A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Title_____

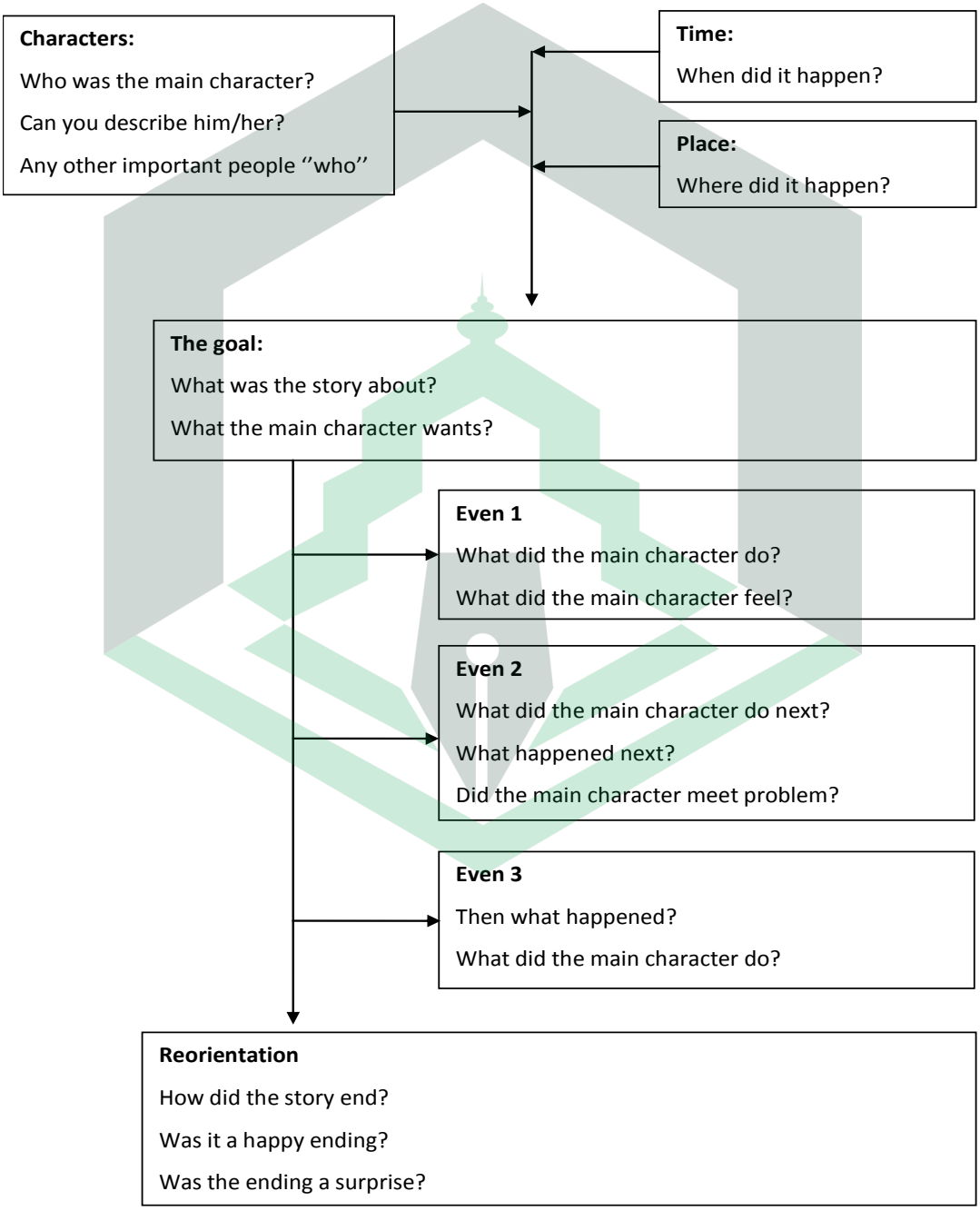

Characters:
Time:
Place:
The goal:
Even 1
Even 2
Even 3
Reorientation

3. Material for production

TASK 2

Make a draft of recount text based on your experience on the story mapping below

Title_____



C. Technique

PPP (presentation, practice, production)

D. Activities

1. Opening
   - Greeting to the students
   - Checking the students attendance
   - Checking the students readiness
   - Discussion the students' unforgettable experience
   - Mentioning the learning objective
2. Main activities
   - Showing recount text entitled ''my holiday'' and discuss it
   - Guiding the students identify the social function, generic structure, and language features of the text
   - Giving the students chances to ask if there is anything unclear
3. Practice
   - Asking the students to do task 1 (identify parts of a recount text using story mapping)
   - Checking the students works together with the students
   - Giving the students chances to ask if there anything unclear
4. Production
   - Asking the students to do task 2 (writing a draft of recount text based on a story mapping) and monitoring
   - Collecting the students writing
5. Closing the activities
   - Reviewing the lesson
   - Explaining the activities in the next meeting
   - Saying thank you and ending the lesson

E. Media

White board, worksheet

F. Sources

Relevant textbooks and other media that can help in the learning process

G. Assessment

- writing a draft of a recount text
- student are asked to make paragraph of recount text based on the theme

$$\text{score } x = \frac{\text{student's correct answer}}{\text{total number}} \text{ X } 100$$

90 - 100 is excellent

80 - 89 is good

70 – 79 is adequate

60 – 69 is inadequate

Below 60 is unacceptable

Palopo, January 2020

ASHAR DAUNG ALLO

NIM. 16 0202 0016

LESSON PLAN I

School **: SMAN 1 PALOPO**

Subject **: English**

Grade **: X**

Time **: 2 x 45 minutes**

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III.

