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Theme:

“THE STORY MAP STRATEGY AND THE WRITING SKILL”

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SUPERVISOR APPROVAL

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I, Mg Edgar Guadia Encalada Trujillo holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic: “THE STORY MAP STRATEGY AND THE WRITING SKILL” investigated by Mister Santiago David Lescano Chasi with I.D No. 0503975872, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “THE STORY MAP STRATEGY AND THE WRITING SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

All the kind people who have been a support during each stage of my life. My parents, who have made it possible to accomplish this huge dream. My sister because of her support, company, and help during my not too clever moments. My family for their care and love phrases that keep me pushing myself in the pursuit of my dreams.

Santiago

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RESUMEN

La estrategia del “Mapa de historia” consiste en leer una historia, luego se organiza la información clave en la plantilla del “mapa de historia”, al final se crea un producto escrito utilizando la información recopilada en la plantilla. El objetivo de la investigación fue analizar la relación entre la estrategia “Mapa de historia” y la mejora de la habilidad de escritura. La población para la investigación estuvo conformada por 27 estudiantes de 7° grado del Centro Bilingüe “La Granja”. Participaron 19 niñas y 8 niños. El rango de edad fue de 10 a 11 años. La institución se encuentra ubicada en la ciudad de Ambato. Fue necesario aplicar 5 sesiones durante un período de un mes. Cada sesión se aplicó en un ambiente presencial en la escuela. Los datos fueron recolectados a través de la aplicación de un pre-test y un post test. Ambos fueron tomados de Cambridge A2-Key English Test-Writing, la rúbrica para evaluar la escritura fue tomada de la “Guía del maestro para escribir A2 KEY para escuelas”. El puntaje promedio obtenido en el pre-test fue de 6.0 sobre 10. Luego, se aplicó la estrategia “Mapa de historia” a todos los 27 estudiantes. Durante las cinco sesiones, cada estudiante utilizó el mapa de historia para identificar las partes de una historia, ordenar la información y producir un producto escrito. Al finalizar las sesiones se realizó un post-test. La puntuación media en este caso fue de 7,2 sobre 10. Hubo una diferencia positiva de 1,2 puntos entre el pre-test y el posttest. Los resultados mostraron que la estrategia “Mapa de historia” mejora la habilidad de escritura de los estudiantes.

Palabras clave: historia, mapa de historia, estrategia, habilidad escrita

ABSTRACT

The Story Map strategy consists of reading a story, then the key information is arranged in the story map template, at the end a written product is created using the information collected in the template. The aim of the research was to analyze the relationship between the Story Map Strategy and the improvement of the writing skill. The population for the research consisted of 27 students of 7th grade from Centro Bilingüe “La Granja”, 19 girls and 8 boys participated. The rank of age was 10 to 11 years old. The institution is located in the city of Ambato. It was necessary to apply 5 sessions during a period of one month. Each session was applied in a face-to-face environment at the school. The data was collected through the application of a pre-test and a post-test. Both were taken from the Cambridge A2-Key English Test-Writing, the rubric was taken from the “Teacher Guide for Writing A2 KEY for schools”. The average score obtained from the pre-test was 6.0 out of 10. Then, the Story Map strategy was applied to all the 27 students. During the 5 session each student used the Story Map to identify the parts of a story: main character, secondary characters, setting of the story, beginning, middle and end of the story. Then arrange the information and produce a written product. When the sessions were completed, a post-test was carried out. The average score in this case was 7.2 out of 10. There was a positive difference of 1,2 points between the pre-test and post-test. The results showed that the Story Map Strategy does improve the writing skill of the students.

Key words: stories, Story Map, Strategy, writing skill.

CHAPTER 1.- THEORETICAL FRAMEWORK

1.1 Research Background

English is the most spoken language around the globe. It is considered as a universal language because of its presence in sciences, economy, politics, and education. So, it is important to educate focused on the dominion of English as a path to be integrated this globalized world. The ability to master the four basic skills, writing, reading, listening, and speaking, is fundamental to communicate and socialize. In this way the main objective of this research is to analyze the relationship of the Story Map Strategy and the improvement of the writing skill. It is important to support research through the use of papers, articles, journals, and theses.

The research work elaborated by Fadhilah (2020), “The Effect Of Implementing The Story Map Technique On Students In Writing Ability Narrative Text”. The main aim of this research was to find out if there was even, a positive or negative effect when the technique “Story map” is applied. It was focused on the ability of writing in English and the population was 58 students. According to the researcher, whose design was quasi experimental, there was an improvement after the application of the technique. The writing ability related with the aspect of content was the most improved one, according to the descriptive and inferential statistics collected from the data analysis of the 58 students. Another aspect that showed improvement was the one related to the aspect of identifying organization.

Another research that studied the same variables was elaborated by Rahmawati et al. (2018). “Effect Of Story Maps on EFL Students’ Achievement in Writing Narrative Texts”. The researcher applied the “Story Map” in two groups that were on second grade of a junior high school. The first group was the experimental, this group were trained in seven meetings using the “Story Map”. On the other hand, the control group participated in the completion of the pre-test and post-test. According to the analysis of the results, there was a significant difference between the scores of the experimental group and the control group. The students in the experimental group create writings that showed a better organization, cohesion, and content. Another interesting result

was that visual and auditory learners' results showed no significant difference in the production of narrative texts.

Tabatabaei, O (2013) in his research "The Effect of Story Mapping on Writing Performance of Iranian EFL Learners" achieve some interesting conclusions. Tabatabaei was aware of the wide use of story mapping for the improvement of reading comprehension, but he wanted to see if there was an improvement in the writing skill using the same strategy on a second language learning context. The researcher applied a standard proficiency test (OPT) on an experimental and control group. The experimental group had four sessions of instruction to use the story map strategy. The results showed that the experimental group made more progress when they write personal narratives. Finally, with the application of story maps there was a clear improvement in all the aspects of writing.

Bala (2017) investigated how much story map graphic organizers contribute to foster writing short stories. In his work: "An Analysis on Effects of Story Mapping in Writing Short Stories in EFL Classes, Iraqi Case" The procedure consists of three steps that were planned to be developed in eight writing courses. First, the teacher asks the students to write three short stories about random topics. Then, the "Story Map" organizers was introduced explaining the elements of short stories. Finally, with the help of the "Story Map" organizers the students were able to write three short stories.

