

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing

1) Definition of Writing

One of the important components of English language teaching is writing skill, which not only improve students' communication skill but also critical and creative thinking abilities. Writing in the context of English teaching not only produces accurate and grammatical texts, but also introduces ideas in a coherent and relevant manner. (Hyland et al., 2023) defines writing as a comprehensive process that enables students to express their ideas, thoughts, and opinions clearly and concisely while paying attention to syntax, grammatical structure, and the proper context of communication. In other words, the purpose of writing was not only to explain linguistic rules, but also to show the type of writing that can be understood by readers.

The development of critical and analytical thinking skills is also closely related to the English language teaching process. In this context, writing skill advise students to think logically, explain ideas clearly, and connect concepts related to a text. (Siregar et al., 2023) state that writing as the result of a complex process involving planning, drafting, checking, and revising, where each stage plays an important role in the formation of the final text, allowing the writer to organize ideas, refine language, ensure cohesiveness, and ultimately produce a well structured and clear piece of writing. Teaching therefore encompasses more than just technical instruction it also includes method that allow students to explore language in a creative and critical way.

As part of language skills, writing in English language teaching also contributes significantly to students' ability to understand linguistics such as vocabulary, grammar, and reader comprehension. Writing is the process of expressing ideas, feelings, or information in a structured and clear manner so that it can be understood by readers (Isna, 2025).

Therefore, writing in English requires some technical skills, but also includes cognitive and affective aspects that encourage students to continuously improve their language proficiency.

2) Types of Writing

According to the context and the diversity of writers conveying information, each type of writing has unique characteristics, purposes, and structures. Understanding different forms of writing can not only help write better but also help students understand and express the diversity of expression through written language. The following, (Ariyanti, 2020) state that there are 6 types of writing, including :

1. Narrative

A narrative is a series of texts written to inform, educate, or inform the reader by presenting events or experiences in a concise manner. In narrative writing, the author uses storylines, characters, settings, and conflicts to present an interesting and evocative story so that readers can understand and sympathize with the characters described in detail.

2. Description

Description is a way of putting a situation or an object into words because it organizes information about the object or scene to be described in a way that best expresses a sensual image.

3. Classification

Classification is another method that emphasizes structure; it organizes content based on logical principles rather than time or location.

4. Argumentation

In contrast to persuasion, argumentation is more logical. Instead of trying to connect emotionally with the reader, it aims to clarify a subject. The goal is to elicit action from the reader. Unlike persuasion, argumentation is more logical. It is designed

to clarify a subject rather than elicit a response from the reader. The goal is to elicit action from the reader.

5. Analysis

Analysis involves breaking things down and determining how their components relate to each other to understand how the subject of analysis is interrelated. It is a method of observing and writing about something that has been specifically observed.

6. Synthesis

The most extensive and comprehensive type of academic writing is synthesis. The writer develops a thesis in synthesis by utilizing research and analysis evidence and argument structure.

Meanwhile, (Isna, 2025) state that there are several types of writing, as follows :

1. Descriptive writing is a type of writing that aims to describe an object, place, person, or situation in detail and clearly, so that readers can almost see or feel what is being described.
2. Narrative writing presents a story or series of events arranged chronologically, usually with an orientation, complication, and resolution structure. This text aims to entertain or convey a message through characters, setting, conflict, and a clear storyline.
3. Expository or analytical writing is used to explain, clarify, or analyze an idea or information logically and systematically. This type of writing is informative and objective, often used in academic contexts such as scientific essays, research reports, or theses.
4. Persuasive writing aims to convince readers to accept the writer's opinion or argument through the presentation of logical reasons, strong evidence, and persuasive language. It is commonly used in opinion articles, academic debates, or the argument section of scientific writing.

Based on the types of explanations above, it can be seen that types of writing are forms of writing that have different purposes and structures, such as describing something in detail through descriptive writing, recounting events or experiences in a narrative, explaining or analyzing information logically and objectively in expository or analytical writing, and convincing readers through strong arguments in persuasive writing. In addition, there is also classification writing, which groups ideas based on logical principles, analytical writing, which explains the relationships between parts, and synthesis writing, which combines various pieces of information into a single understanding. This shows that writing involves a variety of thinking skills and the communication of ideas in accordance with the desired communicative purpose.

2) The Writing Process

Writing is an art that combines creativity with technical skills in word processing. Every memorable piece of writing begins with a deep understanding of the purpose and message you want to convey to the reader. The writing process is not just an activity of stringing words into sentences, but a journey of exploration to find the best way to express ideas. Just as a writer also needs a careful preparation stage before starting to pour ideas into writing.