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Skill : writing

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I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

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TASK 1

In pairs, identify parts of this recount text

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We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

3. **Material for production**

TASK 2

Make a recount text based on your experience

C. Technique

PPP (presentation, practice, production)

D. Activities

1. Opening
    - Greeting to the students
    - Checking the students attendance
    - Checking the students readiness
    - Discussion the students' unforgettable experience
    - Mentioning the learning objective
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5. Closing the activities
    - Reviewing the lesson
    - Explaining the activities in the next meeting
    - Saying thank you and ending the lesson

E. Media

White board, worksheet

F. Sources

Relevant textbooks and other media that can help in the learning process

G. Assessment

- Writing a recount text
- student are asked to make paragraph of recount text based on the theme

score $x = \frac{\text{student's correct answer}}{\text{total number}}$ X 100

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80 - 89 is good

70 – 79 is adequate

60 – 69 is inadequate

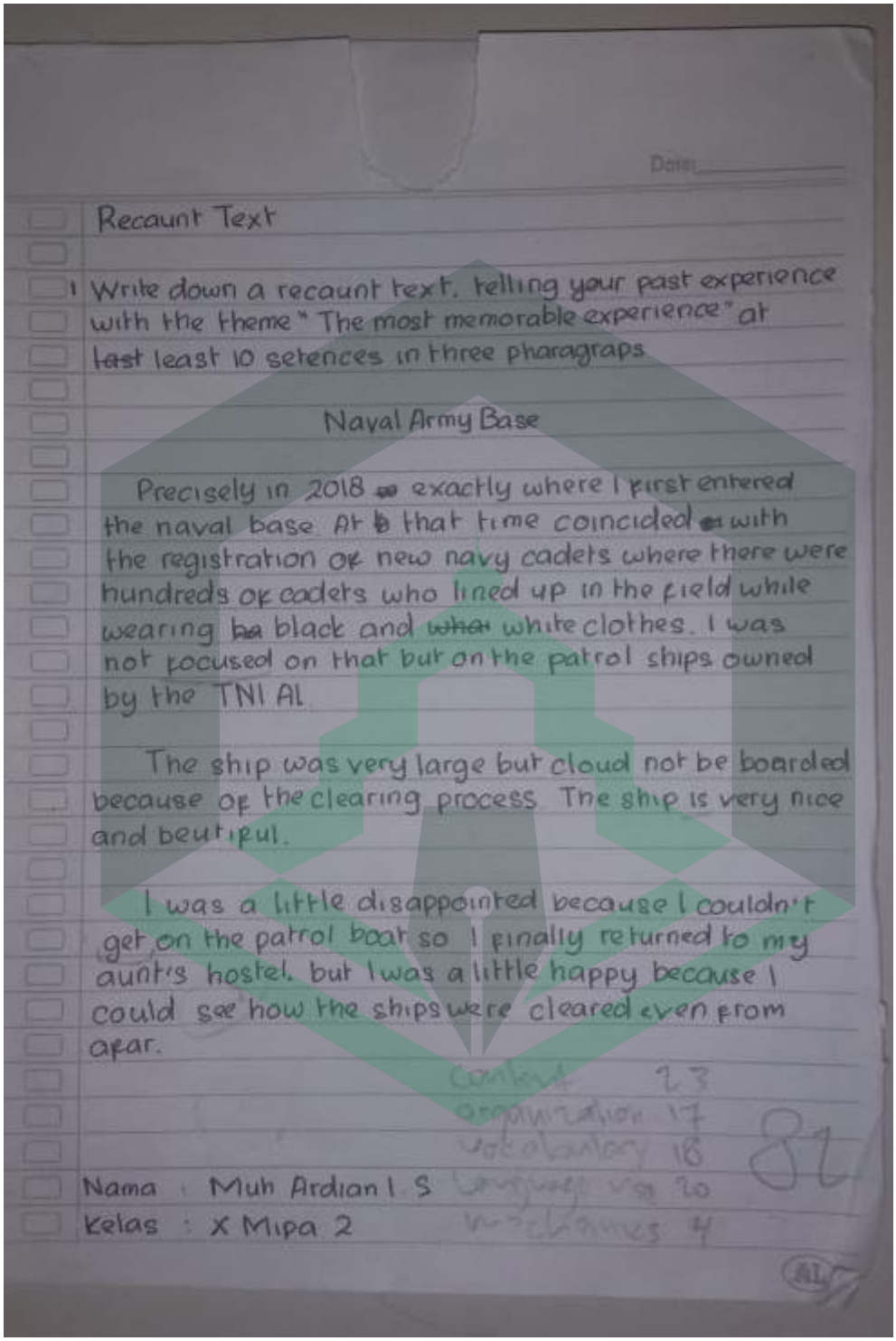
Below 60 is unacceptable

Palopo, January 2020

ASHAR DAUNG ALLO

NIM. 16 0202 0016

a. Student who got higher score of pre-test in control class



Recaunt Text

1 Write down a recaunt text. telling your past experience with the theme " The most memorable experience" at last least 10 setences in three pharagraps

Naval Army Base

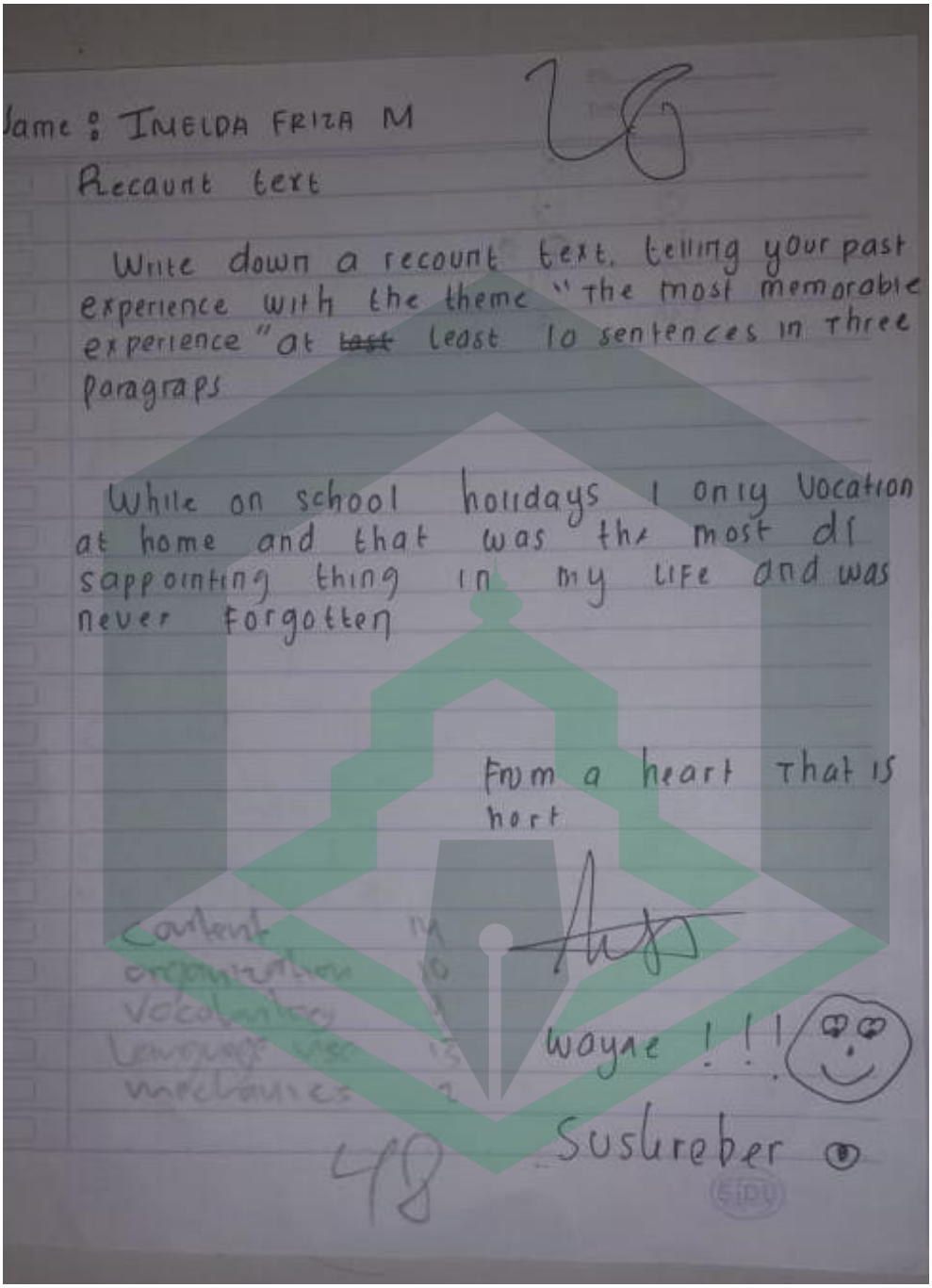
Precisely in 2018 exactly where I first entered the naval base At that time coincided with the registration of new navy cadets where there were hundreds of cadets who lined up in the field while wearing black and white clothes. I was not focused on that but on the patrol ships owned by the TNI AL