The research developed by Anstanti (2019), "The Use Of Story Map To Improve Students' Writing Skills On Recount Text" stated as a main objective: to improve the writing skills on recount text of students of second grade. Story maps were used for this purpose. There were 27 students on this research that complete a pre-test, they were exposed to the story map and finally completed a post-test. According to the results, there was an improvement of more than 7 points between the two tests. The post-test average is of 78.14. The research concludes that the implementation of Story Map successfully improves the ability of the students in the writing of recount text.

"The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL" developed by Salem K, et all. Shows some interesting results. This research went deeper on the writing skills needed to write short stories, and the effects of story-mapping in the development of short writing

stories. A pre and post short story writing test was applied and graded according to a scale to collect and analyze the data. The results of the research revealed a positive effect on the writing ability of the students who learn to use the Story Map.

The research developed by Arasmita, A. "Improving Reading Comprehension of Grade Xi Students Through Story Mapping Strategy" gave key information to complete the story maps. The aim of this research was to prove if the application of story maps can improve the reading comprehension of ten grade students. The researcher used a pre and post-test to collect data. The analysis of the results of the pre-test, 64.63 and post-test, 78.5 indicates that the reading comprehension was improved after the application of the Story map strategy.

Nasrah (2018) in his research "The Implementation of Story Map Strategy to Improve Students' Writing Skill in Narrative Text at The Second Grade Students of SMAN 3 Pinrang" concludes that the students writing skill in narrative text is better after the treatment of story map. The aim of this research was to see the effects of the story map strategy in the writing skill of the students. The researcher applied a pre-test, then the treatment using the story map and finally a post test. According to the results of the pre-test, 8.57, and the post-test, 14.68, there is a clear improvement on the average score between the writing product before and after the treatment with the story map.

To sum up, the analyzed studies related to the use of Story Map strategy and the writing skill show that the learners exposed to this strategy can improve their writing skill. Moreover, the Story Map strategy improves the ability of the learners to organize ideas in a coherent and cohesive way. It also increases the vocabulary because learners read stories, which enriches their lexis with new vocabulary.

Independent Variable

EFL Teaching

English is the main language used among science, business, and international policies. However, just few countries have it as mother tongue or second language, the other ones identify English as a foreign language. Peng (2019) states "EFL means learning English in non-English-speaking countries, while ESL means English as a second

language,” (p.33) As the mother tongue in Ecuador is Spanish, the educative polices state that English is taught as a Foreign Language (EFL teaching) and not as second language (ESL teaching).

Teaching Methods

When someone knows about a topic most of the time people assume that he can teach that topic. There is nothing more far away from reality. It is important to know how to share knowledge in a way that the other person can learn it. “A teaching method is characterized by a set of principles, procedures, or strategies to be implemented by teachers to desired learning in students”. (Liu & Shi, 2007) It is not an advantage for the student the knowledge that a teacher has, but it is the method used during the teaching-learning process.

Metacognitive Strategies

Every objective in life can be accomplish in several ways. The tactic that a person apply, will make it easier or harder to achieve the objective. In the educative field, the strategy that a teacher applies make the difference between a student that think by his own and who develop his own learning or the student that just repeat the knowledge. “Implementing strategies that can foster meaningful learning and make learners autonomous ..., metacognitive strategies have been proved to have positive effects on learning process in every subject matter and in every situation” (Negretti & Kuteeva, 2011). Students tend to avoid the use of deep-thinking process; they are more in the mood to copy and paste information. It is a bad habit because they are not learning, and they are becoming beings without critical thinking.

The Story Map Strategy

Teaching is one of the most challenging activities in the world. It is a complex work in which the teacher must know the subject matter and the strategies that will be used. In this way the strategy that a teacher applies for a lesson will allow the student to complete the learning process satisfactorily or not. Indeed, there are several strategies, the present research will focus on the Story Map Strategy.

It is a matter of fact that in the modern era the strategies used in a class are not based on the believe that the teacher is the center of the class. So, the use of strategies where

the student is able to develop activities by his own are necessary. Story Map is a metacognitive strategy, so through the use of it the student can plan, monitor and evaluate their learning process. (Tababai & Radi, 2013) Thus, learners will be involved directly and actively in stablishing a meaningful learning and teachers will be just who guide the learning and not who impose the knowledge.

The reason why students do not like to work on their own is because it is difficult for them to organize their work. A teacher must provide a feasible strategy that students can easily follow so that they can develop an activity without problems. Nasrha (2019) states that Story Map Strategy pushes students to establish the key information of a text on a visual-spatial screen, so that they can easily identify the elements of the story and then successfully plan the written part. Consequently, by using this strategy, the teacher gives the student a clear path that they can easily follow. Allowing them to focus on the actual work and avoiding the waste of time and effort figuring out how to start the assignment.

The best way to organize information is by using visual representation. The Story Map strategy uses a graphic representation to set the different information of a story in a way that is easy to comprehend it.

Devi & Juniardi (2020) concludes that:

The story map is a graphic visual representation of stories' major elements such as main characters, supporting characters, setting that include time, place, atmosphere, problem, and resolution which will help the students to comprehend the whole story and make them easier to illustrate how the ideas of the stories are related to each other. And it can be used as an outline and to develop students' ideas of their writing. (p. 229)

All in all, the story map strategy has different advantages. Firstly, it is a strategy that allow the students to work by his own, and not being just a replicant of the knowledge. Secondly, this strategy helps the students to organize the work in order to develop the written activity easily. Finally, and for the development of the research it can help to the writing development due to it functions as an outline.

There are several types of Story Maps that can be used. They differ on the complexity of the information that the teacher asks to the students. A story map graphic can look

for introduction, development and conclusion of a story, or more detailed information as “setting, characters, sequence of major events and actions of story characters.” (Khalaf , 2010) A teacher can start applying the Story Map strategy with basic graphics and the increase the difficulty according to the development of the students. As more complex the deeply the student is using his metacognitive abilities.

The Story Map strategy could be applied in different ways according to the needs of the students and to the lesson objectives that the teacher stated. The strategy was labeled in three elements: read, completion and writing. The first element consists of reading the story, the student had the story printed in a sheet of paper for a better manipulation. The students identified the main character, secondary character, setting of the story and the main events of the beginning, middle and end of the story. Then, the student completed the story map template with the information requested. The students could use key words or copy some passages of the story in the template. Finally, with the information collected in the story map template the students wrote a resume of the story following the order of the template and with the information written in there.

The lessons for the application of the strategy followed the PPP method, presentation, practice, and production. PPP method was chosen because it is a method that aloud the students to work by themselves at the end of lesson. At the presentation part the teacher helps the student with key vocabulary, the context of the story and some aids in the completion of the template. The practice part was to write the information requested in the template with the help of the story. The students could write key words or small sentences. At the end of the lesson, the students where able to work individually writing a resume of the story with appropriate vocabulary in a coherent way.