(Ariyanti, 2020) state that there are four stages in the writing process, including the following:

1. Pre-writing is a crucial early stage in the writing process, where a writer begins to explore and collect ideas to be developed. At this stage, the writer can use various techniques such as brainstorming, mind mapping, or research to collect materials relevant to the topic to be written. Careful preparation in the pre-writing stage will greatly help the smoothness of the subsequent writing process, because the writer already has a clear direction and framework of what will be written.

2. Drafting is the stage where the writer begins to put their ideas into the form of initial writing without thinking too much about perfection. At this stage, the main focus is to get all the ideas gathered in the pre-writing stage flowing, although there may still be some mistakes or imperfections in the writing. The writer should not be too fixated on perfect grammar rules or sentence structure, because the most important thing is to get a rough draft that can be developed further.
3. Revising is the process of reviewing and improving the draft that has been made with a focus on the content and organizational aspects of writing. In this stage, the writer checks whether the ideas have been conveyed clearly, logically, and flow well from one section to another. The writer also needs to ensure that each paragraph supports the main theme of the writing and has a good transition between paragraphs.
4. Editing is the final refinement stage that focuses on the technical aspects of writing such as grammar, spelling, punctuation, and proper word choice. At this stage, the writer must ensure that there are no mechanical errors in the writing and that each sentence is well-structured and easily understood by the reader. The editing process also includes checking the consistency of formatting and writing style to produce professional and high-quality writing.

In addition (Andriani et al., 2023) states that in the writing process there are several components, namely the selection of ideas, organizational planning, and setting writing goals, the writing stage involves several skills, namely converting ideas into language (drafting) and the written word, the revision stage includes the stage of correcting spelling errors, sentences, or can also modify other aspects.

Based on the opinions of the experts above, the writing process can be concluded as a series of stages that support each other to produce effective and meaningful writing. It starts with the pre-writing stage, where the writer gathers ideas and develops a writing outline, followed by writing the first draft that reflects the writer's flow of thought. Next, the revision process is key to correcting errors, clarifying ideas, and improving

the quality of writing. This process shows that writing is not a linear activity, but rather an evolving cycle.

2.1.2 Narrative Text

1) Definition of Narrative Text

Narrative text is a type of writing that tells a series of events or experiences, both real and imagined, arranged chronologically. Its purpose is to entertain a worldview that entertains or informs readers or listeners (Ariyanti, 2020). Narrative texts are texts that tell stories of the past. The story has been passed down from generation to generation and students must understand the concepts, text genres, and generic structures to learn narrative texts (Story et al., 2024). In narrative texts, writers develop stories through various important elements such as character, setting, plot, and conflict that are intertwined to create a unified and interesting story. In writing, narrative texts often use descriptive words and dialogue to make the story more vivid and help readers visualize and feel the experience being told.

In developing narrative texts, writers need to pay attention to several important aspects that will determine the quality and appeal of the resulting story. The use of the right point of view, be it first, second, or third person, will affect how the story is conveyed and how the reader connects with the story (Story et al., 2024). In addition, the choice of diction and language style that is appropriate to the context of the story and the target audience also plays a vital role in creating atmosphere and building emotions in the narrative. The depiction of vivid details can make readers feel as if they are part of the story, while in-depth character development and interesting conflicts will keep readers engaged until the end of the story (Febriani et al., 2024).

Furthermore, narrative text is discussed in time order or chronological order. In other words, narrative text is written in an organized and concise manner. It is discussed so that the reader can understand the timeframe of the story. Usually, narrative text consists of phrases and symbols that

explain the sequence of events. For example, words that are often used in narrative texts are: once upon a time, a long time ago, yesterday, then, after that, finally and so on (Mufida, 2020).

Based on the above points, narrative text can be understood as text written in the past with an organization that includes narrative analysis and a conclusion that seeks to teach and provide moral lessons to its readers.

2) Types of Narrative Text

(Mufida, 2020) explain that there are several types of narrative text, namely:

- a. The purpose of humor is to make people laugh and be entertained, even through a story.
- b. Romance usually discusses romantic love or focuses on the relationship between one or more people.
- c. Genre fiction that is closely associated with crime and the constant tracing of clues presented in the story.
- d. Real-life fiction refers to genre stories that may take place in the lives of specific people.
- e. Fiction is a type of fiction that is set in the past. It depicts the history of a country which may or may not be true.
- f. Mystery, a horror story that tells and evokes fear in its readers.
- g. Fantasy, a story that is unlikely to happen in everyday life because the setting is supernatural or magical.
- h. Science fiction, or stories that often discuss science and technology in the past.
- i. Diary-novel, which is a book or novel written like an Adventure book, describing a grueling journey of experience.