The ship was very large but cloud not be boarded because of the clearing process The ship is very nice and beutiful.

I was a little disappointed because I couldn't get on the patrol boat so I finally returned to my aunt's hostel. but I was a little happy because I could see how the ships were cleared even from afar.

Nama : Muh Ardian I S
Kelas : X Mipa 2

b. Student who got lower score of pre-test in control class



Name : INELDA FRIZA M

Recount text

Write down a recount text, telling your past experience with the theme "the most memorable experience" at ~~last~~ least 10 sentences in three paragraps

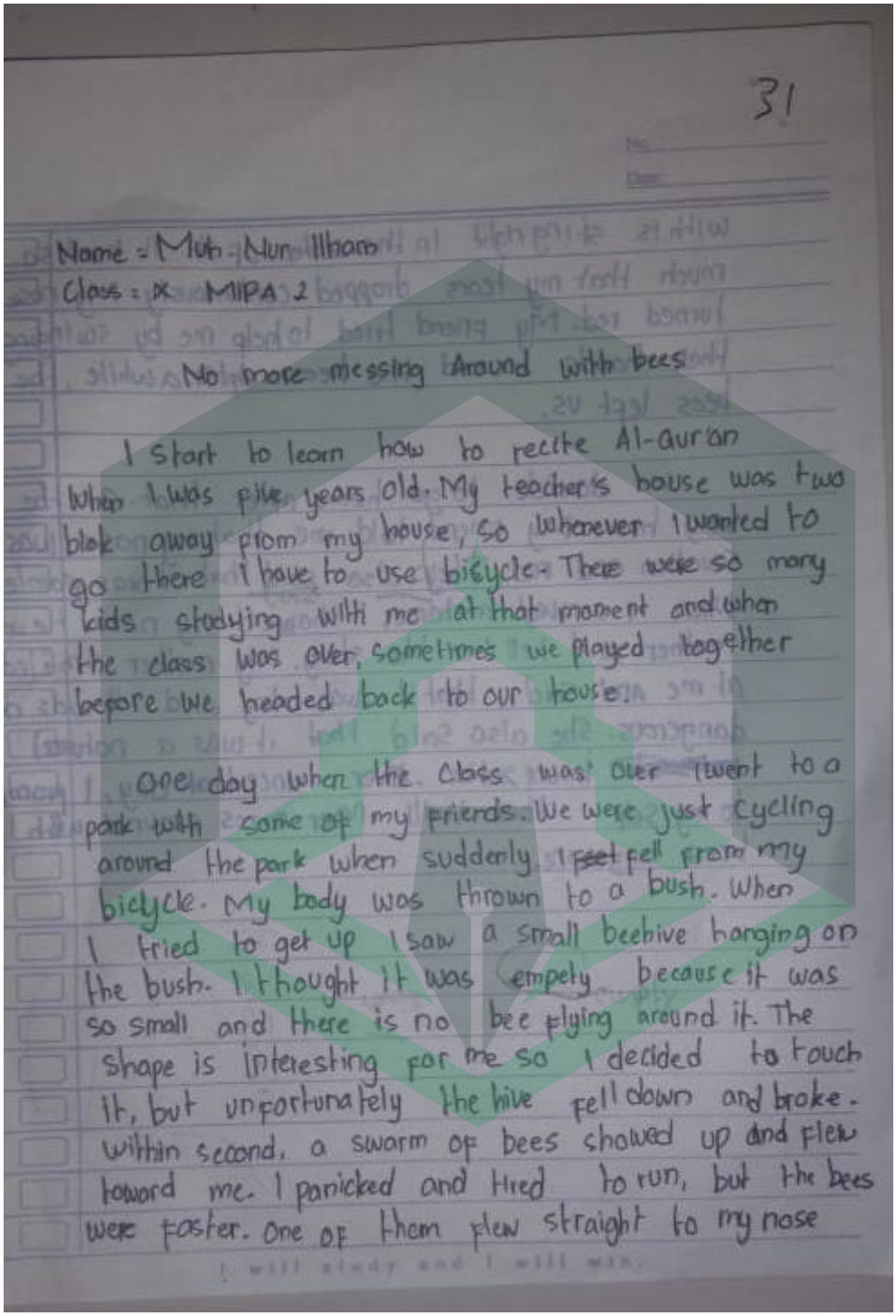
While on school holidays I only vocation at home and that was the most disappointing thing in my life and was never forgotten

From a heart that is hort

wayne !!!

Susureber

c. Student who got higher score of post-test in control class



31

Name : Muh. Nur Ilham
Class : X MIPA 2

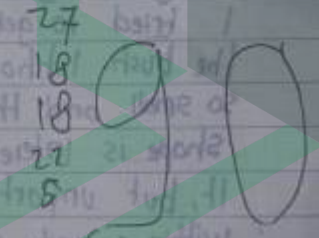
No more messing Around with bees

I start to learn how to recite Al-qur'an When I was five years old. My teacher's house was two blok away from my house, so whenever I wanted to go there I have to use bicycle. There were so many kids studying with me at that moment and when the class was over, sometimes we played together before we headed back to our house.

