

ABSTRACT

Rohmani, Lucky Amatur. 2016. *The Use of “Story Skeleton” to Improve Students’ Writing Skill in Narrative Text at the Tenth Grade Students at MAN Ngawi*. A Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Dra. Hj. Arba’iyah YS., MA

Key Words : *Story Skeleton, Improve, Writing Skill*

Writing is one of skills in English that should be mastered by students in Senior High School. Most of students who study English feel that writing is the most difficult skill in English. There are some reasons why writing is the most difficult skill in English such as: generate and organize ideas and put those ideas into coherent, logically ordered, sentence and paragraph organization, appropriate vocabulary, grammar, etc. While narrative text is a text that is taught often and it has quite simple generic structure. Sometimes students still face difficulties if they write a narrative text. In MAN Ngawi, teacher uses a media, story skeleton, in teaching writing narrative text. It is aimed to improve students’ writing skill in narrative text.

This study is focused on how story skeleton is used to teach writing narrative text and whether or not the use of story skeleton is able to improve students’ writing skill in narrative text. Descriptive qualitative was used as research method in this study. To know how story skeleton was used to teach narrative text, the researcher observed the teacher. To know whether or not the use of story skeleton was able to improve students’ writing skill in narrative text, the researcher analyzed students’ writing score after and before using story skeleton. The subject of this study is 33 students from tenth grade students MIA 1 of MAN Ngawi.

The result of the research shows that the use of story skeleton to teach writing using story skeleton has been going well. It was proven that teacher did not face many problems in the process of teaching using story skeleton. Besides, students’ written text was getting better and students’ ability in writing narrative text increased. In all assessment criteria, students score increased. Structure 13%, paragraphing 12%, ideas 11%, vocabulary 11%, audience 3%, spelling 2%, character and setting 2%, sentence structure 1%, punctuation 1%, and cohesion 1%. Teacher can use story skeleton to teach writing narrative text and it may use to teach other skills.