Meanwhile, (Emidar et al., 2023) states that there are three types of narrative text, namely: The first is a true story based on the character's own experiences, it is based on what the character finds in his life and it offers an interesting picture of the character's experiences during a certain period of his existence. The second is a fable is a type of narrative writing where

the main character is an animal that has human like attitudes. And finally, folklore is a type of fairy tale or mythology. It tells the story of magic. Folklore usually tells about magic, folklore, and romance so that it arouses the curiosity of many people.

After examining various types of narrative texts including fairy tales, fables, legends, myths, folktales, adventure stories, and science fiction stories, it can be understood that each type has unique characteristics and narrative purposes. Each type of narrative text not only provides entertainment, but also contains valuable moral, cultural and learning values for its readers. This diversity of narrative text types reflects the richness of human storytelling traditions that have developed throughout history, from traditional stories to more complex contemporary genres. An understanding of these different types of narrative texts is important in English language learning as it helps students develop literacy, cross-cultural understanding and creative writing skills, as well as providing insight into how stories can be used as a medium to convey messages, values and ideas in a variety of contexts and purposes.

3) The Structure of Narrative Text

(Ariyanti, 2020) say that there are three main components of narrative text: orientation, complexity, and resolution.

1. The key component in narrative writing is orientation, which serves as a means of conveying the important elements of the story to the reader. In this section, the writer provides information about the main and supporting characters in the story, their personalities, the setting in which the story takes place, and the initial circumstances that lead to the conflict in the story. In order for readers to understand and participate in the development of the story more effectively, a good orientation should be able to grab their attention from the start and provide a clear illustration of the plot.
2. In a narrative text, a complication is a feature that describes a conflict or problem faced by the main character and catalyzes the development

of the story. This conflict can be internal (psychological) or external (physical or social), adding tension to the story. Complexity often affects changes in character or situation that require effort to achieve a certain atmosphere and level of detail.

3. In narrative texts, resolution is the first step in resolving a conflict or problem that arises between two parties. At this stage, the story reaches a climax where all complications and tensions are resolved, giving the reader something to look forward to. Resolution also often highlights a character's change or growth as a result of previously experienced difficulties.

Meanwhile, (Febriani et al., 2024:11) mention that there are four generic narrative text structures, namely:

1. Introduction, including descriptions of story characters, settings, and historical backgrounds.
2. Complexity: This section explains how the problem begins which ultimately leads to the problems of the main players.
3. Resolution: This section explains how the problem (crisis) is resolved, either peacefully or tragically.
4. Reorientation, the optional concluding statement of the narrative.

Based on the discussion above, it can be concluded that the narrative structure of the text is a fundamental component that builds a story into a coherent and meaningful whole. This structure consists of orientation that introduces the setting and characters, complication that presents a conflict or problem, sequence of events that describes a series of events in an effort to solve the problem, resolution that provides resolution of the conflict that occurs, and re-orientation that presents the conclusion or moral message of the story. Each of these structural elements has a vital role in building a logical and interesting storyline, enabling readers to understand and follow the development of the story well, and achieving the communicative purpose of the narrative text itself. A deep understanding of these structures is not only important for writing skills, but also helps in analyzing and

appreciating various forms of narrative texts in English language learning.

4) The Language Features of Narrative Text

In a text that aims to narrate an event, there are typical language features that are used to clarify the plot and describe events in a coherent manner. The following (Saputri, 2024) explains 6 the language features of narrative texts, namely:

1. Generally use the past tense, such as simple past tense, past continuous tense, or other past forms.
2. Contains action verbs, namely verbs that show an action, such as climbing, turning around, carrying, and so on.
3. Using special nouns as pronouns for characters in the story, for example the name of a character like Malin Kundang.
4. Utilize direct and indirect sentences, including dialogue, to make the story more lively and help readers imagine the events in the story.
5. Use time conjunctions and conjunctions so that the story is structured coherently and continuously, such as when, then, suddenly, before, after, and soon.
6. Contains time information, such as one time, once upon a time, and one day.

In addition, (Arrohman et al., 2024) states that there are several language features of narrative texts, namely the use of past tense, time information, time conjunctions, action verbs, direct speech, and certain characters. The simple past tense is used because the events in the story occurred in the past. Time adverbs function to show the sequence of events and the development of the storyline. Meanwhile, time conjunctions help readers understand the passage of time in the story. Action verbs are often used to describe the chronological sequence of events. Additionally, direct speech is often included to make the story more lively, and the use of certain characters helps clarify the storyline.

