



**The effect of story mapping in  
developing the secondary stage  
EFL students' short-story  
writing**

**فاعلية خارطة القصة في تطوير كتابة  
القصة القصيرة لدى متعلمي اللغة  
الانكليزية في المرحلة الثانوية**

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### **Abstract**

Many secondary schools still find it very difficult to teach EFL students how to write with considerable attempts. Writing presents challenges like story development, arrangement of ideas, and grammatical correctness, as students confront. A short story requires a combination of ideas, arrangement of events, creation of characters and fluency of language. In traditional methods of instruction, grammar and sentence structure are given a lot of emphasis in the teaching of English as a second language. In contrast to this, there is much less emphasis on cognitive structure of concepts for narrative. Students will find the framework of the narrative deficient and the prose disjointed.

Story mapping aids students in attempting to arrange narrative material visually in a graphic way. This technique is based on drawings showing the relationship between the story, character, setting, event, conflict and the resolution. Visual organizers can help activate prior knowledge and arrange ideas before writing. Students can create storylines logically through this method as it can help students express their thoughts clearly as well as improve their writing skills.

The research investigates the effect of story mapping towards the development of secondary school students' short story writing skills in English as a Foreign Language (EFL). Story mapping helps students organize their thoughts while writing a short story so that they don't miss the important elements. It is suggested to use a quasi-experimental design which consists of a control group that gets a test before and after the intervention to measure writing score progress. In the experimental group the participants do narrative mapping activity to learn writing, but in the control group participants receive tradition writing training. A systematic framework of evaluating a piece of writing, based on: mechanics, language use, structure, and content development.

Additionally, the study looked at how the story mapping technique affected students' narrative writing in terms of plot structure and cohesiveness in short story writing. Curriculum developers and English as a foreign language (EFL) instructor seeking to improve



writing teaching should be able to draw pedagogical conclusions from the findings.

**Keywords:** Story mapping, EFL writing instruction, Short-story writing, Graphic organizers, Secondary school learners.

### الملخص

على الرغم من الجهود الكبيرة المبذولة، ما تزال العديد من المدارس الثانوية تجد صعوبة في تعليم طلبة اللغة الإنجليزية كلغة أجنبية فن الكتابة. إذ يواجه الطلبة تحديات متعددة أثناء الكتابة، من أبرزها تنظيم الأفكار، وبناء القصة، والدقة النحوية. ويتطلب تأليف قصة قصيرة امتلاك مجموعة من المهارات المترابطة، مثل القدرة على دمج الأفكار، وترتيب الأحداث، وبناء الشخصيات، واستخدام اللغة بطلاقة. إلا أن الأساليب التقليدية في تدريس اللغة الإنجليزية كلغة ثانية غالباً ما تركز على القواعد وبنية الجملة أكثر من تركيزها على البنية المعرفية لتنظيم السرد. ونتيجة لذلك قد يفتقر نص الطلبة إلى إطار سردي واضح، وتبدو كتاباتهم مفككة وغير مترابطة.

وقد طُرحت في الآونة الأخيرة استراتيجية تعليمية تُعرف بـ خرائط القصة ( Story Mapping) كأداة تساعد على تنظيم عناصر السرد بصرياً. تقوم هذه الاستراتيجية على تمثيل العلاقات بين عناصر القصة مثل الحكمة، والشخصيات، والمكان، والأحداث، والصراع، والحل من خلال مخططات أو منظمات بصرية. وتساعد هذه المنظمات الطلبة على تفعيل معارفهم السابقة وتنظيم أفكارهم قبل البدء بالكتابة. ومن خلال هذا الأسلوب يتمكن الطلبة من تحسين مهاراتهم في الكتابة والتعبير عن أفكارهم بوضوح أكبر، كما يساهم في بناء تسلسل منطقي للأحداث داخل القصة.