One day when the class was over I went to a park with some of my friends. We were just cycling around the park when suddenly I ~~feel~~ fell from my bicycle. My body was thrown to a bush. When I tried to get up I saw a small beehive hanging on the bush. I thought it was empety because it was so small and there is no bee flying around it. The shape is interesting for me so I decided to touch it, but unfortunately the hive fell down and broke. within second, a swarm of bees showed up and flew toward me. I panicked and tried to run, but the bees were faster. One of them flew straight to my nose

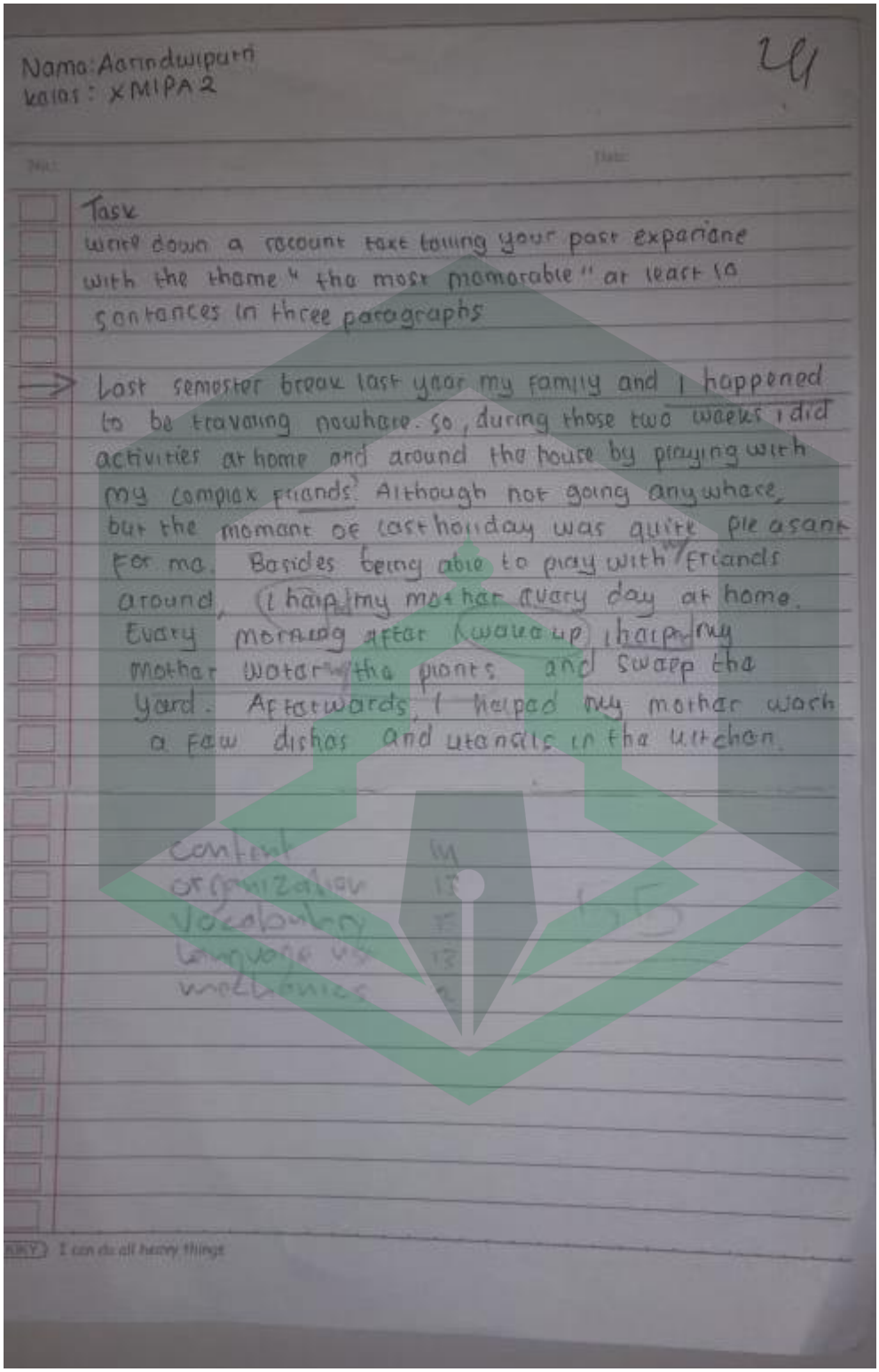
with is sting right in the center of it. it hurt so much that my tears dropped continuously. My nose turned red. My friend tried to help me by swinging their hands toward the bees. After a while, the bees left us.

we decide to go home after that. on the way home. My friend told me that my nose was swollen and red. They also said that it was pointed. When I arrived at home, I showed my nose to my mother and tell her the story. My mother smiled at me and said that it was okay and it was not dangerous. She also said that it was a natural ~~[illegible]~~ imunization. Ever since that day, I promise to my self that I will never mess around with bees anymore.



Optimism is the key to success.

d. Student who got lower score of post-test in control class



Nama: Aarindwiputri
kelas: XMIPA 2

24

Task
write down a recount text telling your past experience with the theme " the most memorable " at least 10 sentences in three paragraphs