Based on the explanation above, a text that aims to tell an event has a distinctive linguistic pattern that helps clarify the flow and sequence of events. One of the main characteristics is the use of past forms, such as simple past tense, because the events in the story occurred in the past. Apart from that, action words, time adverbs, and time conjunctions are used to describe events chronologically and ensure connections between events in the story. The use of direct and indirect speech also plays a role in bringing the story to life and helps readers imagine events more clearly. Finally, certain characters in the story are mentioned explicitly to clarify the storyline and give a strong identity to the characters being told.

2.1.3 Concept Mapping

1) Definition of Concept Mapping

Concept mapping is a visual method for organizing and representing knowledge in the form of diagrams that show the relationship between various concepts. This is also in line with the concept mapping theory explained by (Astiantih, 2023), namely bring Concept mapping, sometimes referred to as concept mapping is a method used to visually describe the relationship between an idea or concept. However, concept mapping have been widely used in several fields, such as education, and are also used in the context of writing, teaching and learning. Concept mapping as a tool for conducting research that organizes and presents knowledge. Conceptual learning can be enhanced by fostering strong ties between concepts and idea development.

(Astiantih, 2023) explain that in a concept mapping, each word or phrase is interconnected in a structured network, which will eventually lead back to a more basic idea, word, or phrase. In this way, concept mapping not only illustrate the relationships between concepts, but also help in visualizing how the concepts are interrelated and form a unified picture. The existence of these relationships in concept mapping can stimulate the development of logical thinking, enrich the learning

process, and improve students' ability to structure and organize information. Thus, students can more easily understand the relationship between ideas and how these ideas form a coherent knowledge structure. Concept mapping also facilitate students in identifying patterns or relationships that may have previously been difficult to understand, making it easier for them to gain a deeper and more comprehensive understanding of the material being studied.

In addition, concept mapping has now become an integrated part of writing instruction and curriculum design. Many educators use concept mapping as a tool in the teaching process to help students plan, organize, and revise their writing. Through the analysis and changes made to the concept mapping, students can refine and perfect their arguments, and easily identify the parts that are still unclear or weak in their thinking. This process not only allows students to strengthen the logic and structure of their writing, but also to improve the overall coherence of the resulting written work. Thus, concept mapping make a significant contribution in helping students develop more organized and purposeful writing skills, as well as deepening their understanding of the written material.

From the explanations above, it can be concluded that concept mapping is a very effective method in assisting narrative text writing, as it allows writers to plan and organize their ideas visually. By using concept mapping, writers can clearly illustrate the relationships between story elements, such as character, setting, conflict, and plot, which are essential in creating a coherent and well-structured narrative. Concept mapping also make it easier for writers to see the overall picture of the story, identify parts that need to be improved or expanded, and maintain the consistency and fluidity of the storyline. Therefore, concept mapping not only supports the creative process of writing narrative texts, but also improves the quality and depth of the resulting narratives.

2) The Characteristics of Concept Mapping

Concept mapping in learning is a method that is used to describe relationship between interrelated concepts in a material or topic. The main feature of concept mapping is visualization, where the main concept is placed at the top or center of the map and are connected with lines or arrows to show their interrelationships. Each concept is labeled with a brief explanation of the meaning or information it contains, and the concepts are hierarchically organized hierarchically, with more general concepts on top and more specific concepts below more specific concepts at the bottom. This method helps students understand and organize information better and improve their critical and analytical thinking skills.

The following (Febri, 2020) state that the characteristics of concept mapping include:

1. Concept mapping shows various concepts and their positions, such as theme, storyline, characters, point of view, and others. With concept mapping, students can easily see the relationship and position of each element in the narrative structure of the text.
2. Concept mapping is a two-dimensional image that describes a topic in a story. This feature allows us to see how concepts are connected.
3. Each concept does not have the same level of importance, meaning that there are concepts that are more general than other concepts.
4. When several concepts are placed under one more general concept, a hierarchical structure is formed in the concept mapping.

Meanwhile (Syarifa et al., 2024) explain the concept mapping method has the main characteristic, namely producing notes or core ideas from a material using concept mapping, the existing main ideas can be presented in the form of a structured, lined and colored map, so that the information becomes easier to understand and remember. This organized presentation makes it easier for students to remember and relate existing concepts, and helps them to see the relationships between ideas more clearly.

Based on the explanation above, it can be concluded that concept mapping has the characteristics of being an effective method for describing and organizing concepts in a subject matter. This method allows students to see relationships between concepts, understand narrative structures more clearly, and organize information in the form of structured, lined and colored mapping. By having a hierarchy between more general and more specific concepts, concept mapping helps students remember and relate main ideas more easily, and improves their understanding of the material being studied.

3) Types of Concept Mapping

Concept mapping consists of various types that can be adapted to learning objectives and information organization needs. Each type has a different way of organizing and connecting existing concepts. Some types of concept mapping focus on hierarchy or topic structure, while others emphasize relationships between concepts in a more flexible form. Choosing the right type of concept mapping will make it easier for students to understand and remember the information being studied.