تهدف هذه الدراسة إلى فحص أثر استخدام خرائط القصة في تنمية مهارات كتابة القصة القصيرة لدى طلبة المرحلة الثانوية الذين يدرسون اللغة الإنجليزية كلغة أجنبية. وتُعد خرائط القصة أداة فعالة تساعد الطلبة على تنظيم أفكارهم أثناء كتابة القصص القصيرة. ولقياس مدى التقدم في درجات الكتابة، تقترح الدراسة استخدام تصميم شبه تجريبي يتضمن اختباراً قبلياً وبعدياً لمجموعتين إحداهما تجريبية والأخرى ضابطة. حيث تتلقى المجموعة التجريبية تدريبات تعتمد على خرائط القصة، في حين تتعلم المجموعة الضابطة باستخدام الأساليب



التقليدية في تدريس الكتابة. ويتم تقييم كتابات الطلبة وفق إطار منهجي يأخذ في الاعتبار الجوانب الميكانيكية للكتابة، واستخدام اللغة، والتنظيم البنائي للنص، وتطوير المحتوى. كما تسعى الدراسة إلى تحليل تأثير تقنية خرائط القصة في الكتابة السردية للطلبة من حيث بنية الحبكة ومدى الترابط والانسجام في كتابة القصة القصيرة. ومن المتوقع أن تسهم نتائج الدراسة في تقديم دلالات تربوية مهمة يمكن أن يستفيد منها مطورو المناهج ومعلمو اللغة الإنجليزية كلغة أجنبية بهدف تحسين تعليم مهارات الكتابة لدى طلبة المرحلة الثانوية. الكلمات المفتاحية: خارطة القصة ، تعليم الكتابة باللغة الإنجليزية كلغة أجنبية، القصة القصيرة، متعلمي المرحلة الثانوية.

## Chapter One

### Introduction

#### 1.1 Introduction

When studying English as a foreign language, one of the hardest skills to master is writing. Writing requires not just verbal understanding but also cognitive organization. Aspects of language expertise are present in all of the replies, and some of them do include tactics for arranging thoughts or composing text (though not always). Writing well requires not just an extensive vocabulary but also attention to grammar and syntax, the ability to organize thoughts logically, and the ability to make phrases and paragraphs flow together. But secondary school students typically find these factors overwhelming, and they have a hard time striking a balance between them all, especially when writing narrative texts like short tales.

In English as a foreign language classes, students often just learn to fix grammatical mistakes and put together simple sentences. But for a teacher, it's quite different when it comes to the clarity and coherence of an idea's expression and the way one notion leads into another. So, even when students are well-versed in the material and have the necessary grammar, vocabulary, etc., they may still struggle to put together a unified piece of writing. The stories they write often suffer from a lack of coherence and often fail to provide the story's setting, characters, conflict, and conclusion, as well as the story's



chronological order. Writing instruction and the development of original ideas are both stifled by this worry. (Jan & Aziz, 2023)

Scholars in the field of education have so investigated methods that facilitate students' pre- and post-writing thought organization. Story mapping, which makes use of visual organizers to display the story's components, is one of the most talked-about ways among many others. Using story mapping as a method for narrative preparation, students may see how the characters, storyline, location, and conclusion are all connected. By providing a visual framework for the material, this method helps learners see the story's evolution and arrange their thoughts coherently.

Since story mapping is useful for organizing structured information and activating schema, it connects well with theories of learning that are based on constructionism. By making mental pictures of the story's components, students are better able to understand how stories are structured. Students benefit from this knowledge because it provides a foundation upon which they may construct stories that are well-organized and easy to follow.

There has been a recent uptick in the use of graphic organizers in research on language instruction. Visual learning aids make it easier for students to focus on the connections between concepts, which in turn improves their understanding and writing abilities, according to research. In 2013, story mapping was suggested as a helpful technique for narrative writing, which would lead students through the steps of story development, organization, and composition.

Despite the growing interest in visual techniques in language education, traditional methods of teaching writing to students studying English as a foreign language in secondary school EFL classes are still widely used. Essays and narratives written without the use of a standard format to help students organize their ideas are a typical type of student assessment. Students find it challenging to maintain a consistent flow of ideas and expression throughout their work as a result of this. Because they don't know what to do before writing, many EFL students struggle with their writing. ( Jameel, 2022)

This research looks at how well story mapping works as an educational tool for teaching secondary-level EFL students to write short stories. Finding out whether story maps help students organize their narrative ideas and write better-



structured tales is the main goal of this study. The study's overarching goal is to fill up writing pedagogy in EFL classrooms by illuminating the causes and effects of this method on students' writing progress.

