



Accepted	: September 8, 2025
Revised	: October 9, 2025
Approved	: October 15, 2025
Published	: October 15, 2025

STUDENTS ABILITY IN WRITING NARRATIVE TEXT THROUGH CONCEPT MAPPING IMPLEMENTATION AT THE EIGHTH GRADE OF SMP NEGERI 2 MANDREHE UTARA

Elvi Krisnawati Waruwu^{*1}, Yasminar Amaerita Telaumbanua², Trisman Harefa³, Hidayati Daeli⁴

^{*1,2,3,4} English Education Study Program, Universitas Nias

Jalan Pancasila No. 10 Kota Gunungsitoli, Sumatera Utara, Indonesia

*Corresponding Author. E-mail: elvikrisnawati24@gmail.com

Abstract: English is one of the essential subjects that students must master, particularly in writing skill. However, the reality 22 eighth grade students at SMP Negeri 2 Mandrehe Utara still had difficulties in writing good and structured narrative texts. This was due to the lack of learning strategys that support students in organizing their ideas. Therefore, this study aimed to describe students' ability in writing narrative texts through the implementation of concept mapping that is valid, practical, and effective. This research used a descriptive qualitative approach with a case study design. Data were collected through observation, written tests, interviews, and documentation. The results showed that the use of concept mapping helped students to organize ideas systematically, understand the structure of narrative texts, and develop more coherent storylines. The teacher provided sufficient guidance, although written evaluations and individual feedback were not yet optimal. Most students showed improvement in narrative writing, especially in composing orientation, complication, and resolution. However, some students still found it difficult to develop creative conflicts and conclusions. The study concluded that concept mapping is an effective learning strategy to support the process of writing narrative texts. Therefore, it is recommended that teachers consistently apply this strategy and complement it with comprehensive evaluation to achieve better learning outcomes.

Keywords: Concept Mapping, Narrative Text, Writing Skill.

INTRODUCTION

Writing skill is a crucial competency in English learning, particularly at the junior high school level. Based on the 2013 Curriculum, students are required to master narrative text writing as part of the basic competency. Narrative texts not only train students in expressing ideas but also encourage them to construct stories with a clear structure, including orientation, complication, and resolution (Mufida, 2020). However, in practice, many students still experience serious difficulties in organizing ideas and applying correct grammar, particularly the use of past tense. An English teacher at SMP Negeri 2 Mandrehe Utara reported that students often miss important parts such as orientation and resolution, and have difficulty using appropriate linguistic elements. This condition is reflected in the average student writing score, which is below the Minimum Completion Criteria (MCC).

Based on a telephone interview on 2nd December 2024 with the eighth grade English teacher at SMP Negeri 2 Mandrehe Utara, it was found that many eighth grade students still had difficulty writing good and structured narrative texts. This is characterized by an average writing score that was below the Minimum Completeness Criteria (MCC), students' lack of skills in organizing ideas, and minimal use of innovative learning strategies. To validate the information obtained during the telephone interview, the researcher then visited the school directly to confirm the data and observed similar conditions in the students' writing performance. This is in line with research by Rahmawati

et al. (2020), which revealed that the main challenge in writing narrative texts is students' difficulties in developing story lines, using language, and applying appropriate text structures. This is interesting to research further, considering that the use of concept mapping should be able to help students organize and develop story ideas.

Several previous studies such as (Febriani et al., 2024) revealed that students often produce incomplete stories, with weak text structure and errors in the use of tenses, verbs, and time conjunctions. This indicates the urgency of finding effective learning strategies to address these issues. One promising strategy is concept mapping, a strategy that allows students to connect ideas through keywords and visualize the storyline. Several studies have demonstrated the benefits of this strategy. (Anta et al., 2022) found that concept mapping significantly improved students' narrative writing skills, both in terms of structure, storyline, and creativity. Similarly, (Susanti et al., 2023) confirmed that the use of concept mapping helps students organize ideas and produce more meaningful texts.