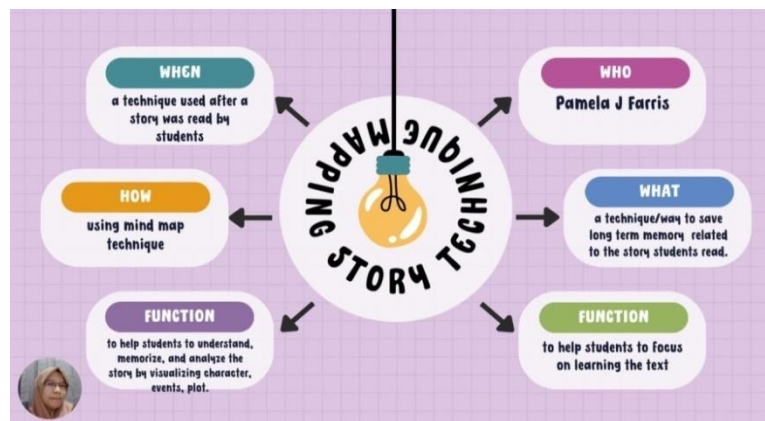
The following, (Wudyono, 2021) state that there are several types of Concept Mapping, namely:

1. Concept tree mapping, which is the most frequently used type of mind mapping. Even though it looks easy, creating an interesting tree mind map requires quite a bit of creativity. To make it more attractive and easy to understand, it is important to design it with attractive colors and use the right visual elements.



Picture 2.1 Tree concept mapping

2. Concept mapping is simple, can be made in various forms that are easy to understand, without requiring many additional elements. Usually, simple concept mapping only covers a few main points and is not too complex in arrangement. With a more direct approach, this type of concept mapping makes it easier to organize ideas without having to deal with complexity, so it is very effective for situations that require quick and practical understanding.



Picture 2.2 Simple concept mapping

3. School concept mapping, can be adapted to the topic being studied, for example regarding health topics, you can use designs related to that theme, such as pictures or health symbols. An attractive and easy-to-understand design helps students master the material better. With a clear structure, concept mapping makes it easier for students to remember important concepts.



Picture 2.3 School concept mapping

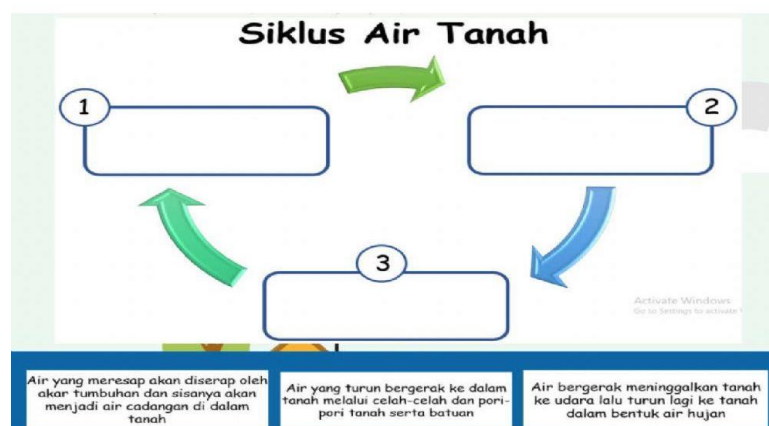
Meanwhile (Chusni et al., 2018) say that concept mapping has various unique types, including:

1. Concept mapping chain of events, namely concept mapping used to describe a sequence of events, steps in a procedure, or stages in a process. By using a chain of events, complex processes or procedures can be organized more clearly, making it easier to understand.



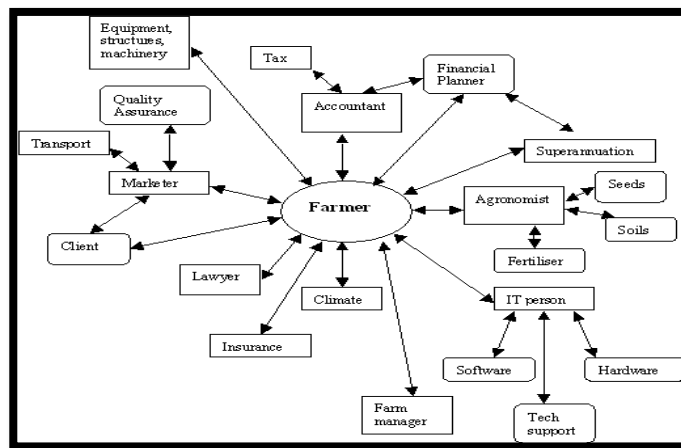
Picture 2.4 Chain of events concept mapping

2. Concept mapping cycle, describes a series of events that repeat endlessly, where the last event is connected back to the first event. This map is used to show how events interact with each other and produce results that continually repeat themselves.