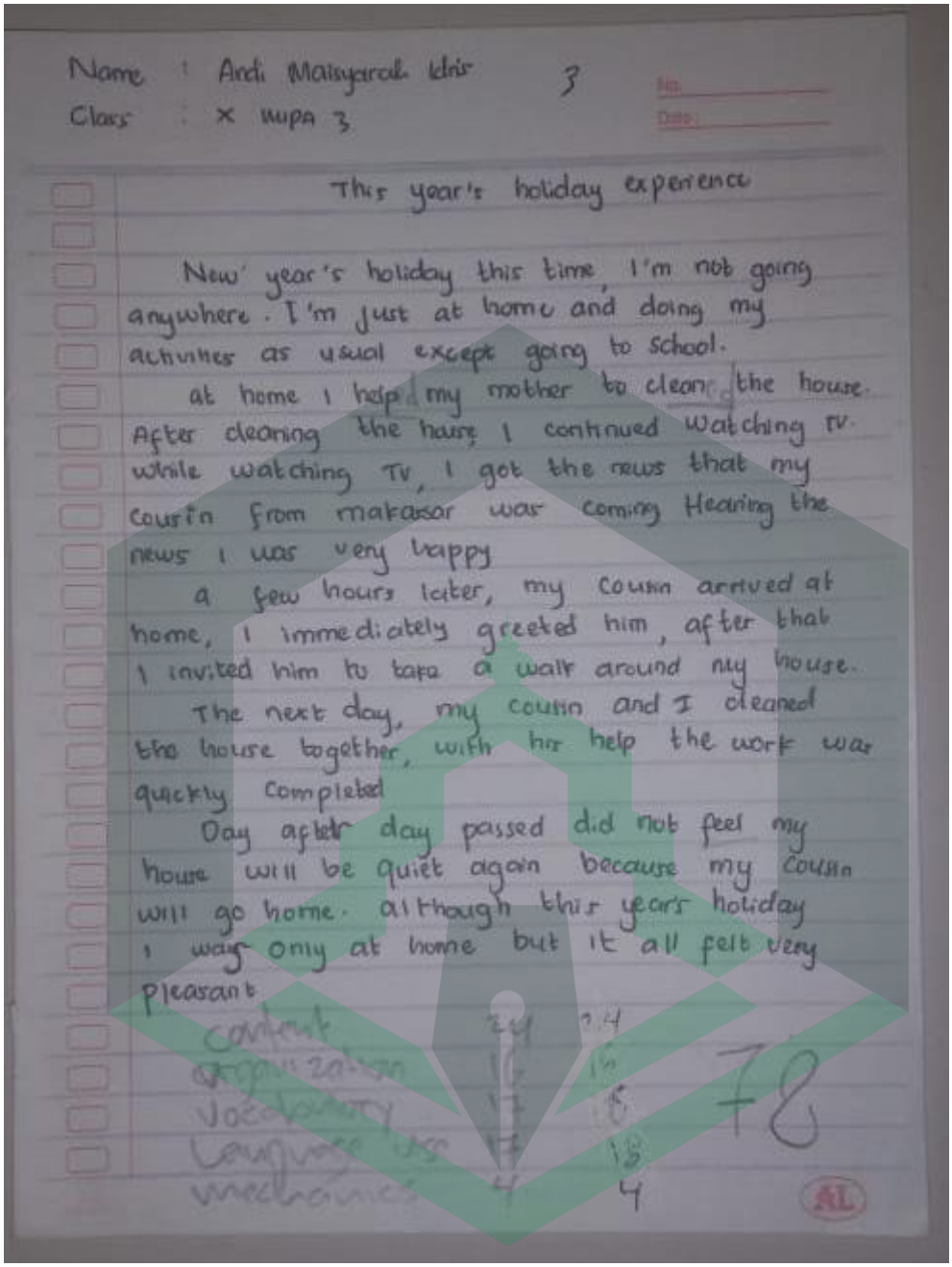
Last semester break last year my family and I happened to be traveling nowhere. So, during those two weeks I did activities at home and around the house by playing with my complex friends. Although not going anywhere, but the moment of last holiday was quite pleasant for me. Besides being able to play with my friends around, I help my mother every day at home. Every morning after I wake up I help my mother water the plants and sweep the yard. Afterwards, I helped my mother wash a few dishes and utensils in the kitchen.

content 14
organization 13
vocabulary 5
language use 13
mechanics 2

65

I can do all heavy things

e. Student who got higher score of pre-test in experimental class



Name : Ardi Maisyarah Idris 3
Class : X MIPA 3

This year's holiday experience

New year's holiday this time, I'm not going anywhere. I'm just at home and doing my activities as usual except going to school.

at home I help my mother to clean the house. After cleaning the house, I continued watching TV. while watching TV, I got the news that my cousin from makassar was coming. Hearing the news I was very happy.

a few hours later, my cousin arrived at home, I immediately greeted him, after that I invited him to take a walk around my house.

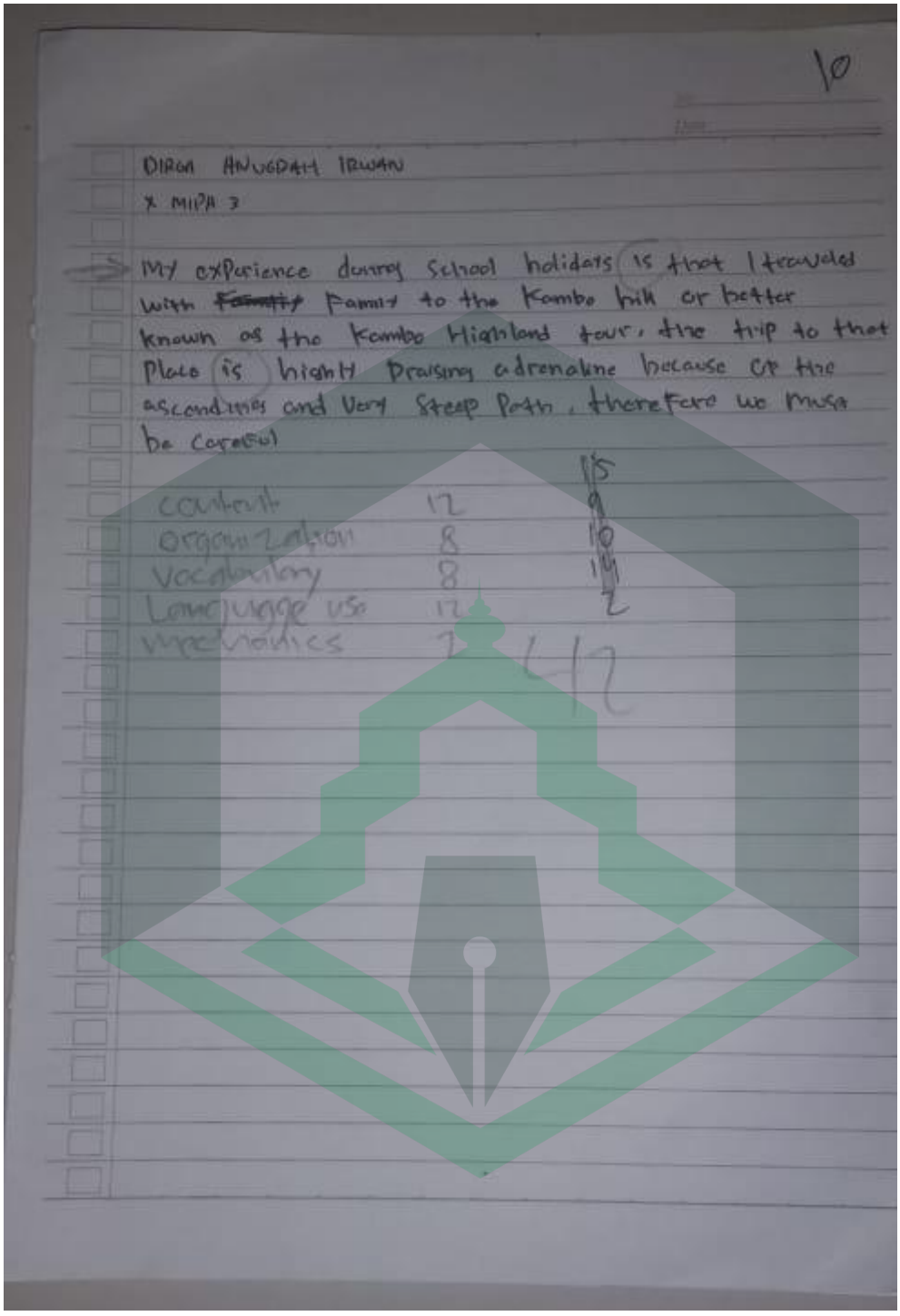
The next day, my cousin and I cleaned the house together, with his help the work was quickly completed.

