

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This study was conducted at SMP Negeri 2 Mandrehe Utara, involving English teacher and eighth grade students as research subjects. Based on the focus of the study, which was to analyze students' ability to write narrative texts and identify their difficulties in writing narrative texts through concept mapping. To collect the necessary data, the researcher used several instruments, namely observation, written tests, interviews, and documentation. Classroom observation was conducted to support the findings by observing English teacher involvement and student responses during the learning process. Written tests were administered to measure students' writing abilities after the implementation of concept mapping. Additionally, interviews were conducted with English teacher and eighth-grade students to gain deeper insights into the method and their responses to its use in narrative text writing instruction. After all data were collected, they were analyzed using data reduction techniques, data presentation, and conclusion drawing.

4.1.1 Observation Results

Based on the research focus, the researcher collected data by observing English teacher and eighth grade students at SMP Negeri 2 Mandrehe Utara. The observation was conducted three times during English teaching and learning activities in the classroom.

1) English Teacher Observation Results

From the results of the English teacher observation, which was conducted in three meetings on April 10th, 17th, and 24th, 2025, at SMP Negeri 2 Mandrehe Utara, it was found that the English teacher was able to carry out learning activities systematically and comprehensively. The observation covered a total of 42 aspects of learning, with 15 aspects observed in each of the first two sessions and 12 aspects observed in the third session, covering the opening, main, and closing stages of the teaching and learning activities.

This observation aims to identify the extent to which English teacher apply learning method in accordance with planned objectives, particularly in the use of concept mapping in narrative writing. To obtain a comprehensive picture of the implementation of learning by English teachers during the research process, the researcher analyzed and grouped the observation data, which was originally separate with the results presented in the following table.

Table 4.1 English teacher's Observation Results (Meetings 1–3)

No.	Observation Aspect	Description
1	Greeting and opening the class	English teacher consistently greeted students in English and building a positive learning atmosphere. This activity was done at the beginning of each meeting as a form of opening and emotional approach.
2	Starting the lesson with prayer	Prayer was done in every meeting and led by students in an orderly manner.
3	Checking student attendance	English teacher recorded student attendance directly every meeting to ensuring the importance of student attendance in the process of learning activities.
4	Delivering learning objectives	In the third meeting, the objectives were not explicitly explained at the beginning of the activity.
5	Providing apperception and triggering questions	The English teacher asked questions that relate the lesson to students' experiences in first meeting. The questions were evocative and trigger students' initial participation.
6	Explaining the material (definition, structure, language characteristics of narrative)	The explanation was given in full with examples and visuals in first meeting. This forms the basis of the introduction of narrative text for students.
7	Explaining the steps of concept mapping	The English teacher organized the mapping steps in a structured manner on the blackboard. However, she has not completed the relation labels and cross lines on the concept map.
8	Giving example of concept mapping/ narrative text	The English teacher gave an example of a concept mapping from the story "Cinderella" as a model that is explained together. This example is a visual guide for students in understood the storyline. After that, students are divided into groups to write narrative texts through concept mapping based on the story entitled "Snow White". Finally, students individually write narrative texts through the implementation of concept mapping with the story title "Rapunzel".
9	Grouping division and assignment	Groups were formed and tasks were given to students to created concept mapping and stories (in second meeting). The assignment was clear and directed.
10	Guiding the learning process	English teacher actively assisted students in the process of making concept mapping and writing stories throughout the meeting. There was continuous monitoring.

11	Providing feedback and corrections	The English teacher only gave verbal and general feedback. Written correction or in depth evaluation has not been done on student results.
12	Facilitating student presentations and interactions	The English teacher facilitated the presentation of group work results by giving several groups/students the opportunity to present their results in front of the class. However, the English teacher has not directed all students to actively participate in the question and answer session.
13	Responding to student questions	The English teacher has not fully responded to students' questions, especially during group presentations. Responses were mostly given to general activities.
14	Learning reflection and evaluation	The English teacher invited students to reflect on the process, especially their feelings or favorite things. However, there was no open discussion about the quality of students' writing.
15	Summarizing the learning	The English teacher summarized the material at the end of each meeting. The conclusion contained a summary of the benefits and a narrative or mapping structure.
16	Providing feedback on student texts	The English teacher has not provided individualized feedback on students' writing. Texts have been collected but not reviewed together.
17	Presenting the next learning plan	The English teacher gave information about the activities or materials that done at the next meeting to provide learning direction.
18	Assigning reading narrative text at home	The English teacher suggested students read the narrative story at home and identified its structure as a reinforcement exercise.
19	Closing the class with motivation	The English teacher closed with consistent praise and encouragement. This increased students' enthusiasm and confidence.
20	Explaining the technicalities of writing assignments	The English teacher provided technical instructions for writing in a coherent and easy-to-understand manner, including duration, length, and assessment aspects.
21	Directing students to write according to the structure	The English teacher reminded the narrative text structure (orientation, complication, resolution) to use when writing.
22	Reviewing the writing process during the activity	The English teacher actively monitored the students' writing process and provided support where needed.
23	Encouraging reflection on the results of writing	The English teacher has not opened a joint reflection or discussion session regarding the content and quality of students' writing.
24	Facilitating class discussion	The English teacher provided space for discussion on the importance of organizing ideas with concept mapping before writing.
25	Providing a stimulus for critical thinking	The English teacher asked challenging questions that encourage students to think critically about story structure and narrative flow.

Based on the results of observations of English teacher for three meetings in Table 4.1, in learning to write narrative text through the implementation of concept mapping, several important things were showed that can be explained comprehensively. In general, the implementation of learning shows consistency in several aspects as well as identification of areas that still need to be improved.

In the opening aspect, the English teacher showed good consistency in greeted students used English at the beginning of each meeting. This greeting was not only a routine, but also became part of the students' habit to started thinking and responded in English from the beginning of the lesson. The teacher greeted in a friendly and enthusiastic tone, thus created a warm and conducive classroom atmosphere for learning. This activity served as a means of building emotional closeness between the English teacher and students, as well as fostering students' self confidence in used English. In addition, prayers were always held before the core activities began, led in turns by students in an orderly manner. This showed the integration between learning and character education, especially in terms of religiosity and responsibility. The combination of greetings in English and the implementation of joint prayers showed that the English teacher did not only focus on the cognitive aspects of students, but also paid attention to the affective and spiritual aspects, which were important parts of a holistic learning process.