Although concept mapping has been widely used in English writing lessons, there remains a research gap regarding its implementation in junior high school contexts, particularly in island regions. (Usman et al., 2020) emphasized that many students still experience difficulties in developing ideas and maintaining coherence despite using concept mapping. Meanwhile, (Menggo, 2022) highlighted the importance of contextualization in writing lessons, taking into account students' social and cultural backgrounds. Therefore, further research is needed on how concept mapping is implemented in narrative writing, and the extent to which this strategy can address students' difficulties.

This study focuses on the abilities and difficulties of eighth-grade students of SMP Negeri 2 Mandrehe Utara in writing narrative texts through the application of concept mapping. The purpose of this study was to describe students' writing abilities using concept mapping and identify the obstacles they face despite using this strategy. The benefits of this study are both theoretical and practical. Theoretically, this study enriches the understanding of narrative writing pedagogy. Practically, the results of the study provide valuable insights for teachers to improve learning strategies, for students to foster creativity and writing motivation, and for future researchers as a basis for developing studies in similar contexts.

Therefore, this study was conducted to describe the abilities and difficulties of eighth-grade students at SMP Negeri 2 Mandrehe Utara in writing narrative texts through the implementation of concept mapping. By investigating how concept mapping is applied and the challenges students still face, this research seeks to fill the existing research gap regarding its effectiveness in different educational settings. The objectives of this research are: (1) To describe students' abilities in writing narrative texts using concept mapping, and (2) to identify the difficulties faced by students despite using this method.

The contributions of this research are both theoretical and practical. Theoretically, it strengthens the understanding of visual-based strategies such as concept mapping in the teaching of narrative writing. Practically, it provides useful insights for teachers to design contextual, engaging, and effective writing instruction suited to students' needs and learning environments.

RESEARCH METHODOLOGY

This study used a qualitative descriptive approach with a case study to explore the narrative text writing skill of eighth grade students of SMP Negeri 2 Mandrehe Utara through the implementation of concept mapping. The research subjects were 22 eighth-grade students and an English teacher, with the implementation time from April 9 to May 9, 2025. Data were collected through observation, writing tests, interviews, and documentation in the form of student writing and teacher notes. The instruments used included observation sheets, interview guides, writing assignments, and learning support documents. Data analysis was carried out interactively through data reduction, data presentation, and drawing conclusions as stated by (Telaumbanua et al., 2023), so that the results of the study were able to provide a comprehensive picture of student abilities, difficulties faced, and the effectiveness of concept mapping in learning to write narrative texts.

RESULTS AND DISCUSSION

The results of this study describe the abilities of eighth-grade students at SMP Negeri 2 Mandrehe Utara in writing narrative texts through the application of concept mapping, as well as the difficulties they faced. Data were obtained from observations, tests, interviews, and documentation.

Result

Based on observations, students with high ability were seen actively using concept mapping to connect keywords into coherent ideas and then develop them into complete narrative texts. Meanwhile, students in the medium and low categories still struggled to expand the ideas contained in the concept maps into a coherent storyline. Many of them

jumped straight to the main point of the story without first developing an orientation, and often ended their stories without a clear resolution.

Based on the results of the narrative writing assessment or test, from twenty two students, eleven students were in the Very Good category (score 80–100) with the ability to convey story ideas coherently, using appropriate and varied language, and paying attention to linguistic elements and writing mechanics well. A total of six students were in the Good category (score 55–75), able to understand the basic concepts of narrative text and construct the plot quite clearly although there were still shortcomings in creativity, understanding, and writing mechanics. Furthermore, five students were included in the Sufficient category (score 30–50), showing difficulty in building a complete text structure such as character introduction, conflict, and resolution, and often making grammatical and spelling errors. Meanwhile, the Needs Improvement category (score 5–25) was not found in the results of this study.

In interviews, high-skill students stated that concept mapping helped them organize their ideas, making writing easier. However, students in the medium and low-skill categories reported still having difficulty developing storylines, using past tense verbs correctly, and completing text structures. An English teacher added that while concept mapping was helpful, most students still lacked a grasp of the rules and conventions of narrative writing.

Documentation in the form of student writing supported the findings of observations, tests, and interviews. Students in the high category were able to produce stories that were more meaningful, structured, and in accordance with linguistic rules. Conversely, students in the low category produced texts that tended to be incomplete, had incoherent plots, and often ignored basic narrative structure.