Day after day passed did not feel my house will be quiet again because my cousin will go home. although this years holiday I was only at home but it all felt very pleasant.

78

AL

f. Student who got lower score of pre-test in experimental class



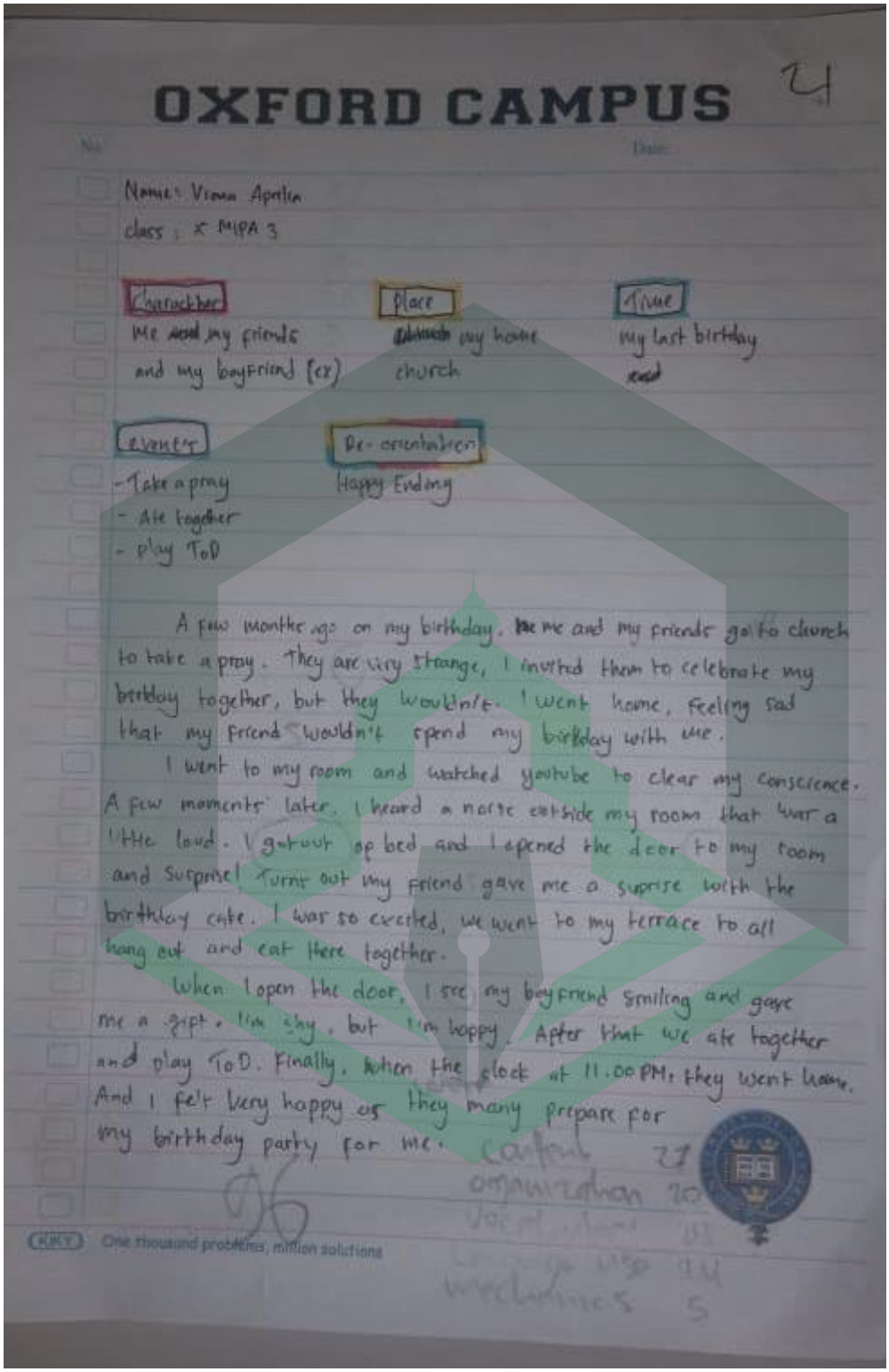
10

DIRGA ANUGRAH IRWAN
X MIPA 3

My experience during school holidays is that I traveled with ~~family~~ family to the Kambo hill or better known as the Kambo Highland tour. the trip to that place is highly praising adrenaline because of the ascending and very steep path. therefore we must be careful

content	17	15
organization	8	9
vocabulary	8	10
Language use	17	14
mechanics	7	2
	47	17

g. Student who got higher score of post-test in experimental class



OXFORD CAMPUS

4

Name: Vrona Aprilia
class : X MIPA 3

Character
Me ~~and~~ my friends and my boyfriend (ex)

Place
~~church~~ my home
church

Time
my last birthday

Events
- Take a pray
- Ate together
- play ToD

Re-orientation
Happy Ending

A few months ago on my birthday, ~~he~~ me and my friends go to church to take a pray. They are very strange, I invited them to celebrate my birthday together, but they wouldn't. I went home, feeling sad that my friend wouldn't spend my birthday with me.