The teacher also routinely recorded student attendance directly at each meeting as a form of attention to their active participation in the learning process. This activity was carried out at the beginning before entering the core material, indicating that the English teacher wanted to ensure all students followed the activity from the start. Recording was done by calling names one by one, and it also served as a moment of initial interaction between the English teacher and students. However, at the third meeting, the English teacher did not convey the learning objectives explicitly at the beginning of the activity. As a result, some

students seemed to have a poor understanding of the direction and focus of the activities carried out, because they did not know clearly what the learning targets were for that day. This showed the importance of conveying learning objectives to provide clear guidance and increase students' learning awareness.

At the apperception stage in the first meeting, the teacher began the core activity by asked questions related to students' daily experiences, such as stories they had heard or films they had watched. These questions were thought provoking and successfully attracted students' attention to start thinking about the elements in a story. After building this connection, the English teacher continued by explained the material in stages, started from the definition of narrative text, followed by general structures such as orientation, complication, and resolution, as well as the linguistic features used, such as the used of past tense and action verbs. The explanation was delivered sequentially and was equipped with visual examples in the form of story excerpts and illustrations, thus helped students understand the concept of narrative text more concretely and in a way that was easier to digest.

Regarding the implementation of concept mapping, the English teacher first explained the steps for made it in a structured manner on the board. This explanation included how to identify the main idea, determine the relationship between story elements, and organize the storyline in visual form. However, in practice, the English teacher had not fully completed important elements such as labels of relationships between ideas and cross lines that indicated connections between different elements. Nevertheless, students had already gained a basic idea of how to compile a concept mapping as a framework for thinking before writing. This explanation was an important initial stage that opened students' understanding of the narrative flow systematically.

Furthermore, the English teacher provided an example of a concept mapping from the story "Cinderella". This concept mapping was analyzed with students to see how elements such as the main character,

setting, conflict, and resolution could be connected logically and structured. In the example, the English teacher showed how the orientation was introduced, how complications arose through the treatment of the stepmother and stepsisters, and the resolution that occurred when Cinderella met the prince. This visual example served as a concrete guide for students in identifying and organizing their own story ideas. This activity was also an important moment to develop students' critical thinking skills in understanding the relationships between story elements.

After it had been understood the English teacher's example, students were then divided into groups to create their own concept mapping based on the story "Snow White". In this activity, students collaboratively discussed the content of the story, determined the characters, settings, conflicts, climaxes, and resolutions, then arranged them in the form of a systematic concept map. This process not only trained their ability to work together in groups, but also deepened their understanding of narrative structure in the context of a story that was different from the example given by the teacher.

As an individual assignment, students were asked to write a narrative text entitled "Rapunzel" based on a concept mapping that they had created themselves. In this stage, students directly applied their understanding of the structure of narrative text orientation, complication, and resolution into written form. This activity provided an opportunity for students to express their creativity, while also assessing the extent to which they were able to use concept mapping as a tool in composing a coherent and meaningful story. This stage was the culmination of a series of narrative learning processes based on concept mapping designed to develop students' writing skills independently.

However, in terms of evaluation, the English teacher was still limited to providing verbal and general feedback without more specific written corrections to students' writing. Although the teacher had read most of the students' work, there was no in-depth review that discussed

the strengths and weaknesses of the writing individually. This resulted in students not getting the right direction to improve the structure, content, and use of language in their narrative texts. In addition, there was no joint reflection session where students could discuss their work or compare their writing with others as material for self evaluation.

In the presentation aspect, the teacher gave several groups the opportunity to present their work in front of the class. This presentation became a forum for students to share the results of group discussions in creating concept mapping and writing stories. However, its implementation was not yet optimal because only some students were active, while others tended to be passive and had not been involved in the question and answer session. The teacher also did not encourage interaction between students optimally, and the responses given to students' questions were still general without delving deeper into their understanding. In fact, this session could have been used to deepen understanding and improve students' communication and critical thinking skills.

The teacher closed the lesson by consistently providing motivation and praise, which had a positive impact on students' enthusiasm for learning. The teacher also conveyed the next lesson plan and gave the task of reading narrative stories at home to strengthen the understanding of the text structure.

Overall, the learning carried out by the teacher showed good implementation of strategies in using concept mapping to write narrative texts. However, there were still several aspects that needed to be improved, such as written evaluations, providing individual feedback, and increasing student involvement in class discussions.

After grouping the data on all aspects of observation, the researcher compiled the data in the form of a recapitulation of learning implementation by the English teacher at each meeting as follows:

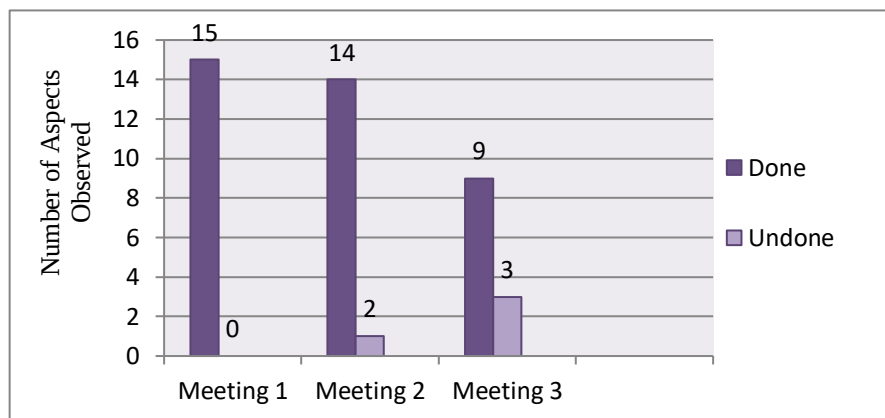


Chart 4.1 Recapitulation of English Teacher's Observation Results for Three Meetings

Based on the recapitulation results in Chart 4.1, it is known that from a total of 42 aspects of observation observed during the three meetings, 37 aspects have been implemented by the English teacher, while 5 aspects have not been implemented. In the first meeting, all aspects were successfully implemented in full. In the second meeting, there was only one aspect that was not implemented, while in the third meeting there were three aspects that had not been implemented. This pattern shows that English teachers tend to be consistent in implementing learning steps, especially at the beginning of the meeting, but experienced a slight decreased in the implementation of aspects at the final meeting.

Based on the observation above, it can be seen that the English teacher has generally implemented most aspects of learning consistently and structurally in teaching narrative text through concept mapping. Although there were some aspects that have not been implemented, especially in the third meeting, this did not reduce the overall effectiveness of learning shown through student engagement and clarity of English teacher direction. The decrease in the implementation of aspects in the last meeting can be a reflection material to improve the implementation of learning strategies in the next meeting so that all learning components could be optimized.

