

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing skill is an important aspect of learning English. In the context of learning at the junior high school level, writing narrative texts is one of the basic competencies that students must master in accordance with the 2013 curriculum. Writing narrative texts is the activity of writing stories that aim to entertain the reader, such as imaginary stories, real life stories, or fables (Mufida, 2020). Through narrative text writing activities, students can learn to organize ideas, develop story lines, and students are required to achieve basic competency which is marked by achieving a standard score for the 2013 curriculum Minimum Completeness Criteria (MCC) of 75. Through this research, teacher could contribute to developing more effective and innovative writing teaching method.

Based on a telephone interview on December 2nd, 2024, with an eighth-grade English teacher at SMP Negeri 2 Mandrehe Utara, it was found that many eighth-grade students still have difficulty writing good, structured narrative texts. The teacher explained that most students tend to write stories without following a generic structure, often omitting important parts such as orientation or resolution, and many of them are still confused about using past tense verbs. This is indicated by the average writing score being below the Minimum Completeness Criteria (MCC), the lack of students' skills in organizing ideas, and the minimal use of innovative learning strategies. To validate the information obtained during the telephone interview, the researcher then visited the school in person to confirm the data and observe similar conditions in the students' writing performance. The reality shows that students often struggle to start their stories, jumping directly to the climax without building context, and ending the story abruptly without proper resolution. These findings are in line with the research by Rahmawati et al. (2020), which revealed that the main challenges in writing narrative texts are students' difficulties in developing storylines, using linguistic elements

appropriately, such as tense errors, action verbs, and time conjunctions, and applying complete text structures, such as orientation, complication, and resolution, so that stories often end abruptly without conflict or resolution. This condition is worth further investigation.

As revealed in interview with English teacher at SMP Negeri 2 Mandrehe Utara, one of the learning methods used by teacher to help students write narrative texts is concept mapping. Concept mapping is used as a good method to help students remember the information presented in the text. To do this, they must take keywords and connect them with other keywords. Concept mapping will help them connect ideas and get the main idea or main idea of the text Efriani (2022). This method has been widely used in English learning, especially in improving writing skills. This concept mapping method has also been used by eighth-grade English teachers at SMP Negeri 2 Mandrehe Utara.

In the context of teaching English, the ability to write narrative texts is an important but complex skill for junior high school students. Several previous studies such as (Anta et al., 2022) which proves that the use of the concept mapping method can significantly improve students' ability to write narrative texts which is clearly visible from the first cycle to the second cycle in terms of structure, storyline and writing creativity and students are able to produce narrative texts that are more structured and meaningful, thereby encouraging an improvement in their overall writing skills. Although some studies such as (Usman et al., 2020) have shown the potential of concept mapping in improving writing skill, but the focus on narrative texts at the junior high school level is still very limited. Likewise, research by (Susanti et al., 2023), the use of concept mapping has proven to be effective in improving students' English narrative text writing skill. The research results show that the concept mapping method helps students organize ideas, develop story lines, and significantly improve the quality of their narrative writing.

Although concept mapping has been recognized as an effective method for improving writing skills, there was a theoretical gap in understanding in depth how this method can specifically improve students' abilities in writing

narrative texts in the junior high school context. From three previous researchers focused more on improving students' abilities in writing narrative text using the concept mapping method, so there is still a gap to study the implementation of concept mapping in writing narrative texts. Because based on the reality that occurs, even though students have used the concept mapping method, it turns out that there are still difficulties in developing a structured story line. In line with research by (Usman et al., 2020) it has been identified that students often experience difficulties in developing ideas, text structure, and use of language in writing narrative texts.

In research on narrative writing through concept mapping, there was a lack of detailed empirical studies on the implementation of concept mapping in improving the ability to write narrative texts, especially in island regions with unique social and cultural characteristics. This is reinforced by (Menggo, 2022) findings which emphasize the need for a contextual method in teaching writing, which takes into account students' backgrounds and characteristics.

This research aimed to describe the difficulties of eighth grade students of SMP Negeri 2 Mandrehe Utara in writing narrative texts even though they have used concept mapping as a learning strategy. It is expected that the results of this research can provide a more comprehensive understanding of this problem and become input for teachers to design more effective learning to write narrative texts (Pratiwi et al., 2023).

Therefore, the researcher has conducted a research entitled "**Students' Ability in Writing Narrative Text Through Concept Mapping Implementation at the Eighth Grade of SMP Negeri 2 Mandrehe Utara**".

1.2 Focus of the Research

This research focused on describing students' abilities in writing narrative texts and identifying students' difficulties in writing narrative texts through concept mapping implementation at the eighth grade of SMP Negeri 2 Mandrehe Utara.

1.3 Formulation of the Problem

Based on the focus of the research, the research questions are formulated as follows :

- 1) What is the ability of eighth grade students at SMP Negeri 2 Mandrehe Utara in writing narrative text through concept mapping?
- 2) What are the difficulties faced by students at SMP Negeri 2 Mandrehe Utara in writing narrative texts through concept mapping?

1.4 Objective of the Research

Based on the problems studied, this research aims :

- 1) To describe the ability of students at SMP Negeri 2 Madrehe Utara in writing narrative texts through concept mapping.
- 2) To describe the difficulties students face in writing narrative texts through the concept mapping.

1.5 Significance of the Research

There are several the significance of this research, as follows:

- 1) The theoretical benefits of this study are to enrich the understanding of teaching method for writing narrative texts, particularly through the concept mapping method which can provide new insights in developing students' writing skill and support innovative pedagogical approaches in teaching English at the junior high school level.
- 2) Practically:
 - a) For researcher
 1. To describe the ability of students at SMP Negeri 2 Madrehe Utara in writing narrative texts through concept mapping.
 2. To describe the difficulties students face in writing narrative texts through concept mapping.
 - b) For teachers
 1. To find out the use of appropriate methods in teaching writing narrative texts.

2. To obtain information about students' difficulties in writing narrative texts using the concept mapping method.
- c) For students
 1. To obtain new method in developing creative thinking abilities.
 2. To increase students' interest in writing narrative texts.
 - d) For the University of Nias, the results of this study have the potential to improve the campus' ranking in the research field, by making a significant contribution to the development of science and strengthening the campus' academic reputation in the educational environment.
 - e) For future researchers, this research can be a reference for further research on the use of concept mapping in teaching narrative texts, as well as providing insight into the challenges and method that can be applied in developing students' writing skills at a higher level or in other schools.