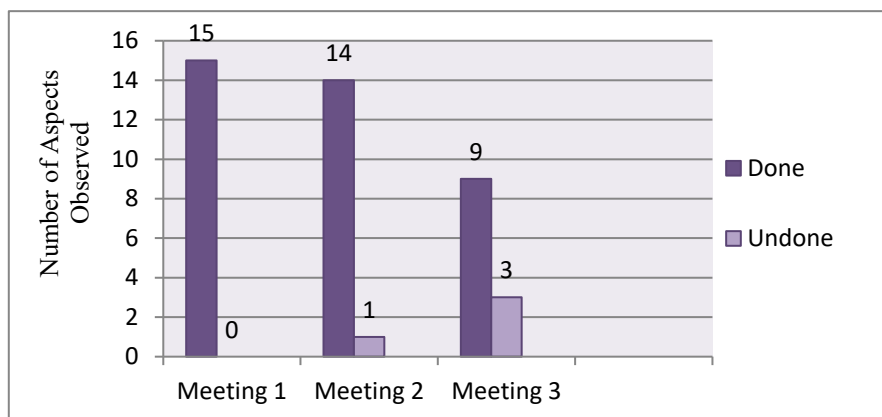
Discussion

The results of the study showed that the application of concept mapping had a positive impact on the narrative text writing ability of eighth grade students of SMP Negeri 2 Mandrehe Utara, although the level of achievement varied. 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 strategy. Additionally, this discussion identifies the factors that students find challenging in writing narrative texts through concept mapping.

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 1. Recapitulation of English Teacher's Observation Results for Three Meetings

Based on the recapitulation in chart 1, it is known that from a total of 42 aspects of observation observed

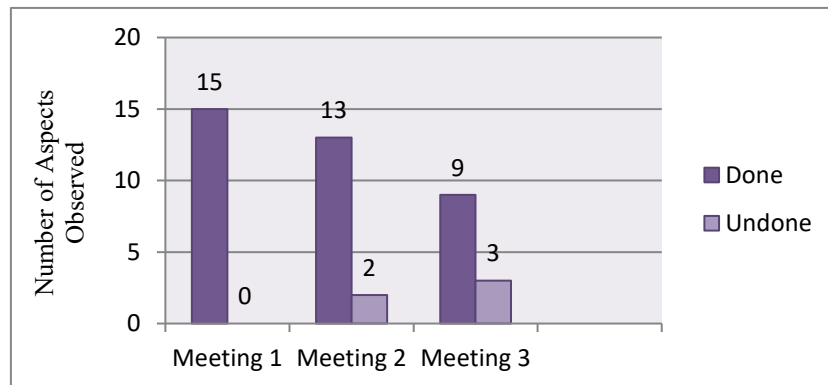


during the three meetings, 37 aspects have been implemented by the English teacher, while 5 aspects have not been implemented. In the first meeting, all aspects were successfully implemented in full. In the second meeting, there was only one aspect that was not implemented, while in the third meeting 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. From the observation for teacher, 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.

To described 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 2 Recapitulation of Students' Observation Results for Three Meetings



Based on the recapitulation, 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. From 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.

So, from 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.

The distribution of student abilities can be seen in Table 1. A total of 11 students (50%) were in the Very Good category (score 80–100), 6 students (27.3%) were in the Good category (score 55–75), 5 students (22.7%) were in the Good Enough category (score 30–50), and no students were in the Needs Improvement category (score 5–25).

Table 1. Recapitulation of Students' Test Results

No	Category	Score range	Number of students	Persentase
1	Very Good	80–100	11	50%
2	Good	55–75	6	27,3%
3	Good Enough	30–50	5	22,7%
4	Needs Improvement	5–25	0	0%

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 study 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 strategy. Through thematic analysis of the interview results, information was obtained that enriched the researchers' understanding of the effectiveness of the strategy in the context of a real classroom.

Based on the results of interview with an English teacher at SMP Negeri 2 Mandrehe Utara, conducted on April 24, 2025, a clear picture emerged regarding the implemented of concept mapping in improved the narrative writing skill of eighth grade students. The English teacher chose to use concept mapping in narrative text writing instruction because many students struggle when started to write. Students often do not know where to begin, made 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 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.