2) Students' Observation Results

After observing English teacher's activities in the learning process, the next step is to observe student responses and involvement during the activity. Researcher conducted observations of students for 3 meetings which were held on April 10th, 17th, and 24th, 2025. This observation aimed to determine the extent to which students show a positive attitude, understanding of the material, and active participation in learning, especially in the use of concept mapping to write narrative text. The following was a complete description of the results of observations of students during the three learning meetings.

Table 4.2 Students' Observation Results Based on Meetings 1-3

NO.	OBSERVATION ASPECT	RESULT DESCRIPTION
1	Responding to English teacher greetings and salutations	Students greeted the English teacher with simple English greetings such as "I'm fine, thank you". Enthusiasm increased from meeting to meeting.
2	Following the opening prayer and atmosphere	Prayer was done in each meeting and established a conducive initial atmosphere.
3	Demonstrating discipline and courtesy	Students are orderly and polite during the lesson.
4	Listening to learning objectives / explanation	Students focused on listened to the English teacher's explanation, especially when discussed concept mapping.
5	Answering questions from the English teacher	Students answered questions confidently and shared their opinions.
6	Reading and understanding narrative text	Students read the text "Cinderella" together and understand the content of the story well.
7	Identifying narrative elements	Students are able to mentioned the orientation, complication, and resolution in the story.
8	Actively participate in Discussions	Students engaged in group and class discussed.
9	Responding to the English teacher or other groups' results	The questioned and answered session was still passive, with only a small number of students responded.
10	Taking notes on important points of the material	Students recorded important points from both the blackboard and the English teacher's explanation.
11	Delivering learning Conclusions	Some students presented their conclusions orally or in writing.
12	Receiving reading/writing Assignments	Students showed readiness to received and carry out task from the English teacher.
13	Actively engaging in the learning process	Students are actively involved in all learning activities.
14	Ready to accept group assignment	Students immediately formed groups and started the task as directed.
15	Showing enthusiasm for the next meeting	Students' positive response to the follow-up learning planned.
16	Recording the steps of concept Mapping	Students taked notes in an orderly manner on the steps of maked a concept mapping.
17	Collaborating in making a concept map	Students worked together to drew and draft a narrative.

18	Writing down narrative elements in a concept mapping	Students wrote the story elements into the map systematically.
19	Using creativity in mapping design	The concept mapping was still simple, with no visual or design variations.
20	Presenting group results	Some groups presented their worked confidently.
21	Participating in reflection	Reflection was done in meeting 2, not continued in the next meeting.
22	Demonstrating responsibility for tasks	Group assignments are done seriously and responsibly.
23	Understanding the English teacher evaluation	Demonstrated understanding of the English teacher's oral evaluation.
24	Ready to revise after feedback	Students are still waiting for further direction regarding text revision.
25	Ending learning with a positive attitude	Students ended the lesson with enthusiasm and positive expressions.

Based on the observation results in Table 4.2 above, the learning process that lasted for three meetings, students showed positive attitude development from the beginning to the end of learning. When the English teacher greeted and gave greetings, students responded enthusiastically using simple expressions in English such as "I'm fine, thank you." This showed their comfort and engagement in the initial classroom interaction. This shows their comfort and engagement in the initial classroom interaction. The opening prayer that was done at the beginning of each meeting also helped to created a calm and focused atmosphere. During the lesson, students were orderly and polite, showed that they have good disciplined. When the lesson ended, they still showed positive expressions and enthusiasm, an indication that the learning experience was enjoyable and motivating.

In terms of understanding the material, students showed focused and attention when the English teacher conveyed the learning objectives as well as the explanation of concept mapping and elements in narrative text. The activity of reading together the narrative text "Cinderella" became an important moment to build their understanding. Students were not only able to read well, but also understand the content of the story and were able to identify important elements such as orientation, complication, and resolution. They took notes on the main points conveyed by the English teacher both from the blackboard and oral explanations, and some students were able to conclude the learning

outcomes independently, both orally and in writing. The evaluation given orally by the English teacher was also well understood, indicating that the delivery of the material was clearly received.

In the aspect of activeness and participation, students' involvement in the class was quite high. They answered the English teacher's questions confidently and did not hesitate to express their opinions. When group discussions and class discussions took place, students were actively involved although in the question and answer session between groups they still looked passive and only a small number of students responded. However, when given both individual and group tasks, they showed readiness and responsibility. Students immediately formed groups, divided roles, and worked together as directed by the English teacher. The results of group work were well presented by some students who looked confident when performing in front of the class, indicating their courage and improved communication skills.

The implementation of concept mapping also showed encouraging results. Students began to get used to recording the steps of writing concept mapping in an orderly and systematic manner. They collaborated with group mates to draw and organized concept maps based on the narrative stories studied. Narrative elements such as character, setting, plot, complication, and resolution could be written coherently into the concept mapping. However, from a visual point of view, the design of concept mapping made by students was still fairly simple and has not shown maximum creativity, such as the use of colors, symbols, or varied branch structures.

In the reflection and follow-up stage, students had time to reflect on the learning in the second meeting, where they shared their understanding or experience related to learning activities. Unfortunately, this activity has not become a consistent routine in the next meeting. Even so, students' responsible attitude was still evident in the group work, which they did seriously. When the English teacher gave verbal feedback, students showed acceptance and understanding of the

directions, although they were still waiting for further instructions to make revisions to the narrative text they had written. This shows that further guidance from the English teacher was needed to make the revision process effective.

To describe the level of students' involvement, attitudes and responses during the learning process in three meetings, the following researcher presents a recapitulation of the number of aspects observed at each meeting, the number of aspects that were successfully implemented by students, as well as aspects that were not fully implemented. This data provides an overview of the development of student learning behavior over time and serves as a reference in evaluating the effectiveness of the learning approach used.

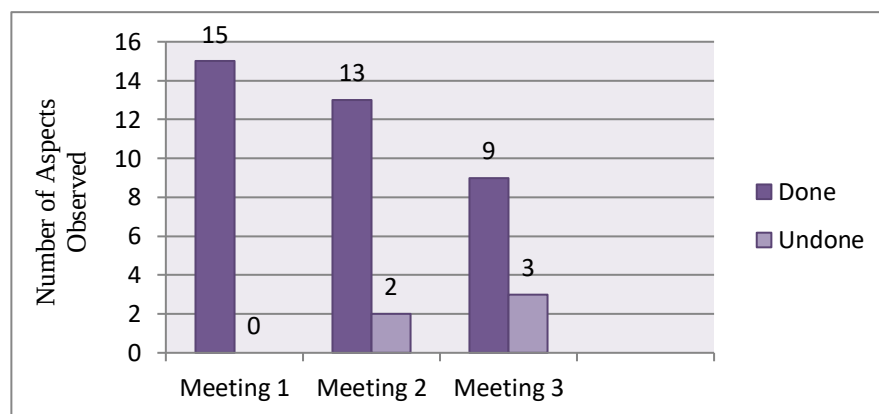


Chart 4.2 Recapitulation of Students' Observation Results for Three Meetings

Based on the recapitulation in Chart 4.2, the results of observations of student involvement during the three learning meetings, 42 aspects were observed in total. Of these, 37 aspects were successfully implemented by students, while 5 aspects had not been implemented. These results indicate that the majority of students showed engagement, active participation, and positive attitudes during the learning process. The aspects that were successfully implemented reflected students' ability to respond to learning, understand the material, collaborate in groups, and apply the concepts taught. Meanwhile, some aspects that have not been implemented indicate that there are still certain parts of the

learning process that require further attention and improvement so that student involvement can be improved evenly across all expected aspects.