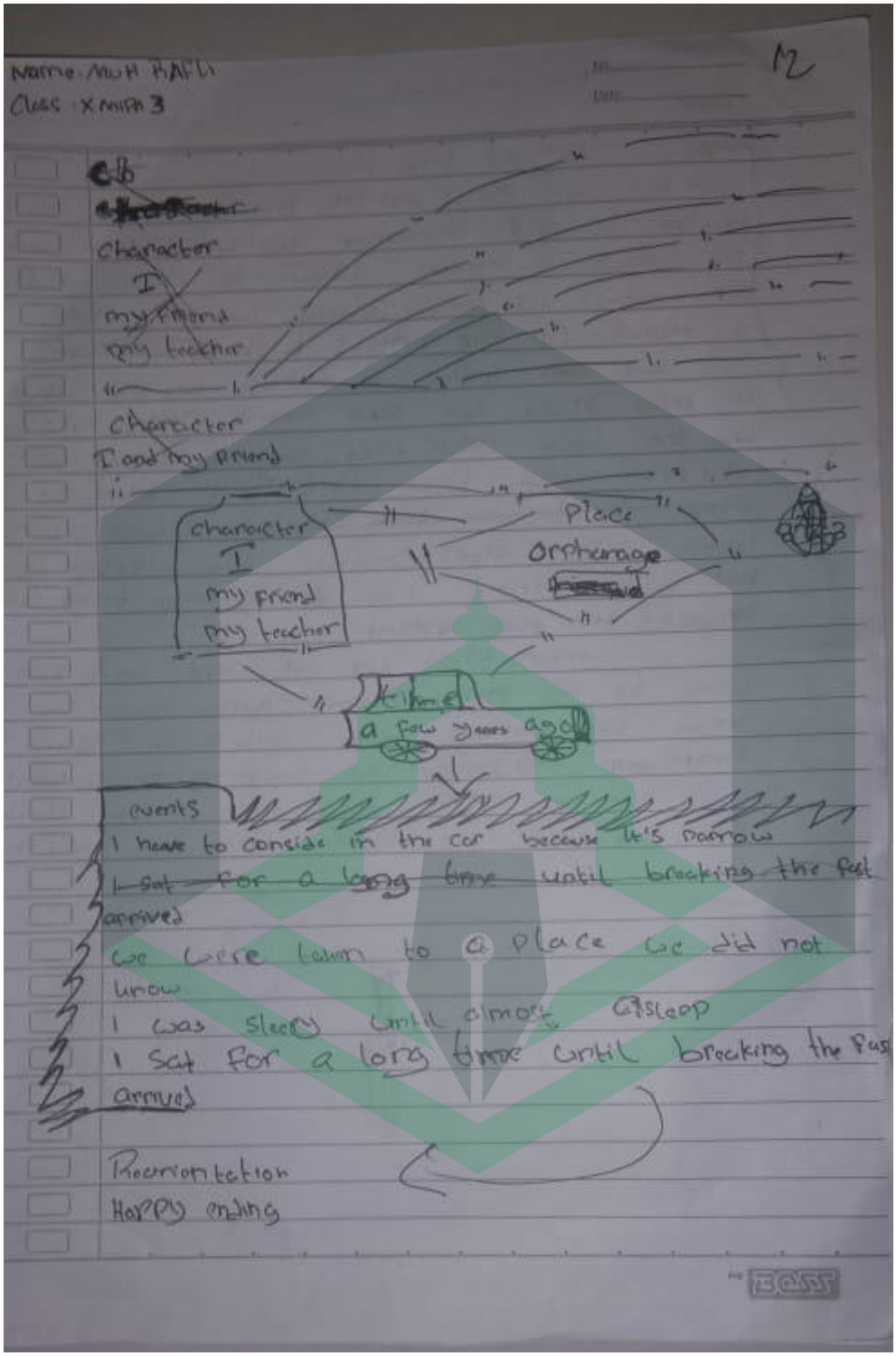
I went to my room and watched youtube to clear my conscience. A few moments later, I heard a noise outside my room that was a little loud. I got out of bed and I opened the door to my room and surprise! Turns out my friend gave me a suprise with the birthday cake. I was so excited, we went to my terrace to all hang out and eat there together.

When I open the door, I see my boyfriend smiling and gave me a gift. I'm shy, but I'm happy. After that we ate together and play ToD. Finally, when the clock at 11.00 PM, they went home. And I felt very happy as they many prepare for my birthday party for me.

content 21
organization 20
vocabulary 13
language use 14
mechanics 5

KIKY One thousand problems, million solutions

h. Student who got lower score of post-test in experimental class



Time

at that time

A few years ago I and my friends invited by my teacher to an orphanage we waited for the car for about 10 minutes I have to conside in the car because it's narrow when we get there we picked up the orphans to go ~~to place~~

we were taken to a place we did not know in that place we saw many chairs and we sat down after that someone comes to the front and then that person spur out ~~when the lecture just started~~ I was sleepy until almost slept because that person talked for a long time I sit for a long time until breaking the fast arrived

after that we eat and wait for time to go home before going home we bring the orphans back when we got near our residence we were given a meal

For me that daily was very Pleased for me and I hope it can happen again

14

Content	13
organization	14
Vocabulary	14
Language use	17
mechanics	3

ANSA
MIPA3

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PANITIA PELAKSANA ORIENTASI PENGENALAN AKADEMIK DAN KEMAHASISWAAN

Sertifikat

Nomor :

Diberikan kepada:

.....

sebagai:

PESERTA

Dalam kegiatan **Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK)** Institut Agama Islam Negeri (IAIN) Palopo Tahun 2016 yang diselenggarakan pada tanggal 29 s.d. 31 Agustus 2016 di Kampus IAIN Palopo.

Palopo, 01 September 2016
Ketua Panitia Pelaksana,

Dr. H. HARIS KULLE, Lc., M.A.
NIP 19700623 200501 1 001

Mengetahui:
Rektor IAIN Palopo,

Dr. ABDUL PIROL, M.Ag.
NIP 19691104 199403 1 004

PAS PHOTO
3 x 4

1201919009138 6

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN

NOMOR : 1386/IP/DPMPTSP/XI/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: ASHAR DAUNG ALLO
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Binturu Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 16 0202 0016

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING STORY MAPPING TECHNIQUE IN TEACHING WRITING AT THE FIRST GRADE OF SMAN 1 PALOPO

Lokasi Penelitian	: SMA NEGERI 1 PALOPO
Lamanya Penelitian	: 13 November 2019 s.d. 31 Januari 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-*ketentuan tersebut di atas.*

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 November 2019
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 1 PALOPO

Alamat :- Jl. Andi Pangerang No.4 Telp (0471) – 21050 Fax. (0471) – 327378 Palopo
- www. sman1-plp.sch.id& E-mail : palopo.smansa@gmail.com