## **1.2 Background and Context**

Over time, English became the de jure language of business, politics, science, and diplomacy on a worldwide scale. The importance of teaching English as a foreign language in educational institutions worldwide has grown accordingly. The combination of linguistic information with the necessary cognitive structure makes writing the hardest of the four language skills for learners to acquire.

Secondary school students in many EFL classrooms struggles with writing lengthier pieces. Particularly for assignments requiring narrative writing, this difficulty stands out. In narrative writing, it is important for students to construct an event trail that is logically organized, cohesive, and unambiguous. Additionally, students should use descriptive language, action-appropriate verb tenses, and fluidity strategies to connect their story events.

Studies on second language (L2) writing have shown that students struggle more with organizing their thoughts than with expressing themselves formally. When students start writing, they often don't have a plan or framework, which results in disjointed plots. They fail to include essential elements of narrative or present events in an episodic fashion. These issues show that there is a gap between linguistic competence and the capacity to arrange one's thoughts in writing.

Teachers often resort to grammar or vocabulary exercises when faced with writing challenges. These activities help students improve their linguistic abilities, but they don't teach them how to structure their ideas. Rather, students learn techniques to arrange and plan the material before they start writing as part of successful writing teaching.

A educational technique called narrative mapping was created in answer to this demand. Using this method, you may graphically lay out a story's components and demonstrate their interconnections. Location, people, plot, and resolution



are the typical components of a narrative map. Students may see the whole tale before they begin to write.

Since visual forms combine information into logic patterns, educational psychologists argue that they facilitate learning. According to schema theory, our brains are more efficient at processing new information when it is relevant to an existing, useful schema. Thus, by systematically grouping narrative materials, story maps elicit these mental formations. Students are prepared for future success in areas such as memorization and writing organization.

One area where story mapping has found widespread use is in English as a foreign language (EFL) classroom, specifically in the aid of reading comprehension. Teachers often use story maps as a tool for students to analyze narrative texts. However, this technique may also be used while teaching writing. When students are in the planning stages of creating a tale, story maps help them see the overall framework of the piece.

Many writing courses, particularly those in high school, fail to make use of narrative mapping, despite its potential usefulness. Unfortunately, not all educators are familiar with or trained to effectively use graphic organizers in the writing process, therefore not all students will benefit from this approach. Concerning this matter, studies examining the relationship between narrative mapping and the writing abilities of EFL students are substantially lacking.

Thus, the aforementioned data investigates the effects of narrative mapping on secondary school students' ability to write short stories. To determine if story mapping has a positive impact and helps learners develop their narrative writing in a quantifiable way, the research compares the narrative writing performances of students who have been taught the technique to those who have received traditional instruction.

### **1.3 Problem Statement**

For many secondary school students studying English as a second language, writing narrative texts is an incredibly difficult task. Teachers' reports on student work often show that many of their pupils struggle with organization, maintaining a logical progression of events, and creating a consistent framework for their stories. Despite students' rudimentary knowledge of syntax



and vocabulary, they often fail to use what they've learned to construct effective narrative essays.

Many abilities are required to write short tales. Each student is expected to present the story's characters, location, problem, events, and their logical sequence before concluding with a solution. When students don't know how to organize their thoughts, it shows in their writing. The story won't make sense, the events won't fit together, and the storyline won't be well-structured.

Writing instruction in English as a foreign language (EFL) courses often places an emphasis on memorization of vocabulary and strict grammatical control. In class, students are expected to write compositions with no guidance on how to structure narrative texts or develop their ideas. The main issue here is that professors tend to address students' grammar mistakes after the fact, rather than before the preparation stage of writing. So, they write aimlessly, without using any framework to direct their ideas. Students' inability to generate solid ideas while writing is another common issue. A lot of students have an innate sense of how to start a composition, but they just sit there and hope that the topic comes to them without any organized guidance, since they have no idea how to tie the tale together. Consequently, the tales are undeveloped, poorly written, and lack coherence.