Based on the observations that have been made, it can be concluded that in general students show a high level of involvement and participation during the learning process. Of the 42 aspects observed, 37 aspects were successfully implemented, indicating that the most of the students were able to actively respond to learning, understand the material, and work together in group activities. Thus, these results illustrate that concept mapping-based learning has a positive influence on student engagement, but still requires strengthening and adjusting in some parts.

4.1.2 Test Results

In the last meeting, a final test was conducted to measure students' ability to write narrative text after several lessons integrating the use of concept mapping. This test aimed to assess the extent of students' understanding of the structure of narrative text as well as their ability to compose stories coherently, creatively, and according to linguistic rules. The results of this test provide an overall picture of the The results of this test provide a comprehensive picture of students' writing abilities. By analyzing the data from the test results, it can be seen which aspects have been mastered well by students and the parts that still need to be improved for future learning. The following is a table of student scores based on the ability category in writing narrative text.

Table 4.3 Students' Test Results

No.	Student Name	Score Earned	Value (Scale of 100)	Rating Category
1	Anugrah Abadi Santosa Lahagu	16	80	Very good
2	Dharwin Jaya Lahagu	16	80	Very good
3	Elisa Lahagu	15	75	Good
4	Enjel Ananda Halawa	16	80	Very good
5	Forlan Waxen Waruwu	13	65	Good
6	Friska Lahagu	16	80	Very good
7	Herti Julfiani Lahagu	7	35	Good enough
8	Ifati Lahagu	17	85	Very good

9	Jernila Waruwu	16	80	Very good
10	Jhelsi Meyl M. Lahagu	14	70	Good
11	Juni Purnama Waruwu	16	80	Very good
12	Mesrah Hastati Lahagu	14	70	Good
13	Niska D. W. Waruwu	18	90	Very good
14	Martinus S. Lahagu	14	70	Good
15	Perlius Waruwu	16	80	Very good
16	Pinter D. P. Waruwu	7	35	Good enough
17	Prima Setiawan Lase	17	85	Very good
18	Ratna Ristiani Lahagu	7	35	Good enough
19	Sendiaman Lahagu	7	35	Good enough
20	Vannes H. Lahagu	8	40	Good enough
21	Wanmei Lahagu	14	70	Good
22	Yumestin Halawa	17	85	Very good

Based on the results of the assessment of the ability to write narrative text which includes five aspects of assessment, namely organization & structure, content & creativity, language usage, vocabulary, and mechanics (spelling, punctuation, and capitalization) all student scores were converted into a scale of 100 to facilitate analysis of achievement levels. The scores were grouped into four main categories in order to provided a clearer picture of students' writing ability.

In the "Very Good" category, namely with a total score between 16 and 20 or equivalent to 80-100, there were eleven students who showed very satisfactory writing achievements. They were able to conveyed story ideas coherently, used appropriated and varied language, and pay attention to linguistic elements and writing mechanics well. The next category was "Good", which is students with scores between 11 to 15 or conversion scores of 55-75. In this group, there are six students who have understood the basic concepts of narrative text and are able to organize the storyline quite clearly, although there were still shortcomings in terms of creativity, vocabulary use, or writing mechanics that needed to be improved. Furthermore, the "Good Enough" category included students with scores between 6 to 10 or 30-50, where as many as five students show difficulty in building a complete text structure, such as character introduction, conflict, and resolution. They also tend to make mistakes in grammar and spelling, and thus require additional attention and guidance in order to achieve minimum competence in writing. Meanwhile, the "Needs

Improvement" category which includes students with scores between 1 to 5 or scores of 5-25 was not found in the results of this assessment.

To provide an overview of the students' level of ability in writing narrative text, the test results were grouped based on the total scores obtained from the five main assessment aspects. The following researcher presented a recapitulation of the number of students in each category based on the total score :

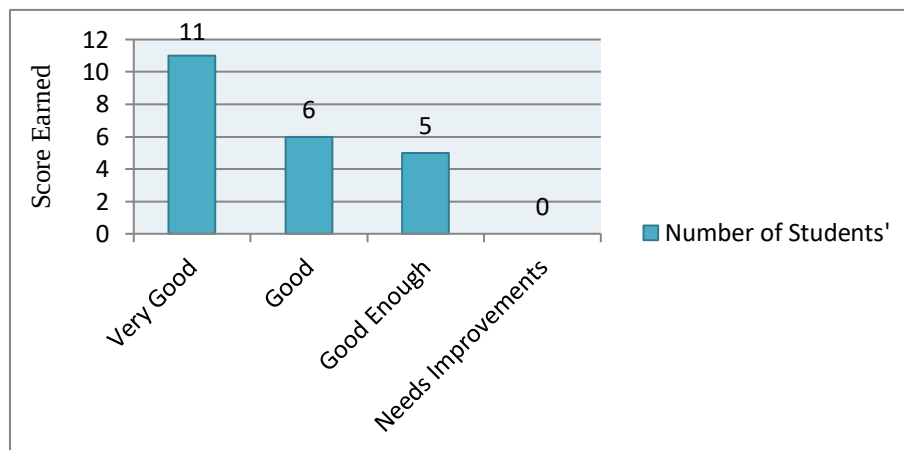


Chart 4.3 Recapitulation of Students' Test Results

Based on the grouping of students' scores, it can be concluded that in general students' narrative writing skills are at a satisfactory level atau "Very Good". The majority of students have shown a good understanding of the structure and elements of narrative text. This result indicates that the applied learning method has had a positive impact on students' achievement. However, the diversity of achievement levels also indicates the need for further coaching, especially for students who are still in the "good enough" category, so the test results show that the students' scores reached the Minimum Completion Criteria (CCM) after writing narrative text through concept mapping.