Dependent Variable

EFL

The use of English is important for a country because just in this way it will access to different and important information related with science. Ecuador as most of Latin American countries identify English as a Foreign Language. In other words, “English

is not indispensable in daily communication.” Peng (2019) However, it is important to teach it, so the future professionals will be able to integrate themselves to organizations around the world that use English as a lingua-franca. Otherwise, the future of the country will be compromised, and it cannot be a positive development among the habitants of Ecuador.

Core Skills

Learning a language requires a lot of effort and time, but at the end it represent a high cognitive development. Once a person domain the core skills, reading, writing, speaking and listening, of a language it is said that he has learned the target language. Bharathi (2016) argues “effective communication refers to the ability to integrate reading, writing, speaking and listening skills in a real-life situation.” Thus, it is important for teachers, to create activities and use strategies that help the learners to be proficient in each of these core skills. Otherwise, the lack of any of these skills will be a problem for the student and his educative development.

Productive Skills

The core skills are needed to be proficient in a language. The four core skills are related between them and in pairs. In one side, listening and reading as receptive skills and as productive skills: speaking and writing. “The learners who possess efficient productive skills are able to produce something... Learners need to generate language to communicate their ideas either in speech or text.” Sreena & Inalkumaran (2018). The speaking skill is used in the society as a way to express ideas and thoughts, when a person speaks matters, who say it, the way it was said, and what was said. On the other hand, writing also express ideas and thoughts but slowly and with the capability of erase what it was written.

Writing Skill

Several authors agree about the complexity of writing. The writing skill is the most difficult to develop for the students, but it is easier to control for the teacher. The physical factor in writing is a great advantage because it is evidence of the student achievement, and it could be easily noticed the improvement that he has. (Sreena & Inalkumaran, 2018). Overall, a writing product can be easily corrected, and because

those corrections can stand along physically the student will notice the mistakes and he will also improve the way in which he writes.

The students need to find the best way to integrate all the skills in order to practice and improve them. Writing allows the student to develop all the other strategies as well as other factors that are important.

“Writing helps the student to grasp the vocabulary and structure and complements the other language skills. In the act of writing, the effort to express ideas and the constant use of eyes, hand and brain contains a unique way of supporting learning and discovering new ways of expressing ideas” (Sreena & Inalkumaran, 2018).

There by, writing is the perfect skill to show the domain of vocabulary, grammar, coherence, and cohesion. It also integrates reading, because as itself is a kind of writing. Speaking is practiced by reading aloud the writing to find mistakes or found any lack of coherence.

The writing process is necessary in order to produce a creative, attractive and organized product. The students’ writing ability has a deep relation with the strategy that is used, a strategy that overcomes the students’ needs will keep him focused, motivated and in the hence of improvement. The Story Map strategy stablish a process that benefits the student’s ability to find the structure of a story, create an outline and then write a product following a schema that allow him to produce a well-developed story. (Tabatabaei & Radi, 2013) On the whole, the writing skill is a productive skill that is easier to assess and improve by the teacher, but it is complex to develop due to the difficulty that represent for the at the time of developing the process. It is also a key skill to achieve because it integrates grammar, vocabulary, and the other skills. So, once the writing skill is mastered it can be said that a person is an English user.

1.2 Objectives

General Objective

- To analyze the relationship between the Story Map Strategy and the improvement of the writing skill

Specific Objectives

- To define the elements of Story Map Strategy that improves the writing skill.
- To apply the Story Map Strategy to improve the writing skill in the students of seventh grade at “La Granja” school.
- To identify the influence of the Story Map Strategy in the development of the writing skill.

Description of the fulfillment of objectives

The main objective of this research was fulfilled with the bibliographic sources that explained the elements of the Story Map strategy, the importance of the writing skill and the assessing tools used to collect the data related to the writing competence of the students of Centro Bilingue “La Granja”.

In order to fulfill the specific objective related to the elements of Story Map strategy that improves the writing skill it was necessary to find bibliographic support related to the strategy. The review of these information allowed the researcher to establish the elements of this strategy. Additionally, the assessing tool gave data related to the scores obtained in the parameters of content, organization and language which helped to identify the improvements as a product of the application of the Story Map strategy.

The second specific objective was achieved once the researcher went to the Centro Bilingue “La Granja” to apply the Story Map strategy. The researcher was able to assess the writing skill of the students with the application of the Key English Test A2-Writing. Then the strategy was applied during a month in 5 sessions of 40 minutes. In each session the students read a story, five well known stories were chosen for each

session. Then, the students completed the story map template and write a resume of the story with the information collected in the template. Finally, an assessing instrument was applied in order to gather data for its analysis.

The third objective was to identify the influence of the Story Map Strategy in the development of the writing skill. It was accomplished during the writing process of the strategy. The students were able to identify key information of a text, in this case a story, then organize it and present it according to the parameters stablished in the A2 Key English Test-Writing.

CHAPTER II METHODOLOGY

It is important to establish the methodology used in the research. The information found in this chapter includes the human resources, institutional resources and materials that were useful for its development. It is also detailed the population and the methods, type of research, and the design.

2.1 Resources

The present research made use of several resources and materials. Each one of them were a key part for the collection and analysis of the data.

The human resources that participated in the research were the research tutor, the researcher, and the participants/students of the educative institution. The research tutor was important since its guidance was fundamental to keep the research inside the limits of a scientific research. The researcher collected the information in bibliographic resources, established the methodology for the research and developed the process to apply the strategy and to assess the students. Finally, the students of Centro Bilingue “La Granja” were part of the research.

The institutional resources that participated in the development of the research were the Universidad Técnica de Ambato, specifically the Facultad de Ciencias Humanas y de la Educación and the degree program of Pedagogía de los Idiomas Nacionales y Extranjeros. It is also important to highlight the participation of Centro Bilingue “La Granja”.

The materials used in this research were 5 short stories for each session, the rubric for parts 6 and 7 of Key English test and the story map template.

2.2 Methods

2.2.1 Research design

The researcher did not manipulate the independent variable, the Story Map strategy, but did not randomize the participants because they were previously organized in a group according to their grade, which in this case was the 7th Grade. These characteristics correspond to a quasi-experimental design. The group which consisted of 27 students

participated in the research. Another characteristic of the quasi-experimental design is that they are conducted in a field setting, in this case the research was carried out in a face-to-face environment at Centro Bilingue “La Granja”.