Graphic organizers have long been supported by educational scholars who argue that pupils benefit from visual frameworks while they are preparing to write. Story mapping is a similar method that uses visuals to show narrative text characteristics. They may construct their tale instead by thinking about the characters, location, conflict, events, and resolution in this diagram.

Even though story mapping is a great tool for representation in English as a foreign language writing, many secondary school EFL classes still employ outdated methods of instruction that do not make use of visual planning tools. Students often fail to develop the theme writing abilities necessary to create an essay with a cohesive organization and a narrative voice. This points to the need for research into the potential benefits of narrative mapping as a teaching tool for improving students' ability to write well-structured, coherent short tales.



The purpose of this research is to delve into this issue by looking at how story mapping might help EFL students at the secondary level improve their short story writing abilities.

### **1.4 Aim and Objectives**

The primary aim of this study is to examine the effect of story mapping on improving the short-story writing skills of secondary stage students learning English as a foreign language.

To achieve this aim, the study seeks to accomplish several objectives.

1. The primary aim of the study is to gauge the shortstory writing ability of secondary school level EFL. Students prior to the use of the strategy.
2. The second objective is to develop and implement a teaching intervention using story mapping as a pre-writing strategy in narrative writing teaching.
3. The third objective is to measure how far story mapping is able to enhance the narrative writing performance of the students.
4. The fourth objective is to see if story mapping improves writing performance compared to traditional writing performance.
5. The next objective assesses the problem-solving ability of the students as they come up with a solution to a given problem which is essentially creative thinking.
6. The aim of this study is to find out whether story mapping can be used as an effective pedagogical tool in EFL classrooms to enhance narrative writing.

### **1.5 Research Questions and Hypotheses**

The present study attempts to answer the following research questions.

1. Is narrative mapping a useful tool for improving secondary school EFL students' short story writing?
2. Does story mapping significantly improve students' writing compared to more conventional methods of teaching?
3. In your opinion, which parts of a piece of writing are most suited for narrative mapping?



4. When writing short tales, would using a story map help with organizing the events and making sure everything flows together?

Based on these questions, the study proposes the following hypotheses.

### **H1**

Students who receive instruction through story mapping will demonstrate significantly higher scores in short-story writing compared with students who receive traditional instruction.

### **H2**

There will be statistically significant improvement in the experimental group's post-test writing scores compared with their pre-test scores.

### **H3**

Story mapping will have a positive effect on the organization and coherence of students' narrative writing.

## **1.6 Significance of the Study**

The importance of this research is highlighted by the fact that writing is fundamental to second language acquisition. Improving one's speaking and language skills via writing is only one of the many benefits of increasing communication. Students may benefit academically and, in their ability, to articulate themselves more precisely if they work to improve their writing abilities.

In terms of methods for teaching and learning English, this study makes a few promises:

1. Educators seeking specific ways to improve writing teaching will find pedagogical implications for their work in the research first. Students might benefit from story mapping as a framework for organizing their ideas prior to writing.
2. This study adds to the existing research regarding the use of graphic organizers in second language learning. The study contributes to the literature on teaching narrative writing by examining story mapping in an English as a foreign language context.



3. The findings could possibly guide curriculum makers on incorporating visual knowledge in the writing class at secondary school. Using formal planning tools in the writing curriculum may help students produce less ordered but more coherent texts.
4. The research could provide pupils a writing plan with the bare minimum of steps to follow while composing an essay. Learners may develop their creative confidence and become masters of narration by practicing visualizing narrative outlines before writing.
5. This study has the potential to pave the way for future research on graphic organizers' efficacy in enhancing reading comprehension and imaginative writing, among other language abilities.

## 1.7 Scope and Key Terms

Secondary school students who are learning English as a second language are the ones that take part in the research. Abstract This research examines how narrative mapping influences success in creating short stories. The narrative writing tasks that teach students to make up tales with typical narrative features are the subject of this research.

Elaboration, organization, mechanics, grammar, and content development are some of the aspects of writing performance that are evaluated.

Several essential words are used in this study.