4.1.3 Interview Results

This research does not only rely on written test results, but also explores information through direct interviews with English teachers and students. These interviews aimed to gain a more in-depth picture of the

perceptions, experiences and challenges faced during the learning process of writing narrative texts.

1) English Teacher's Interview Results

Based on the results of interview with an English teacher at SMP Negeri 2 Mandrehe Utara, conducted on April 24th, 2025, a clear picture emerged regarding the implemented of concept mapping in improved the narrative writing skill of eighth grade students. The English teacher chosed to used concept mapping in narrative text writing instruction because many students struggle when started to write. Students often do not know where to begin, maked the writing process feel confused and directionless. By using concept mapping, students could visualize the entire structure of the story they will write, from the orientation, characters, setting, conflict, to the resolution. In addition to helpd organize ideas logically, the use of concept mapping also trains structured thinking skills. However, English teacher are aware that this method was not always suitable for all students, especially those who are not accustomed to visual thinking.

When introduced concept mapping to students, English teacher first provided example. English teacher take stories that are familiar to students and then created concept mapping together as an initial guide. After that, students are encouraged to try making their own concept mapping independently. English teacher also explain the important elements that must be included in a concept mapping, such as orientation, characters, setting, conflict, climax, and resolution. However, English teacher still give students the freedom to add other elements according to their own creativity.

English teacher believed that concept mapping greatly helped students organize their ideas before writing. With concept mapping, storylines became more coherent and avoid illogical leaps in ideas. Some students have shown improvement in terms of writing structure, especially in maintaining the sequence and consistency of the story. However, these results are not uniform, as there are still students who have not shown significant improvement despite trying to use concept maps. English

teacher recognize that adapting to this method requires sufficient time and practice.

The biggest challenge English teacher faced in implementing concept mapping was helped students to understand that concept mapping are not just drawing assignments or formalities. Some students tend to fill in the boxes without understanding the relationships between ideas, resulting in meaningless outcomes. English teacher also states that students who are not accustomed to abstract or visual thinking sometimes find it difficult to connect their ideas into a single narrative flow. Therefore, intensive guidance and gradual practice are essential for students to effectively utilize concept mapping.

In assessing students' understanding of narrative texts after writing, English teacher pay attention to the completeness of the narrative elements that appear in the writing and the interrelationships between the parts of the story based on the concept map that has been made. English teacher also give students freedom. At first, students are given examples and detailed instructions, but after that, they are given space to develop their own style and structure of concept mapping.

To supported the narrative writing learning process, English teacher do not rely solely on concept mapping. English teacher also combined this method with other activities such as group discussions, reading narrative stories, and brainstorming together. In addition, English teacher involve students in writing reflection and evaluation, for example by asking them to analyze their own stories and provide feedback on their friends' stories. This method was believed to helped students recognize the strengths and weaknesses of their writing, as well as strengthen their understanding of the overall structure of narrative texts.

The following table summarizes the results of interviews with English teacher regarding the use of concept mapping in narrative writing instruction, including the focus of the questions and the essence of the English teacher responses.

Table 4.4 English Teacher's Interview Results

No.	Focus of the Questions	English Teacher Response
1.	Purpose of using concept mapping	Used to help students who struggle to start writing, to ease systematic idea development, to understand overall story structure, and to train structured thinking.
2.	Strategy for introducing concept mapping to students	The teacher introduced it by giving an example from a familiar story, then created a concept map together before letting students try it on their own.
3.	Components included in the concept map	Included narrative elements such as orientation, characters, setting, conflict, climax, and resolution, while allowing students to add their own creative ideas.
4.	Benefits of concept mapping in organizing students' ideas	Helped students create a logical story flow and prevents disorganized ideas; however, some students need time to adapt.
5.	Changes in writing ability after using the concept map	There was improvement in story structure and flow among some students, although others showed no significant progress.
6.	Challenges in implementing concept mapping	Some students don't fully grasp the meaning of concept mapping and treat them merely as drawing tasks; consistent guidance and practice are needed.
7.	How to assess students' understanding of narrative texts	Assessment is done by evaluating the completeness of narrative elements and how well the ideas in the writing align with the created concept mapping.
8.	Giving students freedom in creating concept maps	Initially, students are given clear instructions and examples, then allowed to develop their own mapping according to their style and understanding.
9.	Other methods combined with concept mapping	The English teacher combined concept mapping with group discussions, reading narrative texts, and brainstorming to enrich students' ideas before writing.
10.	Evaluative steps after narrative writing	Conducted through group reflection sessions, Q&A, and having students analyze and give feedback on their own and peers' stories.

Based on interviews with English teacher, the use of concept mapping in narrative writing instruction has a positive impact on students' abilities, particularly in terms of organizing ideas in a logical sequence and understanding story structure. English teacher saw that this method helped some students write with a clearer and more systematic flow, although its effectiveness was not yet consistent, as some students still struggle to fully grasp the function of concept maps. Gradual introduction, provided examples, and combining it with other methods such as discussion and reflection has proven to support students' understanding. Therefore, concept mapping could be an effective method in narrative writing instruction if applied consistently.

2) Student Interview Results

To support the data in this study, the researcher also conducted interviews on April 24th, 2025 with eighth grade students of SMP Negeri 2 Mandrehe Utara, totaling twenty two students. This interview was conducted to obtain a more in-depth description of their experience in using concept mapping when writing narrative texts and the challenges they faced during the writing process. The researcher analyzed and categorized the data, with the results presented in the following table.

Table 4.5 Students' Interview Results

No.	Question	Student Answer
1	What do you understand about the concept of narrative text?	The majority of students understand that a narrative text is a story that has a beginning, conflict, and resolution structure, and usually aims to entertain.
2	How can you use concept mapping to help you write narrative text?	Students stated that concept mapping helped them organize the main idea, characters, plot, and conflict clearly before started to write.
3	What do you think are the important elements of a narrative text?	The important elements according to students are: orientation, complication, resolution, character, setting, time/place, and moral message.
4	When concept mapping, how did you connect the main ideas in the narrative story?	Students connect ideas from the main topic to sub-sections such as characters, conflict, resolution and ending. Usually they draw in the form of branches.
5	How does concept mapping help you develop a storyline in a narrative text?	Students stated that with concept maps, they could see the overall flow and add details systematically.
6	Did you find it easier to write after concept mapping?	Almost all students felt that writing became easier because they already had a clear guide and direction.
7	Did you have any difficulties when writing narrative text through concept mapping?	Some students found it difficult the first time they tried to make a concept map, but after practice, they got used to it.
8	Are there certain parts of the narrative text that you find more difficult to write?	Students admitted that the most difficult parts were complication and resolution because they required creative and logical ideas.
9	After you finish writing your narrative story, do you go back to your concept mapping to evaluate your story flow?	Most students admitted that they always look back at the concept mapping to ensure that the flow does not deviate from the original plan.
10	What do you think is the biggest advantage you get from using concept maps in writing narrative texts?	The main advantages that students feel are that writing is more structured, ideas are clearer, and the writing process is faster and less confusing.