2.2.2 Research Approach

Data was collected from the results obtained after the application of a pre-test and post-test. This data was quantitative since the results of the pre, and posttest was on a scale over 15. According to this the research approach was quantitative. The data was arranged in tables and figures which helped the researcher to identify the relationship of the independent and dependent variable. The scores were obtained according to the rubric of A2 Key English Test in a scale of 15 points.

2.3 Research Modality

The main source of information for the development of the research was taken from several bibliographic material. The papers, thesis, and documents used help the researcher to define the variables of the study. Moreover, the sources related to Story Map Strategy and its application were useful to create the procedure and for background material for possible slips during the research process. The point of view of other authors were important for the fulfillment of the objectives of the present research.

2.4 Procedure

The procedure of the research was divided in three main parts. Firstly, the researcher applied the pre-test to the students. The instructions were explained clearly, and the students completed it by themselves. The time employed for this part was 20 minutes according to the instruction of the Key English Test. The students did not have the opportunity to be helped during the application of the pre-test.

The second part of the research consisted of the application of the Story Map strategy. The researcher explained the strategy in the first session, the elements of the Story Map and the written product that the student should create based on the information of the story map. In this way, the students had 10 minutes to read the story, then they have another 10 minutes to complete the story map. The last 20 minutes were used to write a resume of the story with the help of the story map. The researcher used 5 stories

taken from the Learning English website of British Council. Each story has a media of 300 words and a predicted reading time of 10 minutes. A total of 5 sessions were completed following the same schema.

Finally, after the 5 sessions where the Story Map strategy was applied the students solved the post-test. In this part, it was shown the relation among the use of Story Map strategy and the improvement of the writing skill.

2.6 Population

The procedure and instruments for data collection have a population of 27 students from Centro Bilingue “La Granja” CEBLAG. There were 19 male students and 8 female students. The students belong to the 7th Grade of Basic education. According to the level of the students the pre-test and post-test applied used the A2 Key English Test Writing part 6 and 7.

Table 1

POPULATION

GENDER	N° participants	%
MALE	19	70.3
FEMALE	8	29.7
TOTAL	27	100%

Note: This table shows the population of the students of Centro Bilingue “La Granja”

2.7 Instruments for data collection

The instrument that was used for the data collection were the part 6 and 7 from the Key English Test. In part 6 the students wrote an email for a friend asking him or her to go swimming. The students wrote an answer completing three requirements: ask a friend if he/she could go to the pool, establish the location of the pool and the mean of transport that will be used.

In part 7, the students wrote a story based on three pictures that represent the routine of a person. The students could create the story assigning the name to the person in the picture according to their preference. They could also choose the location of the places presented on the pictures. The students had to complete 25 words at least in the e-mail and 35 words at least in the story.

The rubric used to score the performance of the students was obtained from the “Teacher Guide for Writing A2 Key English Test for schools”. The rubric assessed the students in content, organization, and language. Each parameter is divided in 6 bands, from 0 to 5 points. Each band has its descriptors. In total each part of the Key English Test is graded over 15.

Null Hypothesis (H₀)

The Story Map Strategy does not have a relationship with the improvement of the writing skill in the students of seventh grade at “La Granja” school during the scholar period 2021-2022.

Alternative Hypothesis(H₁)

The Story Map Strategy does have a relationship with the improvement of the writing skill in the students of seventh grade at “La Granja” school during the scholar period 2021-2022.

CHAPTER III.- RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The information collected from the pre-test and post-test is presented in this chapter. The population to where the pre and post-test were applied are 27 students of 7th grade from Centro Bilingue “La Granja”. The data was useful to identify the relationship among the Story Map Strategy and the improvement of the writing skill. For a better understanding the results have been organized in tables and graphs with their respective analysis and interpretation.

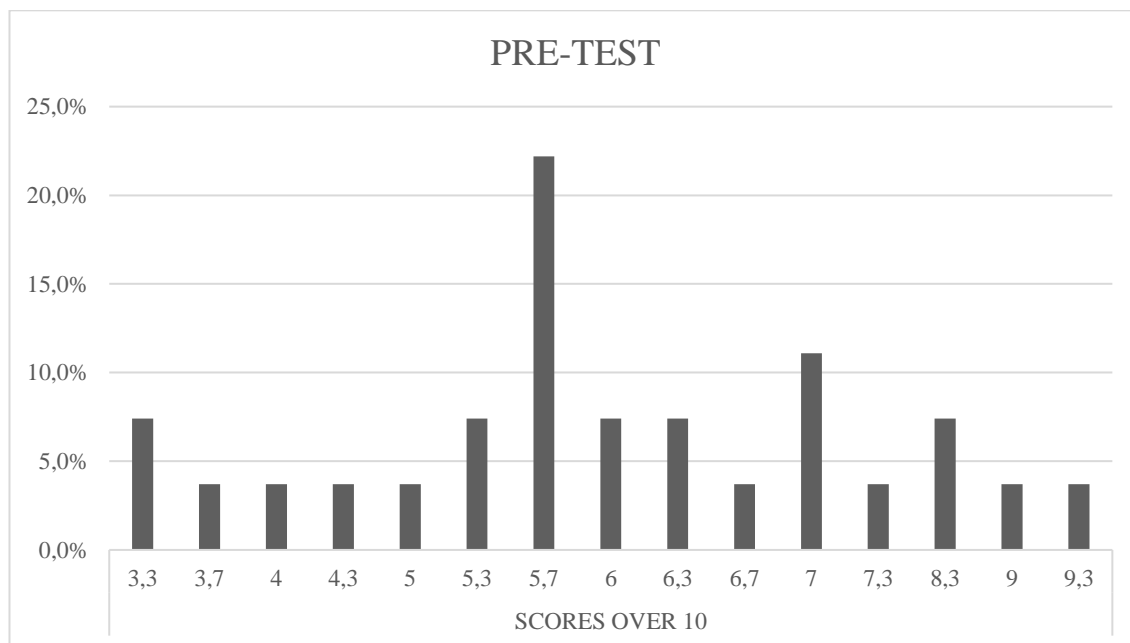
Both pre and post-test were taken from the Cambridge Assessment English- A2 Key English Test-Writing. It was directed to assess the writing skill of the examinees. The rubric used to score the pre and posttest was the one supplied in the “Teacher Guide for Writing A2 KEY for schools”. The Writing part of the KET consist of two parts, and each one is scored with the same rubric. The parameters assessed are Content, Organization and Language. Each one on a scale from 0 to 5 points. The overall score is graded over 30 points. However, the information was presented over 10 points for a better understanding.

The results collected from the pre, and post-test were organized in tables and figures for their presentation.