SURAT KETERANGAN HASIL PENELITIAN

Nomor : 420/ 0013-UPT. SMA.1/PLP/DISDIK

Yang bertandatangan dibawah ini, Kepala UPT SMA Negeri 1 Palopo Kota Palopo Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: **ASHAR DAUNG ALLO**
Nomor Pokok	: 1602020016
Jenis Kelamin	: Laki-laki
Program Studi	: Bahasa Inggris
Pekerjaan	: Mahasiswa IAIN Palopo

Benar telah melaksanakan penelitian pada UPT SMA Negeri 1 Palopo dalam rangka penyusunan Skripsi yang berjudul **"Using Story Mapping Technique In Teaching Writing At The First Of SMAN 1 Palopo''.**

Penelitian dilaksanakan pada tanggal 13 November 2019 s/d 31 Januari 2020

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 23 Januari 2020

Kepala UPT SMA Negeri 1 Palopo

PEMERINTAH PROVINSI SULAWESI SELATAN UPT SEKOLAH MENENGAH ATAS NEGERI 1 KOTA PALOPO DINAS PENDIDIKAN

MUHAMMAD ARSYAD, S.Pd.
NIP. 19700223 199803 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO

Syahadah

Nomor : In.19/PP/UPT/MA'HAD AL-JAMI'AH/ 653 /VII/2017

Diberikan kepada :

ASHAR DAUNG ALLO

NIM : 16 0202 0016

Setelah mengikuti Program Ma'had Al-Jami'ah Institut Agama Islam Negeri Palopo
Sebagai tanda bukti diberikan Syahadah ini berikut hak sesuai dengan peraturan yang berlaku
Dikeluarkan di Palopo pada tanggal Empat Juli Dua Ribu Tujuh Belas

Rektor IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIP 19691104 199403 1 004

Kepala Unit
Ma'had Al-Jami'ah IAIN Palopo

Prof. Dr. H. M. Said Mahmud, Lc.M.A
NIP 19490823 198603 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALOPO

TRANSKRIP NILAI

MAHASISWA PROGRAM MA'HAD AL-JAMI'AH

N A M A : **ASHAR DAUNG ALLO**
N I M : 16 0202 0016
KELOMPOK : BIG D

NO	MATA KULIAH	SEMESTER	NILAI	
			ANGKA	HURUF
1	Metode Baca Tulis Al-Qur'an	I	80	B+
2	Bahasa Arab	I	80	B+
3	Pengamalan Sunnah	II	80	B+
4	Akidah Akhlak	II	90	A
5	Teori & Praktik Ibadah	II	85	A
JUMLAH			**415**	
RATA-RATA			**83**	

Predikat Kelulusan : Amat Baik / Baik / Cukup / Kurang

Palopo, 04 Juli 2017
KEPALA UNIT
MA'HAD AL-JAMI'AH IAIN PALOPO,

Prof. Dr. H. M. Said Mahmud, Lc., M.A.
Nip. 19490823 198603 1 001

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 1011 TAHUN 2019
TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang :
a. Bahwa demi kelancaran proses penyusunan dan penulisan skripsi bagi mahasiswa strata S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan penulisan skripsi.
b. Bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui surat Keputusan Dekan.

Mengingat :
1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO

Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;

Kedua : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan penyusunan skripsi dan pedoman akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo.

Ketiga : Pembimbing Skripsi juga bertugas selaku penguji Mahasiswa yang dibimbing pada seminar hasil penelitian dan ujian Munaqasyah Skripsi.

Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2019.

Kelima : Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan didalamnya.

Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di : Palopo
Pada Tanggal : 18 Juli 2019

Dekan,

Nurdin K

Tembusan :
1. Rektor
2. Ketua Prodi
3. Pertinggal

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NO : 1011 TAHUN 2019
TANGGAL : 18 JULI 2019
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI PALOPO

I Nama Mahasiswa : Ashar Daung Allo

NIM : 16 0202 0016

Program Studi : Pendidikan Bahasa Inggris

II Judul Skripsi : **Using story Mapping Technique to Improve the writing ability of Grade VIII at SMPN 8 Palopo**

III Tim Dosen Pembimbing :

A. Pembimbing Utama (I) : Wahibah, S.Ag., M.Hum

B. Pembantu Pembimbing (II) : Dr. Magfirah Thayyib, S.S., M.Hum

Palopo, 18 Juli 2019

Dekan,

Nurdin K

IAIN PALOPO

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0011 TAHUN 2020
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang :
a. bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;

Mengingat :
1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO

Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;

Kedua : Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;

Ketiga : Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;

Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;

Kelima : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;

Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 16 Juni 2020

Dekan,

Nurdin K.

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKUTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0011 TAHUN 2020
TANGGAL : 16 JUNI 2020
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

I. Nama Mahasiswa : Ashar Daung Allo
NIM : 16 0202 0016
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

II. Judul Skripsi : Using Story Mapping Technique in Teaching Writing at the First Grade of SMAN 1 Palopo

III. Tim Dosen Penguji :
Ketua Sidang : Amaliah Yahya, S.E., M.Hum.
Penguji (I) : Dr. Masruddin, S.S.,M.Hum
Penguji (II) : Jufriadi, S.S.,M.Pd.
Pembimbing (I) : Wahibah, S.Ag.,M.Hum.
Pembimbing (II) : Dr. Magfirah Thayyib, S.S.,M.Hum.

Dekan,

Nurdin K.

RIWAYAT HIDUP

Ashar Daung Allo, lahir di lasusua pada tanggal 05 februari 1997. Penulis merupakan anak kelima dari lima bersaudara dari pasangan seorang ayah bernama Bahar M. dan ibu Nurhammasia. Saat ini, penulis bertempat tinggal di Perum. Bumi Permata Benteng. Blok. B No. 5. Wara Selatan kota Palopo. Pendidikan dasar penulis diselesaikan pada tahun 2009 di SDN 1 Rante Limbong. Kemudian di tahun yang sama menempuh pendidikan di SMPN 2 Lasusua hingga tahun 2012. Penulis menjabat sebagai wakil ketua osis dan aktif dalam berbagai organisasi extrakulikuler diantanya taekwodo dan pramuka. dan Pada tahun 2012 melanjutkan pendidikan di SMAN 1 Lasusua. Tahun 2015 penulis menjuarai pekan olahraga antar daerah taekwondo di buton utara danjuga KTTC Kendari sukses menjadi juara sekaligus the best player. Setelah lulus SMA ditahun 2015, penulis melanjutkan pendidikan di bidang yang ditekuni, yaitu di prodi Pendidikan Bahasa Inggris fakultas tarbiyah Institut Agama Islam Negeri (IAIN) Palopo.