The table above presented the results of interviews with twenty two eighth grade students of SMP Negeri 2 Mandrehe Utara showing that they have understood the basic concept of narrative text as a form of text that tells a series of events that have the structure of orientation,

complication, and resolution. They also understand that the main purpose of narrative text is to entertain readers through interesting and imaginative stories. This understanding is an important foundation in using concept mapping as a writing.

Then the students said that concept mapping really helped them in compiling the main idea and various important elements in the story such as characters, plot, and conflict before the writing process began. Concept maps are considered as visual guides that make it easier to organize ideas logically and structured. They also understand the important elements that must be present in narrative text such as orientation, complication, resolution, characters, setting/time, and moral messages. The ability to recognize these elements strengthens students' understanding of the narrative structure as a whole and supports the effectiveness of using concept mapping in the story planning stage.

In the process of creating concept maps, students connect main ideas to sub-ideas through lines or branches from the main topic, such as characters, conflicts, resolutions, and story endings. This branching visualization makes it easier for them to see the relationships between the parts of the story and facilitates the development of a coherent and logical plot. This has proven to help students in constructing the plot of a story because they can see the entire structure as a whole and add details systematically.

Most students also said that writing got easier after making concept maps. They felt more confident because they had a clear direction and structure, and they weren't confused about how to start writing anymore. Even so, some students said they had trouble at first, especially with deciding what story elements to include and how to connect them. But after getting guidance from their English teachers and practicing a lot, they got used to it and found this strategy helpful.

The part that students find most difficult is the complication and resolution. According to them, creating an interesting conflict and resolving it logically requires creativity and critical thinking. Although

concept mapping helps to structure the story, developing the conflict remains a challenge. Therefore, additional attention and guidance are needed at this stage so that students can develop their story ideas more deeply.

After the writing process is complete, the majority of students return to the concept map they have created as a reference for evaluating the storyline. They ensure that the story structure remains consistent with the initial plan and revise parts that are deemed unsuitable. This shows that concept mapping not only plays a role in the pre-writing stage but is also useful in the revision process.

Ultimately, students stated that the greatest benefit of using concept mapping was that it helped them organize their ideas more clearly, write with a neat structure, and speed up the writing process. They felt more focused, more creative, and less likely to lose their train of thought while writing. The overall results of these interviews show that the use of concept mapping has a significant positive impact on supporting students' narrative writing skills and is an effective and applicable learning strategy.

Based on the results of interviews with twenty two students, showed that the use of concept mapping has a positive influence in helped students write narrative texts. The majority of students stated that this method made it easier for them to organize ideas, understand story structure, and developed a logical and orderly plot. With concept mapping, students felt more confident, the writing process became more focused, and the written results were more structured. Although some students experienced difficulties at first, especially in developed the complication and resolution sections, they were able to overcome them through practice and English teacher guidance. Overall, concept mapping proved to be an effective tool in improving students' narrative writing skills.

4.2 Discussion

4.2.1 Description and Interpretation of Research Results

Based on the findings described on the previous page, in this section the researcher provides further discussion to examine in depth the meaning of the data obtained. This discussion aims to relate the research results to relevant theories and the learning context in the field, particularly regarding students' ability to write narrative texts after participating in a learning process that implements the concept mapping method. Additionally, this discussion identifies the factors that students find challenging in writing narrative texts through concept mapping.

Observations of English teacher show that the implementation of narrative text writing in the eighth grade at SMP Negeri 2 Mandrehe Utara has been based on the principles of active and structured learning. English teachers consistently implemented learning with a student-centered approach, such as guiding the learning process, communicating objectives, providing visual examples, and applying concept mapping steps in a targeted manner. The use of concept mapping in learning has been implemented quite well by English teacher, as evidenced by the provision of concrete examples through the visualization of the concept map of the story "Rapunzel" on the blackboard. English teacher also guided students in organizing story ideas in a logical sequence by filling in narrative elements such as characters, setting, plot, conflict, and resolution into the concept map. This process provides students with a systematic foundation for thinking before they write the narrative in its entirety. This is in line with the opinion (Efriani, 2022) that concept mapping is a knowledge representation tool that helps students organize and connect ideas hierarchically and logically, making it highly effective in improving students' conceptual understanding and critical thinking. Despite technical limitations such as incomplete use of relationship lines and labels between concepts, English teacher provided clear instructions and guided students in collaborative group concept mapping practices.

Meanwhile, observations of students show that, in general, they responded to learning with enthusiasm and actively participate. Most students demonstrate high engagement in reading activities, group discussions, concept mapping, and writing narrative texts based on their mapping results. This aligns with the theory of active learning, which states that active engagement in learning directly impacts the improvement of students' understanding and skills (Wijaya et al., 2021). Furthermore, the use of concept mapping has been proven to encourage students to think systematically and organize their ideas before writing, as stated by (Mufida, 2020), that concept mapping can strengthen cognitive processes through the visualization of knowledge structures.

Thus, based on the observations of English teacher and students, the learning process has shown positive results and is relevant to the learning approach. The use of concept mapping as a medium in narrative learning has proven to help build understanding and improve students' writing skills. However, to achieve more optimal results, it is necessary to strengthen feedback, full student involvement in presentations and reflections, and the development of visual creativity in concept mapping.

Furthermore, based on the final test results of the students, it was found that the implementation of concept mapping-based learning contributed positively to the students' narrative writing skills. Most students were able to demonstrate good skills in narrative text structure and apply them to coherent and organized writing. This reinforces the view that concept mapping, as a visual aid, can facilitate students in organizing ideas systematically before translating them into narrative form. This strategy encourages critical thinking and the grouping of concepts in accordance with the stages of narrative text composition.

Recent research also supports these findings. According to (Ariyanti, 2020), concept mapping not only helps students connect ideas logically but also accelerates the abstract thinking process required in creative writing. Additionally, a study by (Febriani et al., 2024), found that the use of concept mapping in writing instruction could increase students'

awareness of thinking, making them to reflect on ideas and improve text structure independently. This was in line with the findings of (Han, 2025), which show that visual learning tools such as concept mapping significantly improve student learning outcomes in terms of text organization and coherence.