The first figure presents the information of the scores over 10 from the pre-test that was applied to the 27 participants. Then, the second figure presents the scores over 10 from the post test that was applied to the same 27 participants. Finally, in figure three the 27 participants scores of pre-tests and post-test are presented to show the relationship among the Story Map strategy and the improvement of the writing skill.

Figure 1

Pre-test frequency scores over 10



Note: Students pretest frequency score over 10. Elaborated by Lescano, S (2022)

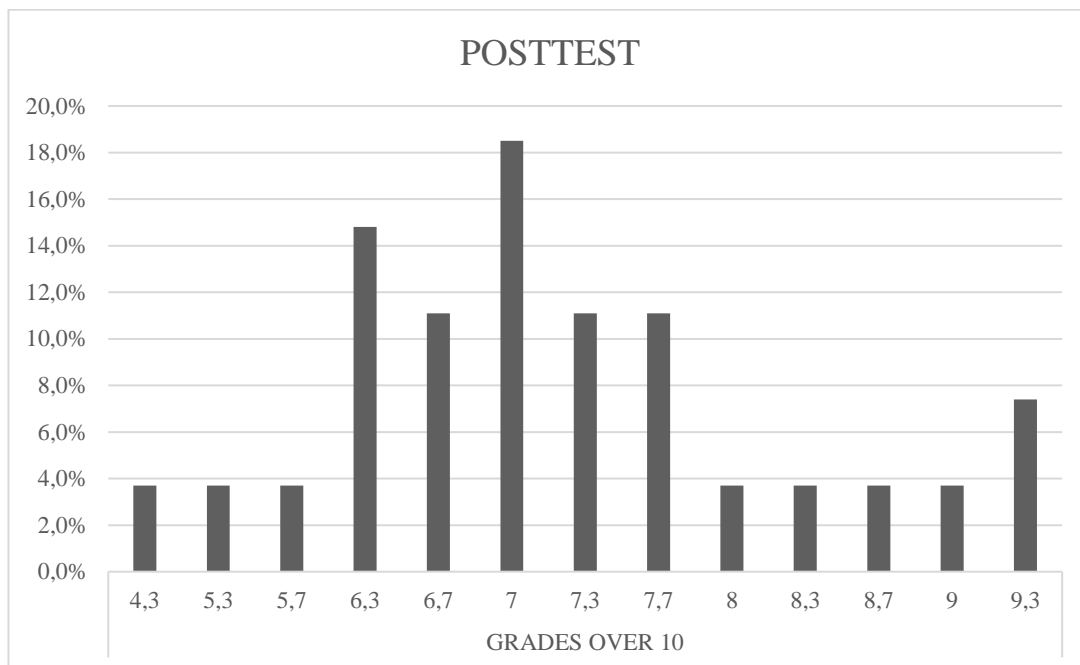
Analysis and interpretation

Figure 1 shows the scores obtained from the pre-test that was applied to 27 participants. The lower score obtained is 3.3 over 10 and the higher score is 9.3 over 10. Moreover, 45.1% of the participants have scores between 3.3 to 5.7, 36.9% of the participants have scores between 6 to 7.3. On the other hand, the scores between 8.3 and 9.3 are the scores of 14.8% of the participants.

The scores obtained in the pre-test shows that most of the participants had a low level in the writing skill. It could be a result of the lack of preparation focused on the writing skill. So, the implementation of a strategy to improve the writing production could be necessary.

Figure 2

Post-test frequency scores over 10



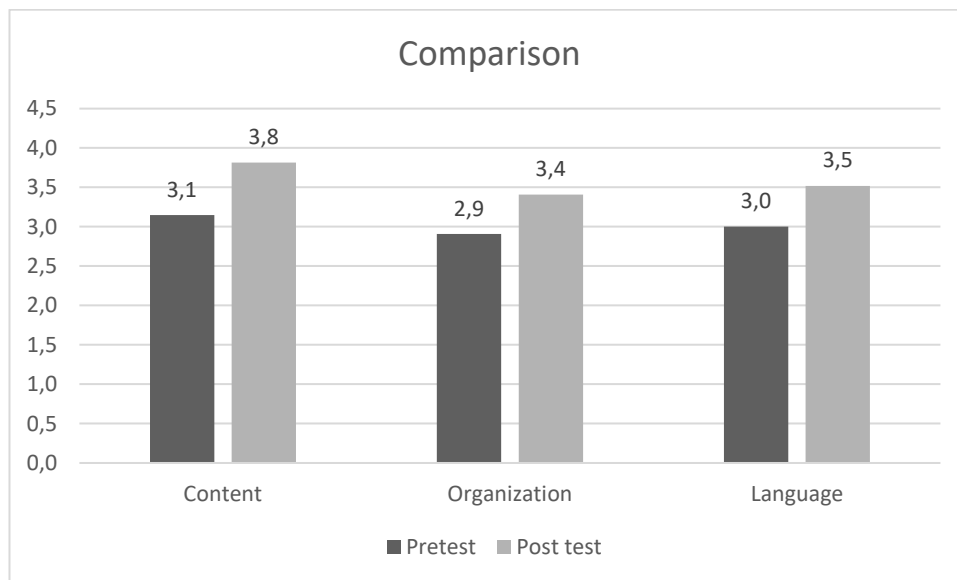
Note: Students post-test frequency scores over 10. Elaborated by Lescano, S (2022)

Figure 2 can be analyzed in order to identify the lower score which is 4.3 and the higher score 9.3. There was not a participant who could score a 10. The frequency of students that score between 4.3 and 6.3 is 33.3%. On the other hand, 51.8% of the participants score more than 7 and less than 9. Finally, the frequency of participants with the higher scores, 9 and 9.3, is 11.1%.

The post-test scores show an increased number of participants that obtained more than 7. It can also be observed that the lower grade obtained in the post test is 4.3 which is one point more than in the pre-test. The participants improved their writing performance after the application of the Story Map strategy.

Figure 3

Content, organization, language average scores



Note: Comparison of the average scores of each parameter assess in the pre-test and post-test.

Elaborated by Lescano, S. (2022)

The average scores of each parameter assessed in the Key English Test to 27 participants are shown in Figure 3. According to it, the pre-test scores of content, organization and language are: 3.1, 2.9 and 3.0 over 5 according to the rubric bands. On the other hand, the scores of the same parameter but according to the post-test are: 3.8, 3.4, and 3.5. The difference among the pre-test and post-test are: 0.7 for content, 0.5 for organization and 0.5 for language.

It is evident that there was an improvement in the writing skill after the application of the Story Map Strategy. Every parameter assessed in the Key English Test has improved. The participants were able to complete the test fulfilling the target of it, writing a connected and coherent text, using everyday vocabulary, and presenting few errors.