Picture 2.5 Cycle concept mapping

3. Spider concept mapping are suitable for brainstorming. Ideas emerge from the main idea, resulting in many ideas that are not necessarily clearly connected. We can separate and group these ideas based on their relationships, then write them outside the main idea so that they are more organized and easier to understand.



Picture 2.6 Spider concept mapping

From the explanation above, it is seen that there are various types of concept mapping, each of which has different functions and characteristics. Tree concept mapping, although simple, requires creativity in design to make it attractive and easy to understand. Simple concept mapping is more direct and effective for situations that require quick understanding without complexity. School concept mapping is specifically designed according to the topics being studied to help students master the material clearly and easily. Meanwhile, other types such as event chain, cycle, and spider concept mapping, are used to describe sequences of events, iterative processes, and brainstorming, each of which helps in organizing and connecting ideas in a more structured and easy to understand way.

4) Steps to Create a Concept Mapping

Concept mapping is an effective tool for organizing and connecting ideas within a topic. This method helps clarify relationships between concepts and makes understanding information easier. By using concept mapping, we can see the big picture of a material and how each element

interacts with each other. The process of creating concept mapping allows for a more structured and systematic organization of ideas.

(Adam, 2022) state that there are several steps taken to create concept mapping, namely:

1. Determine the thinking concept/theme.
2. Prepare images to focus on thinking concepts.
3. Brainstorming/expressing ideas according to the theme.
4. Make diagrams of ideas/Mind Mapping.
5. Label the main and supporting ideas.
6. Develop Mind Mapping into correct narrative text.

In line with this, (Usman et al., 2020) state that the steps in creating a concept mapping are explained as follows:

1. Choose the reading material to be used.
2. Determine related concepts.
3. Arrange concepts from more general to more specific.
4. Arrange these concepts in a diagram, with the more general concepts placed at the top or top of the map.

In addition, according to (Rahman, 2020) there are 8 steps in making concept mapping, namely:

1. Select reading material or material on a particular topic and determine the key points.
2. After reading and thinking about the content of the material, identify the main concepts that are important for understanding the topic and make a list of these concepts.
3. Decide which concept is the most important or general, and sort the other concepts from the most general to the most specific.
4. Start making a concept mapping by writing the most general concept on the top of the paper, then write more specific concepts underneath. You can write them in a row or from top to bottom, and put a box or circle around each concept.
5. Connect the concepts with lines and label the lines with words that explain the relationship between the concepts. Then, decide on the

right word to describe the relationship between more general and more specific concepts according to the book you read.

6. Afterward, check if there are other relationships between the concepts that need to be added. These relationships can be depicted with crossing lines, which help to unify all parts of the map.

Based on the opinion above, it can be concluded that creating concept mapping involves a series of systematic steps to organize ideas in a clear and structured manner. The first step is to determine the main theme or concept to be discussed, then identify and organize relevant concepts. This process is continued by collecting ideas through brainstorming and creating a mind mapping diagram that connects the main idea with supporting ideas. After that, each concept is given an appropriate label and ordered from more general to more specific. Finally, the mind map that has been formed is developed into clear and detailed descriptive text, helping to clarify relationships between concepts and making understanding easier.

Based on telephone interviews, from the several steps described above, the eighth grade English teacher at SMP Negeri 2 Mandrehe Utara often applies concept mapping steps as explain by (Rahman, 2020). After determining the main concepts and arranging the relationships between concepts in diagram form, the teacher ensures that all the concepts that have been identified are connected to each other by adding relationships that may not have been visible before. If there is a cause and effect relationship between concepts, the teacher uses arrows to show the direction of the relationship, while reciprocal relationships are shown with cross lines. By implementing this step, teachers help students understand the connections between concepts in more depth, thus strengthening their understanding of the material being studied.