The differences in results between categories also reflect the diversity of learning styles and the level of readiness of students in accepting the material. Students in the “very good” category showed that they not only understood the narrative structure but were also able to apply creativity in constructing stories. Meanwhile, students who were still in the “fairly good” category tended to have difficulty in developing a complete storyline and displaying accuracy in language use. These findings highlight the importance of differential support or re-mapping teaching strategies that are more responsive to individual student needs.

Additionally, these results also indicate that students' success in writing narrative texts is not solely determined by their understanding of structure, but also by the intensity of English teacher guidance, active student engagement, and consistent writing practice. Therefore, as a practical implication, English teacher needed to increased the frequency of individual feedback and created a shared reflection space to strengthen the writing revision process. This way, learning outcomes can be more equitable, and even students at the lower level have the same opportunity to develop.

In general, the results of this test are an indicator that the use of concept mapping has significant potential in improving students' narrative writing competence, but the sustainability of the strategy and adjustment of the approach to the variation in student abilities remain important things to consider. As stated by (Tahang et al., 2024), concept mapping based learning requires ongoing intervention so that it is not only effective in the short term, but also forms sustainable narrative thinking skills in students.

As a complement to the data, this studied was also equipped with data obtained through interviews with English teacher and students. The

purpose of this interview was to explore in more depth the experiences, perceptions, and challenges faced during the process of learning to write narrative texts with the concept mapping approach. Through thematic analysis of the interview results, information was obtained that enriched the researcher's understanding of the effectiveness of the method in the context of a real classroom.

Interviews with English teacher revealed that the application of concept mapping in narrative writing learning made a positive contribution, especially in helping students organize ideas coherently before starting to write. English teacher assessed that many students had made progress in terms of organizing the flow and logic of the story after using concept maps as a writing guide.

However, English teacher also noted that the effectiveness of this method was uneven. Some students showed significant improvements in story structure and creativity, while others still faced difficulties, especially in connecting ideas. This indicates that differences in visual thinking skills and learning readiness affect the success of using concept mapping. In line with these findings, (Usman et al., 2020) explained that the success of visual-based strategies was highly dependent on students' capacity to interpret relationships between ideas abstractly, as well as their metacognitive skills in restructuring information into narratives.

From a pedagogical perspective, English teacher view the gradual approach to introducing concept mapping starting from shared examples to independent practice as quite successful, but consistent reinforcement is needed. The challenge that arises is when students consider the task of making concept mapping as just a formality of drawing, not as a thinking aid. This view was supported by (Septiana et al., 2025) who stated that the implementation of concept mapping that was not accompanied by deep meaning tends to be understood by students only technically, not as a cognitive medium for compiling complex ideas.

Therefore, English teacher needed to continue to strengthen meaning, provide individual guidance, and combine reflective and

collaborative methods such as group discussions so that this approach becomes part of the students' thinking process, not just the end product. As stated by (May et al., 2025), the success of using concept mapping is greatly influenced by the integration of the social-constructivist approach, where students were actively involved in building meaning through interaction and guided discussion. Thus, concept mapping not only functions as a visual aid, but also as a means of strengthening critical and collaborative thinking in writing learning.

From the results of interviews with students, the majority felt the real benefits of using concept mapping in writing narrative texts. They said that concept maps help organize characters, plots, and conflicts clearly, so that the writing process becomes easier and more focused. This shows that students have been able to use concept maps as a planning tool in the pre-writing stage.

However, some students also admitted to having difficulties at first, especially in understanding how to connect ideas logically in concept maps. This obstacle was slowly overcome with practice and guidance from the English teacher. Students also highlighted that the most difficult part of narrative writing is conflict and resolution, because it requires strong creativity and logic. Although concept maps help organize the structure, content development still requires further guidance.

Interestingly, almost all students reused concept mapping to evaluate their writing. This shows that they not only use concept mapping as an initial planning tool, but also as a means of reflection during revision. The main benefits they felt included more organized ideas, a faster writing process, and more structured writing results.

Overall, the findings from interviews with English teacher and students shows that concept mapping was effective method in supporting narrative writing skills. English teacher saw that students' writing became more structured and coherent in its presented, while from the students' perspective they felt more assisted in designing the plot and demonstrated greater confidence when writing. However, both English teacher and

students acknowledged that the implementation of this method still requires consistent guidance and adaptation to the individual characteristics and abilities of students.

Based on the discussion above, researcher compiles answers to research questions which include:

1. What is the ability of eighth grade students of SMP Negeri 2 Mandrehe Utara in writing narrative texts through concept mapping?

The ability of eighth grade students of SMP Negeri 2 Mandrehe Utara in used concept mapping is classified as Very Good, with most students showing positive understanding and skills in using concept mapping as a tool in writing narrative texts. The results of observations show that students are active and enthusiastic in compiling concept maps, understanding narrative elements (such as characters, plots, and conflicts), and being able to write them into maps systematically.

This is reinforced by the results of the narrative writing test, where eleven out of twenty two students were in the very good category and six students were in the good category, indicating that the majority of students could compose stories with a coherent plot, clear ideas, and appropriate use of language. In addition, interviews revealed that students found it easier to write after making concept mapping, because they already had a complete picture of the storyline. They also used concept mapping not only as a planning tool, but also as an evaluation tool when revising their writing.

2. What are the difficulties faced by students of SMP Negeri 2 Mandrehe Utara in writing narrative texts using concept mapping?

Some of the difficulties faced by students in writing narrative texts using concept mapping include:

- 1) The first difficulty in understanding the use of concept mapping. Some students consider concept maps only as drawing tasks, not as thinking aids. This made it difficult for them to connect ideas logically at the beginning of learning.

- 2) Limited creativity in visualization: Concept mapping made by students are generally still simple and do not show visual variations such as color or complex branch structures.
- 3) Difficulty in writing certain parts of narrative text: Especially the complication and resolution parts, which require creativity and logic. Students stated that composing interesting conflicts and their resolutions was a challenge in itself even though they already had a concept mapping.
- 4) Based on the results of the students' test, it showed a lack of mastery in the use of the simple past tense. Many students had not mastered the use of the simple past tense, which was a key grammatical feature of narrative texts. This often results in grammatical errors that affect the clarity and accuracy of their writing.

4.2.2 Research Results versus Latest Related Research

The results of this study indicate that the application of concept mapping in narrative text writing learning at SMP Negeri 2 Mandrehe Utara has a positive impact on improved students' writing skills. Most students are able to construct a coherent storyline, understand the structure of narrative texts better, and show improvements in the organization of ideas and writing creativity. This finding is in line with research conducted by (Efriani, 2022) which concluded that there was an increase in students' writing skills after the application of the concept mapping technique in narrative writing learning.