3.2 Verification of the hypothesis.

SPSS statistical software was used to analyze the data collected from the pre-test and post-test to verify the hypothesis.

Null Hypothesis (H₀)

The Story Map Strategy does not have a relationship with the improvement of the writing skill in the students of seventh grade at “La Granja” school during the scholar period 2021-2022.

Alternative Hypothesis(H₁)

The Story Map Strategy does have a relationship with the improvement of the writing skill in the students of seventh grade at “La Granja” school during the scholar period 2021-2022.

Table 2

Normality Shapiro Wilk test

Tests of Normality			
	Shapiro-Wilk		
	Statistical	df.	Sig.
Pretest	,961	27	,399
Posttest	,966	27	,503

The population of the research is less than 50 participants, so it was necessary to apply the Shapiro Wilk normality test. The values obtained for the pretest is 0,399 and for the post-test is 0,503. Since the values are more than 0.05 in both cases the distribution is normal.

Shapiro Wilk normality test aloud the researcher to choose the statistical operation to validate the research hypothesis. If there is not a normal distribution, a parametric test should not be used. However, if there is a normal distribution, the data should be analyzed with a parametric test. The T-test paired sample test was used to validate the hypothesis because there was a normal distribution according to the Shapiro Wilk test.

Table 3

T-test -- Paired samples statistics

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test	-1,1222	,9959	,1917	-1,5162	-,7283	-5,855	26	,000

Table 6 shows the information related to the Paired simple test to validate the hypothesis of a research work. According to the bibliography the alternative hypothesis is confirmed when the P-value is less than 0,05. On the other hand, if the P-value is more than 0,05 the null hypothesis is accepted.

In this case the P-value is 0,000, so the alternative hypothesis is accepted, and the null hypothesis is rejected. Finally, the Story Map Strategy does have a relationship with the improvement of the writing skill in the students of seventh grade at “La Granja” school during the scholar period 2021-2022.

3.3 Discussion of results

The present research has shown that the Story Map strategy has improved the writing skill since the results of the post-test are higher than the results of the pre-test. In this way, according to the finding of Rahmawati et all (2018) there is a significant

difference among the students' scores before and after the implementation of the Story Map strategy. So, it objective to improve the writing skill with the use of Story Map strategy was accomplished.

In the research by Anstanti (2019), "The Use of Story Map To Improve Students' Writing Skills On Recount Text" there was an observation on the positive effect on the students writing skill. Since the lack of motivation and the writing interest of the students because of conservative strategies, Anstanti (2019) applied the Story Map Strategy not just to improve the writing skill but to find one to make it interesting and motivating to the students. The results of it research was positive on the use of Story Map strategy.

Finally, the importance of the Story Map strategy for the improvement of the writing skill is plausible because the results obtained in the research. The participants did not just improve their writing skill, but they also showed a greater motivation and predisposition to write after the application of the strategy.

Chapter VI. Conclusions and recommendations

4.1 Conclusions

The implementation of strategies that help learners to improve their writing skill are necessary in today's education. Due to the importance of written productions such as essays, articles, thesis and others, the adequate strategy will help learners to have a better development in this area. The application of the Story Map strategy, the collection of data and the analysis of it, make it possible to state the following conclusions.

- The relationship between the Story Map Strategy and the improvement of the writing skill was analyzed through the data collected from the pre-test and post-test. The average scores obtained in the pre-test was 6 out of 10. Then the Story Map Strategy was applied in five sessions during a month to the students of 7th grade of Centro Bilingue "La Granja". As a result of the application, the students obtained an average score of 7.2 out of 10. So, there was a positive relationship based on the increasing of 1.2 points after the use of Story Map Strategy.
- The elements that are part of the Story Map Strategy are the reading section, the Story map itself and the writing section where all the information of the story map is resumed. So, according to the average score's improvement of Content, Organization and Language, the Story map helped to improve the writing skill. On one hand, the story map elements: setting, main character, beginning, middle and end of the story helped the students to organize the content of the story. On the other hand, the use of the writing section allowed the students to organize and present the information in a coherent and cohesive way. Finally, through the reading section learners improved their vocabulary and language.
- The application of the strategy happened in a face-to-face context at Centro Bilingue "La Granja". The process to apply the strategy consist of a reading part, the completion of the story map template and the written resume of the story based on the information collected in the template. The main element was the Story Map template where the

students wrote the key information related to setting, main characters, secondary characters, beginning, middle and end of the story. The used stories were taken from the British Council for kid's websites and are adaptations of well-known stories for A2 level kids. These two elements were printed in separate sheets of papers for a better manipulation. The students felt comfortable with the strategy and stayed motivated and focused during all the sessions.

- Since the Story Map helped the students to identify the elements of a story and arrange them according to the structure of a story, they were able to learn how to organize the information in a coherent and cohesive way. The Story Map strategy allowed the students to improve their writing skill because they have learned to identify important information of a story and to present it with appropriate content, well organized and using proper vocabulary and language.

4.2 Recommendations

- To implement the Story Map strategy as an educative resource for the improvement of the writing skill. Moreover, the implementation of different strategies will help the students to feel motivated and interested on writing.
- To adapt the elements of the Story Map strategy according to the needs of the students. For example, if there are students who feel more comfortable with visual aids, instead of writing in each part, they could draw or paste pictures. In this way the students will be able to fulfill the requirements satisfactorily.
- To apply the Story Map strategy during the complete scholar year at least once a month. It will allow the students to have a constant practice on reading and writing. Then, the students will be able to keep improving their abilities in the writing skill.
- To increase the level of difficulty gradually of the Story Map strategy by creating templates that could include “What happen if the character does a different thing?” Or by using more complex stories with several characters and different plots. Moreover, asking them for more detailed written productions with personal thoughts or alternative endings.

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ANNEXES

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 20 de abril de 2022

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Andrés Illingworth en calidad de Director de la Escuela de Educación Básica La Granja, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " THE STORY MAP STRATEGY AND THE WRITING SKILL" propuesto por el estudiante Lescano Chasi Santiago David , portador de la Cédula de Ciudadanía No. 0503975872, estudiante de la Carrera de Pedagogia de los Idiomas Nacional y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,


Sr. Andrés Illingworth
Cédula de Ciudadanía: 180114531-7
No teléfono convencional: 032842852
No teléfono celular: 0996114965
Correo electrónico: lagranja@ueblag.com

Annex 2: Pre-test A2 Key English Test Writing

UNIVERSIDAD TÉCNICA DE AMBATO

Research Word: “THE STORY MAP STRATEGY AND THE WRITING SKILL”

PRE-TEST

Cambridge Assessment English- A2 Key English Test-Writing

Name: _____

You want to go swimming on Saturday with your English friend, Toni.

Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write 25 words or more.

Write the e-mail on your worksheet

Look at the three pictures.

Write the story shown in the pictures.



Write 35 words or more.

Write the story on your answer sheet.

Annex 3: Posttest A2 Key English Test Writing

UNIVERSIDAD TÉCNICA DE AMBATO

POST-TEST

“The Story Map Strategy and the Writing Skill”

Name: _____

Question 6 Key English Test

You want to go swimming on Saturday with your English friend, Toni.

Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write 25 words or more.

Annex 5: Lesson Plans

Lesson Plan: 1 Date: May 16 th , 2022	
TEACHER: Lescano Santiago	TIME PERIOD: 40 minutes NUMBER OF STUDENTS: 27
<p>Aims:</p> <p>At the end of the lesson the students will be able to</p> <ul style="list-style-type: none"> -identify the setting, main character, secondary character of a story -identify the key information of the beginning of a story, the middle of a story and the end of a story -complete the story map template -write a resume of a story using the information of the story map template 	
Story: Goldilocks and the three bears	Skill: Reading and Writing
Materials: Story Map Template, Markers, white board, and “Goldilocks and the three bears” story.	
PROCEDURE:	TIME:
<p>Presentation:</p> <ul style="list-style-type: none"> -The teacher will give the students the story map template. -The teacher will explain in detail each part of the story map template: setting, main character, secondary character of a story, beginning of a story, the middle of a story and the end of a story. 	10 minutes

<p>Practice</p> <p>-The teacher will give the students the sheet of paper with the story: Goldilocks and the three bears.</p> <p>-The teacher will read aloud the story.</p> <p>-The teacher will ask the students to participate asking them to complete the story map template based on the story in the sheet of paper.</p>	<p>20 minutes</p>
<p>Production</p> <p>-The teacher will write on the board a resume of the story based on the information collected in the story map template. The resume should include:</p> <ol style="list-style-type: none"> 1. The setting of the story 2. The characters 3. The key information of the beginning of the story, the middle of the story and the end of the story. <p>-The students should write their own resume based on their story map template.</p>	<p>10 minutes</p>

<p>Lesson Plan: 2 Date: May 25th, 2022</p>	
<p>TEACHER: Lescano Santiago</p>	<p>TIME PERIOD: 40 minutes</p> <p>NUMBER OF STUDENTS: 27</p>
<p>Aims:</p> <p>At the end of the lesson the students will be able to</p> <p>-identify the setting, main character, secondary character of a story</p>	

<p>-identify the key information of the beginning of a story, the middle of a story and the end of a story</p> <p>-complete the story map template</p> <p>-write a resume of a story using the information of the story map template</p>	
Story: The ugly duckling	Skill: Reading and Writing
Materials: Story Map Template, markers, white board, and “The ugly duckling” story.	
PROCEDURE:	TIME:
<p>Reading:</p> <p>-The teacher gives the students the story map template and the story “The ugly duckling”.</p> <p>-The teacher read aloud the story.</p> <p>-The teacher asks the students about the setting and the characters of the story.</p> <p>-The teacher asks for key information about the beginning, middle and end of the story.</p>	-10 minutes
<p>Story Map</p> <p>-The students will write the information that is requested in the story map template.</p> <p>-The students can use the sheet of paper with the story</p>	-10 minutes

<p>Writing</p> <p>-The students write a resume of the story using. The resume should include:</p> <ol style="list-style-type: none"> 1. The setting of the story 2. The characters 3. The key information of the beginning of the story, the middle of the story and the end of the story. <p>-The students should write their own resume based on their story map template.</p> <p>-The students can ask the teacher for help about grammar, vocabulary or meaning of a word.</p>	<p>-20 minutes</p>
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<p>Lesson Plan: 3 Date: June 3rd, 2022</p>	
<p>TEACHER: Lescano Santiago</p>	<p>TIME PERIOD: 40 minutes</p> <p>NUMBER OF STUDENTS: 27</p>
<p>Aims</p> <p>At the end of the lesson the students will be able to:</p> <ul style="list-style-type: none"> -identify the setting, main character, secondary character of a story -identify the key information of the beginning of a story, the middle of a story and the end of a story -complete the story map template -write a resume of a story using the information of the story map template 	
<p>Story: Jack and the beanstalk</p>	<p>Skill: Reading and Writing</p>
<p>Materials: Story Map Template, Markers, white board, and “Jack and the beanstalk” story.</p>	

PROCEDURE:	TIME:
<p>Reading:</p> <ul style="list-style-type: none"> -The teacher gives the students the story map template and the story “Jack and the beanstalk”. -The teacher read aloud the story. -The teacher asks the students about the setting and the characters of the story. -The teacher asks for key information about the beginning, middle and end of the story. 	<p>-10 minutes</p>
<p>Story Map</p> <ul style="list-style-type: none"> -The students will write the information that is requested in the story map template. -The students can use the sheet of paper with the story 	<p>-10 minutes</p>
<p>Writing</p> <ul style="list-style-type: none"> -The students write a resume of the story using. The resume should include: <ul style="list-style-type: none"> 1. The setting of the story 2. The characters 3. The key information of the beginning of the story, the middle of the story and the end of the story. -The students should write their own resume based on their story map template. 	<p>-20 minutes</p>

<p>-The students can ask the teacher for help about grammar, vocabulary or meaning of a word.</p>	
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<p>Lesson Plan: 4 Date: June 8th, 2022</p>	
<p>TEACHER: Lescano Santiago</p>	<p>TIME PERIOD: 40 minutes</p> <p>NUMBER OF STUDENTS: 27</p>
<p>Aims:</p> <p>At the end of the lesson the students will be able to</p> <ul style="list-style-type: none"> -identify the setting, main character, secondary character of a story -identify the key information of the beginning of a story, the middle of a story and the end of a story -complete the story map template -write a resume of a story using the information of the story map template 	
<p>Story: Ali and the magic carpet</p>	<p>Skill: Reading and Writing</p>
<p>Materials: Story Map Template, Markers, white board, and “Ali and the magic carpet” story.</p>	
<p>PROCEDURE:</p>	<p>TIME:</p>