Interview results reinforced the observational findings. Students with high ability stated that concept mapping significantly helped them develop story ideas because they could easily see the connections between ideas. However, students with medium and low ability admitted they still struggled to develop ideas from concept mapping into complete narrative texts. They also highlighted challenges in using grammar, particularly past tense, and limited vocabulary. The English teacher also emphasized that although concept mapping helped facilitate idea formation, students still needed more guidance on language aspects and technical writing skills.

Overall, the findings from interviews with English teacher and students show that concept mapping was an effective strategy 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 strategy still requires consistent guidance and adaptation to the individual characteristics and abilities of students.

The results showed that students could organize their ideas better after using concept mapping. This finding is in line with Ausubel's Theory of Meaningful Learning, which emphasizes that knowledge is best understood when learners connect new information with prior knowledge using visual structures. Similarly, Anta et al. (2022) also found that concept mapping improved students' writing structure and creativity. Thus, the present study strengthens the theoretical view that concept mapping facilitates systematic idea organization and supports narrative text writing.

These findings align with research by (Febriani et al., 2024), which showed that students often experience difficulties in mastering the linguistic elements and structure of narrative texts. These results also support those of Anta et al. (2022) and Susanti et al. (2023), who demonstrated that concept mapping effectively improves writing skills, although it does not completely address the difficulties experienced by all students. Furthermore, the presence of a group of students who are still lagging behind reinforces the findings of Usman et al. (2020) that this strategy still requires additional reinforcement so that all students can achieve minimum competency.

Based on the discussion above, researchers compile 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 using 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 regularly.

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 is generally still simple and does 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. This finding suggests that students' grammatical competence has not developed in parallel with their ability to organize ideas. The difficulty in applying past tense can be explained by the limited exposure to English grammar in daily communication, where Indonesian is predominantly used. This aligns with Tahang et al. (2024), who noted that grammatical weaknesses often persist even when students show progress in content development.

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.

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.

CONCLUSION

Based on the results of research and discussions conducted at SMP Negeri 2 Mandrehe Utara, it is concluded that the implementation of concept mapping in narrative text writing instruction contributes positively to students' ability to organize ideas in a structured and logical manner. The final test results show that most students are in the "Very good" category, reflecting their understanding of narrative text structure and their ability to present a coherent storyline. On the other hand, observation and interview results also reveal that teacher have consistently implemented most components of the learning process, although there are still some technical aspects in the use of concept mapping that are not yet optimal, such as labeling relationships between ideas and providing in-depth written feedback.

The difficulties faced by students when writing narrative texts through concept mapping were the inability of some students to logically connect ideas in the concept maps they created, resulting in a less coherent storyline. Additionally, students still struggled to develop the complication and resolution sections, which are crucial components of narrative texts. This shows that although concept mapping has great potential as a writing aid, its success is highly dependent on teacher guidance, consistent practice, and students' readiness and understanding of the strategy.

From the results of the research conducted, there are several recommendations that can be considered in the implementation of narrative text writing through the concept mapping method. First, for English teacher, it

is recommended that they continue to apply concept mapping consistently and comprehensively in learning activities. English teacher need to provide detailed instructions on the stages of concept mapping, including how to connect ideas logically and label the connecting lines appropriately. In addition, teachers are expected to pay more attention to the results of students' concept mapping and provide space for students to reflect on and refine their ideas before writing narrative texts.

Second, for students, concept mapping should be understood as a thinking tool that can help them design a more organized story structure and compose a clearer narrative flow. Therefore, students are advised to be more active in compiling concept mapping and utilizing them independently in the writing process. Discussion activities and repeated practice are also important so that students become accustomed to using this method effectively in various writing situations.

Finally, for future researcher, it is recommended that research be conducted in a broader context, both in terms of the time of implementation and the number of participants. Further research could also explore how concept mapping contributes to each stage of writing, as well as how students involvement in collaborative activities influences the success of this method. More varied methods in the process and assessment will provide a more comprehensive picture of the effectiveness of using concept mapping in narrative writing instruction.

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