Furthermore, research by (Harefa et al., 2023) also strengthens this finding, although in different contexts and types of texts, namely procedural texts and descriptive texts. In the two studies they conducted, it was found that mind mapping and concept mapping techniques not only improved students' achievement in writing but also built their motivation and creativity in expressing ideas. The Classroom Action Research (CAR) method used by Harefa et al. showed that visual approaches such as

concept maps can facilitate students' active involvement in learning, as also found in this study through student observations and interviews.

This study also shows that the use of concept mapping in learning to write narrative texts in class VIII of SMP Negeri 2 Mandrehe Utara has a positive impact on students' ability to organize ideas sequentially, understand the structure of narrative texts, and increase self-confidence in writing because of the clear visual guides. This finding is in line with research conducted by (Harefa et al., 2023) stated that the use of concept mapping or mind mapping techniques can increase student motivation, build creativity in writing descriptive texts, and help students explore and develop writing ideas.

The difference between this study and previous studies lies in the type of text used. This study focuses on narrative text, while Harefa et al.'s study focuses on procedural and descriptive text. In addition, the method approach used is also different. This study used a descriptive qualitative approach with data (observation, tests, and interviews), while previous studies used a quantitative approach and Classroom Action Research. Thus, this study provides additional contributions in expanding the scope of the effectiveness of concept mapping, especially in the context of writing narrative texts at the junior high school level. The results strengthen the view that concept mapping is an adaptive and effective strategy in various types of texts and levels of education, as long as it is supported by appropriate guidance from English teachers and active involvement of students in the learning process.

4.2.3 Research Results versus Theory

Based on the results of research conducted at SMP Negeri 2 Mandrehe Utara, it was found that the use of concept mapping made a significant contribution to improving students' ability to write narrative texts. This is indicated by the active involvement of students when compiling concept maps and writing stories, as well as the results of the final test which showed that the majority of students were in the "good" to

"very good" category. This finding is in line with the theory put forward by (Pudjiati et al., 2022) which state that concept mapping is a knowledge representation tool that helped students organized and link ideas hierarchically and logically, so as to improved students' understanding and critical thinking skills. Specifically, the learning process that applies visualization of ideas through concept mapping is able to provide a clearer thinking structure for students before they start writing narrative texts in their entirety.

In addition, the theory of (Mufida, 2020) strengthens the results of this study by stating that concept mapping encourages cognitive processes through visualization of knowledge structures that allow students to organize ideas more systematically and logically. This is evident in student interviews who admitted that it was easier to organize ideas and follow the storyline after using concept mapping. The use of concept mapping in learning is also closely related to the learning approach, as explained by (Wijaya et al., 2021) that active and participatory learning provides opportunities for students to build their own understanding through concrete and collaborative learning experiences.

Furthermore, (Anta et al., 2022) state that the concept mapping strategy is not only effective in the short term, but can also form sustainable narrative thinking skills if supported by continuous intervention. This finding is reflected in the results of the study, where most students were able to reuse concept maps to revise and improve the narrative texts they had written. This shows that students not only understand the initial steps of writing, but also begin to use this tool as a means of self-evaluation.

However, the results of the study also confirm the theory of (Adam, 2022) which states that without in-depth understanding, students tend to understand concept mapping only as a drawing activity, not as a thinking tool. This can be seen from students who still have difficulty in developing the complication and resolution sections, as well as from the still simple visual design of the concept maps they create. Therefore,

although in general the results of this study support existing theories, intensive guidance is still needed so that students are able to interpret concept mapping as a strategic thinking tool, not just a technical activity.

The difference between research results and theory lies in the source and nature of the information. Theory was conceptual and general, explaining that concept mapping could help students organize ideas, think logically, and improved writing skills. Meanwhile, research results provided a real picture in the field that students do indeed show a more coherent writing structure and a more systematic ability to compose stories after using concept maps. However, research findings also reveal that not all students are able to understand concept mapping as a thinking tool some still view it as a drawing task.

4.2.4 Implications of Research Results

The results of this study indicate that the use of concept mapping in narrative writing instruction has a positive impact on the learning process of students, particularly in terms of idea generation and text structure. Teachers play a crucial role in guiding the effective use of concept mapping through the provision of examples, step-by-step guidance, and integration with other strategies such as discussion and reflection. Therefore, the implication of these findings for teachers is the importance of improving consistency in providing guidance and feedback, so that students not only understand concept maps as mere visual tasks, but as strategic thinking tools that support comprehensive writing skills.

Meanwhile, for students these findings show that concept mapping can be a bridge that helps them organize ideas before writing, as well as a means of evaluation after writing. Thus, students are expected to be able to utilize this strategy independently in their writing process and develop logical and reflective thinking skills. To this end, students need to be given opportunities and encouragement to continue practicing and reflecting on their learning experiences so that more structured and meaningful writing habits are formed.

For future researchers, this findings open opportunities to investigate the challenges and limitations students face when using concept mapping, particularly in diverse learning environments or with different levels of writing proficiency. Future studies may also consider integrating digital concept mapping tools and evaluating their impact on student engagement and learning outcomes in narrative writing.

4.2.5 Limitations of Research Results

Although this study provides useful insights into the application of concept mapping in narrative writing learning, there are several limitations that need to be acknowledged, including:

1. This study was conducted in only one school, namely SMP Negeri 2 Mandrehe Utara, with a limited number of participants from one class. Therefore, the results of this study cannot be generalized to the entire population of junior high school students, because the findings obtained are contextual and highly dependent on the characteristics of the students, the school environment, and the learning approach applied at the research location. To obtain a more comprehensive picture, further research with a more diverse range of schools and participants is needed.
2. The time used to implement the concept mapping method was very limited, so the opportunity for students to develop ideas using this method was also limited. This may have affected the results obtained, as the students had not yet fully mastered how to construct and utilize concept mapping to its full potential in the narrative writing process.
3. Based on the data, teachers have not fully explained the steps in concept mapping, such as labeling the lines connecting ideas, which should help students understand cause and effect relationships or logical sequences in stories. As a result, many students create concept mapping that are merely a collection of ideas without clear connections between parts, resulting in narrative structures in their writing that are less coherent and do not develop fully. This lack of understanding

indicates that technical guidance in concept map creation needs to be strengthened so that this strategy can be truly effective in supporting narrative writing skills.

4. Tests are only conducted on the final results of students' writing without going through a revision process or continuous assessment, so students do not have the opportunity to know which parts of their writing need improvement. This condition makes students less involved in the process of evaluating and developing their own writing, even though the revision stage is very important for forming awareness of structure and clarity of ideas.