<p>Reading:</p> <ul style="list-style-type: none"> -The teacher gives the students the story map template and the story “Ali and the magic carpet”. -The teacher read aloud the story. -The teacher asks the students about the setting and the characters of the story. -The teacher asks for key information about the beginning, middle and end of the story. 	<p>-10 minutes</p>
<p>Story Map</p> <ul style="list-style-type: none"> -The students will write the information that is requested in the story map template. -The students can use the sheet of paper with the story 	<p>-10 minutes</p>
<p>Writing</p> <ul style="list-style-type: none"> -The students write a resume of the story using. The resume should include: <ul style="list-style-type: none"> 1. The setting of the story 2. The characters 3. The key information of the beginning of the story, the middle of the story and the end of the story. -The students should write their own resume based on their story map template. 	<p>-20 minutes</p>

<p>-The students can ask the teacher for help about grammar, vocabulary or meaning of a word.</p>	
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<p>Lesson Plan: 5 Date: June 10th, 2022</p>	
<p>TEACHER: Lescano Santiago</p>	<p>TIME PERIOD: 40 minutes</p> <p>NUMBER OF STUDENTS: 27</p>
<p>Aims:</p> <p>At the end of the lesson the students will be able to</p> <ul style="list-style-type: none"> -identify the setting, main character, secondary character of a story -identify the key information of the beginning of a story, the middle of a story and the end of a story -complete the story map template -write a resume of a story using the information of the story map template 	
<p>Story: Little red riding hood</p>	<p>Skill: Reading and Writing</p>
<p>Materials: Story Map Template, Markers, white board, and “Little red riding hood” story.</p>	
<p>PROCEDURE:</p>	<p>TIME:</p>

<p>Reading:</p> <ul style="list-style-type: none"> -The teacher gives the students the story map template and the story “Little red riding hood”. -The teacher read aloud the story. -The teacher asks the students about the setting and the characters of the story. -The teacher asks for key information about the beginning, middle and end of the story. 	<p>-10 minutes</p>
<p>Story Map</p> <ul style="list-style-type: none"> -The students will write the information that is requested in the story map template. -The students can use the sheet of paper with the story 	<p>-10 minutes</p>
<p>Writing</p> <ul style="list-style-type: none"> -The students write a resume of the story using. The resume should include: <ul style="list-style-type: none"> 1. The setting of the story 2. The characters 3. The key information of the beginning of the story, the middle of the story and the end of the story. -The students should write their own resume based on their story map template. 	<p>-20 minutes</p>

<p>-The students can ask the teacher for help about grammar, vocabulary or meaning of a word.</p>	
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Annex 6: Stories

Goldilocks and the three bears

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there.

Goldilocks saw three bowls on the table. She was hungry.

‘This porridge is too hot! This porridge is too cold! This porridge is just right!’ Goldilocks ate all the porridge. Goldilocks was tired now. ‘This chair is too big! This chair is too big, too! This chair is just right!’ But the chair broke!

Goldilocks was very tired. She went upstairs. ‘This bed is too hard! This bed is too soft! This bed is just right!’

Soon, the bears came home.

‘Someone’s been eating my porridge!’ said Daddy Bear.

‘Someone’s been eating my porridge!’ said Mummy Bear.

‘Someone’s been eating my porridge - and it’s all gone!’ said Baby Bear.

‘Someone’s been sitting on my chair!’ said Daddy Bear.

‘Someone’s been sitting on my chair!’ said Mummy Bear.

‘Someone’s been sitting on my chair - and it’s broken!’ said Baby Bear.

‘Someone’s been sleeping in my bed!’ said Daddy Bear.

‘Someone’s been sleeping in my bed!’ said Mummy Bear.

‘Someone’s been sleeping in my bed - and she’s still there!’ said Baby Bear.

Goldilocks woke up and saw the three bears. ‘Help!’ She ran downstairs and into the forest. She never came back again.

The ugly duckling

Mummy Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out.

Then the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. 'That's strange,' thought Mummy Duck.

Nobody wanted to play with him. 'Go away,' said his brothers and sisters. 'You're ugly!'

The ugly duckling was sad. So he went to find some new friends.

'Go away!' said the pig.

'Go away!' said the sheep.

'Go away!' said the cow.

'Go away!' said the horse.

No one wanted to be his friend. It started to get cold. It started to snow! The ugly duckling found an empty barn and lived there. He was cold, sad and alone.

Then spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird! 'Wow!' he said. 'Who's that?'

'It's you,' said another beautiful, white bird.

'Me? But I'm an ugly duckling.'

'Not any more. You're a beautiful swan, like me. Do you want to be my friend?'

'Yes,' he smiled.

All the other animals watched as the two swans flew away, friends forever.

Jack and the beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow.

Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk.

He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.

Jack heard a voice. 'Fee, fi, fo, fum!' Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

'Lay!' said the giant. The hen laid an egg. It was made of gold. 'Sing!' said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, 'Help, master!'

The giant woke up and shouted, 'Fee, fi, fo, fum!' Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, 'Mother! Help!' Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.

With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

Ali and the magic carpet

One very hot day Ali finds a carpet in his uncle's shop.

'What's this?'

Suddenly the carpet jumps! It moves and flies off into the air.

'Hey! What's happening?'

A loud booming voice comes from the carpet.

'Welcome, O master. I am a magic carpet.'

First they fly high up into the sky and then they land in a jungle. It is hot and wet and it's raining.

'It's raining! Yuck!'

Then they fly to the desert. It is very, very hot and dry.

'It is very, very hot today!'

After that they fly to the South Pole. There is lots of ice and snow. It's freezing.

'Brrr!'

'Where are we now? I can't see!'

'In the mountains. Can you see me?'

'It's very foggy.'

Then they fly to a forest. It's very windy there.

'Oh, it's windy in the forest!'

Then they fly to an island in the sea. There is thunder and lightning.

'Aaagh! Let's go home!'

'What a storm!'

Finally they fly back home. The carpet lands in the shop and Ali gets off.

'Wow! What an adventure!'

Little Red Riding Hood

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket.

On her way Little Red Riding Hood met a wolf.

‘Hello!’ said the wolf. ‘Where are you going?’

‘I’m going to see my grandmother. She lives in a house behind those trees.’

The wolf ran to Granny’s house and ate Granny up. He got into Granny’s bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

‘Granny, what big eyes you have!’

‘All the better to see you with!’ said the wolf.

‘Granny, what big ears you have!’

‘All the better to hear you with!’ said the wolf.

‘Granny, what a big nose you have!’

‘All the better to smell you with!’ said the wolf.

‘Granny, what big teeth you have!’

‘All the better to eat you with!’ shouted the wolf.

A woodcutter was in the wood. He heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out.

The wolf ran away and Little Red Riding Hood never saw the wolf again.

Annex 7: Urkund report



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