5) Indicators of Assessing Writing Narrative using Concept Mapping

One effective way to assess the quality of narrative writing is by using concept mapping. In line with the opinions of (Astiantih & Akfan, 2023), concept mapping serve as a valuable tool for generating ideas, organizing content, and improving the overall structure and clarity of written works. By using concept maps, we could understand how various elements in the story such as plot, characters, themes, and conflicts are connected and support each other. This approach not only makes it easier to evaluate the story structure, but also provides a more in-depth assessment of the writer's ability to build a coherent and compelling narrative. In what follows, review the key indicators used to assess narrative writing through concept mapping, which include aspects such as story organization, character development, language use, and the relationship between ideas in the story. Students should recognize the story they are writing, what the problem is in the story, they should tell what happens and how it ends, and the story may be actual or imaginary based on the theme (Wardana et al., 2022). Based on the lesson plan in the English subject at SMP Negeri 2 Mandrehe Utara, the following are the indicators of the assessment of students' writing ability using the analytic rubric as follows:

Table 2.1 Indicators of Assessing Writing Narrative using Concept Mapping

Criteria	Very Good (4)	Good (3)	Good enough (2)	Needs Improvement (1)
Organization & Structure	The story has a clear and interesting orientation, well-developed complications, and a satisfying resolution. The sequence of the story is logical and easy to follow.	The story has a clear structure with orientation, complication, and resolution, but the transitions are not smooth.	The story includes orientation, complication, and resolution, but some parts are underdeveloped or difficult to follow.	The story lacks a clear structure, making it difficult to understand the sequence of events.
Content & Creativity	The story is very interesting, original, and well developed. The details and	The story is interesting and has some creative elements, but	The story is quite interesting, but it lacks originality or sufficient detail.	The story is not creative, underdeveloped or uninteresting to readers.

	emotions used make the reader more engaged.	the details could be further developed.		
Language use (Grammar & Sentence Structure)	Sentences are well structured, grammar is excellent with few or no errors. A variety of sentence types are used effectively.	Some grammatical errors or sentence structure errors, but they do not interfere with the meaning.	Grammatical errors are common and sentence structure is poor, sometimes hindering comprehension.	There are many grammatical errors and poor sentence structure, making the text difficult to understand.
Vocabulary & Word Choice	Vocabulary use is highly varied and appropriate enriching the story.	Vocabulary is appropriate and sufficiently varied, but word choice could be more interesting.	Vocabulary is limited and often repetitive; some word choices are inappropriate.	Vocabulary is very limited or much of it is inappropriate, making it difficult to understand the story.
Mechanics (Spelling, Punctuation, & Capital Letters)	Almost no errors in spelling, punctuation, or capitalization. The text is neat and easy to read.	A few minor errors in spelling, punctuation, or capitalization, but they do not interfere with readability.	Some fairly frequent errors that sometimes interfere with comprehension.	Many significant errors that make it difficult to understand the content of the story.

2.2 Relevant Research

Research related to students' ability to write narrative texts through the implementation of concept mapping was a relevant topic for research, especially in the context of education at the junior high school level. The implementation of innovative learning method, such as concept mapping, is believed to help students organize their ideas in a more structured manner. Therefore, it is important to explore the extent to which the use of concept mapping could improve students' narrative text writing skills at SMP Negeri 2 Mandrehe Utara.

Some research that is relevant to this research is research conducted by (Efriani, 2022) "The Effect of Using Concept Mapping on Stundtents' Writing Ability in Narrative Text at SMK Telkom Pekanbaru" in the results of her research said that there was an improvement for students at SMK Telkom Pekanbaru after using the concept mapping method in learning to write English narrative text. In this research, the researcher also used a quantitative method with experimental research type.

The next relevant research is a study conducted by (Harefa et al., 2023) entitled “Improving Students' Achievement in Writing Procedure Text By Using Mind Mapping Technique at the Seventh Grade of UPTD SMP NEGERI 2 Gunungsitoli Utara in 2022/2023” in this study the problem is “how can the Mind Mapping Technique improve student learning achievement in writing procedure text at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023?”, and the result is that the Concept Mapping method can improve student achievement in writing procedure texts by applying the Concept Mapping Method procedure. In this study, researchers used the Classroom Action Research (CAR) method.

Research conducted by (Harefa et al., 2023) entitled “Improving Students' Writing Skill By Using Concept Mapping Technique At The Tenth Grade Of SMK Swasta Kristen BNKP Luzamanu In 2022/2023” where in her research said that concept mapping could build students' motivation in writing descriptive texts and can guide students in generating ideas. This research was conducted using the Classroom Action Research (CAR) method.

2.3 Conceptual Framework

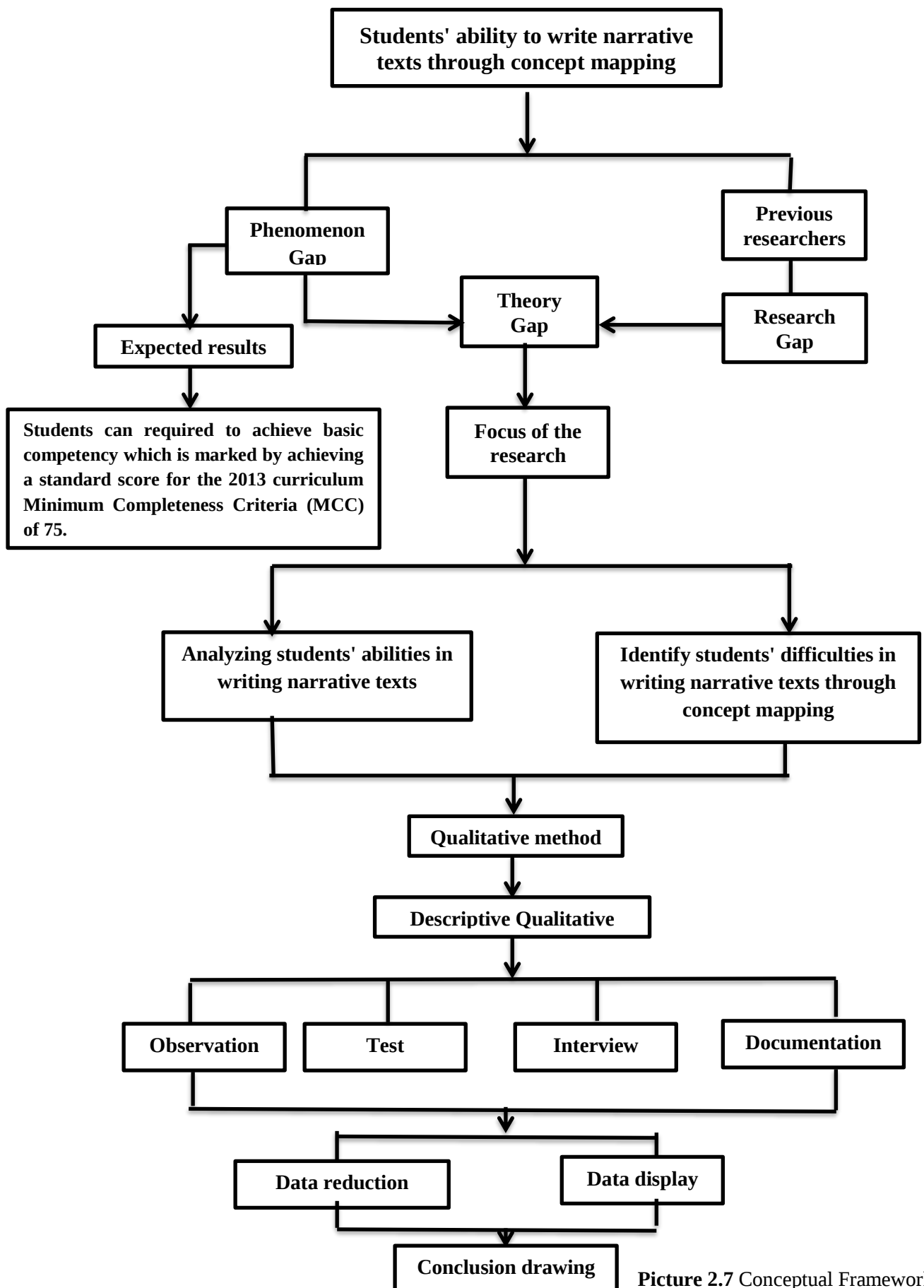
The framework in this study is a guideline to understand the flow of research systematically. The framework in this study focused on the use of students' ability to write narrative text using concept mapping at SMP Negeri 2 Mandrehe Utara.

This study originated from the problem that although students have been introduced to the concept mapping method to help them organize ideas in writing, many students still have difficulty in producing well structured narrative texts. Previous researchers said that using the concept mapping method can improve students' ability to write narrative text in a structured manner. Through narrative text writing activities, students can learn to organize ideas, develop storylines, and students must achieve basic competencies marked by the achievement of the 2013 curriculum's Minimum Completion Criteria (MCC) standard score of 75. Previous studies have also focused more on improving students' ability to write narrative text using the

concept mapping method, so there is still a gap to examine how students' abilities in using concept mapping and what difficulties students face in writing narrative text using the concept mapping method.

This research focuses on describing the students' ability in writing narrative texts and identifying students' difficulties in writing narrative texts through concept mapping in eighth grade students' of SMP Negeri 2 Mandrehe Utara. To carry out this research, researcher used a qualitative method approach with a descriptive qualitative research type. In this study, the researcher collected data by conducting observations, tests, interviews and documentation. After the researcher collects data, the researcher will process the data by reducing data, data display and conclusion drawing.

Furthermore, the conceptual framework of “Students' Ability in Writing Narrative Text through Concept Mapping Implementation at the Eighth Grade of SMP Negeri 2 Mandrehe Utara” is described in the following scheme:



Picture 2.7 Conceptual Framework