### **Story Mapping**

A visual instructional strategy that organizes narrative elements such as characters, setting, problem, events, and resolution in a diagram that guides students during the writing process.

### **Short-Story Writing**

A form of narrative writing in which students produce a brief story that contains a structured sequence of events and narrative elements.

### **EFL (English as a Foreign Language)**

The learning and teaching of English in contexts where English is not the primary language of communication.



## **Graphic Organizers**

Visual tools that represent relationships among ideas to support comprehension, planning, and organization of information.

## **1.8 Study Structure**

The four parts of this study investigate how story mapping influences the narrative writing of English as a foreign language (EFL) student in secondary school.

Research Statement (First Chapter). Along with the study's relevance and breadth, it provides the study's background, research topic, research goals, objectives, questions, and hypothesis.

Chapter Two: Reviews the literature on teaching writing in English as a foreign language (EFL) setting. This chapter covers topics such as the theoretical underpinnings of narrative mapping, the use of graphic organizers in writing teaching, the characteristics of short-story writing, and the most typical writing challenges among secondary school learners. This chapter also identifies research gaps and examines prior empirical work.

Chapter Three: This section delves into the study's methodology. Information about the study's methodology, subjects, educational intervention, data collecting tools, implementation steps, and analytic techniques is provided.

Chapter Four presents the study's results and analyses their relevance to English as a foreign language education. Findings from both the experimental and control groups are analyzed in this chapter. The findings are then contextualized within previous research and recommendations for future studies are provided.



## Chapter Two

### Literature Review

#### 2.1 EFL Writing Difficulties at the Secondary Stage

It is far from a simple effort for students, particularly those in secondary school, to write in a second or foreign language. Students of English as a foreign language (EFL) encounter many cognitive and linguistic obstacles when they endeavor to compose written writings. Students have it particularly tough while writing tales since they need to use proper grammar structures, portray events in a reasonable sequence, and arrange their thoughts.

The lack of a comprehensive vocabulary is a common obstacle. Students in secondary school have learned the words, but they have a hard time using them correctly at the advanced levels to explain complex ideas or events. When students don't have a good vocabulary, they could also use too few words in their sentences or use the same phrases over and over again. Because of this limitation, their storytelling and writing are severely diminished. (Akbarian & Abdolkarimi, 2026)

When it comes to learning a new language, grammar correction is another major obstacle. Many English as a foreign language (EFL) student struggle with using the correct verb tenses, especially when writing narratives, which often use consistent versions of the past tense. Additionally, pupils often make problems with punctuation, subject-verb agreement, and sentence construction. These typos and grammatical errors won't stop people from understanding what you're saying, but they will make the writing less coherent and succinct.

Learners could have trouble arranging their thoughts in addition to problems with language. Students are required to logically come up with ideas, organize them into arguments, and write regale phrases and paragraphs. Many pupils in high school find that organizing their thoughts is much more difficult than following rules of correct language. Students of sentence construction can put together correctly formed phrases, but they can't put those words into context or form a coherent whole.

There are structural demands that make narrative writing more challenging. Typically, a well-developed tale will introduce the reader to the scene, introduce



the protagonist, the issue, the events, and the ending. But students often struggle to put it all together in a logical way. Their stories could seem to have no beginning or finish, and the events that take place might be disorganized.

According to studies conducted on second language writing, students often struggle with this form of writing since they do not have proper pre-writing skills to help them. Students make an effort to develop a notion and organize the material together when they write without a strategy. This kind of writing is difficult for the brain to process and results in disorganized writings. In order to guarantee that students can arrange their ideas before producing the final output, pre-writing strategies are crucial. (Attah & Udu, 2025)

Teachers of English as a foreign language often focus on correcting students' grammar and spelling mistakes as a means of addressing students' writing difficulties. Though helpful for language acquisition, these methods may fall short when it comes to the mental operations involved in writing. If they want to improve as writers, students need tools that can guide them through the four steps of the writing process: brainstorming, outlining, drafting, and editing.

This is why a lot of people in the field of education have been vocal about how important it is to have tools in the classroom that may help students organize their ideas. Many people are interested in graphic organizers because they may help them see the connections between different ideas. When teaching students how to write narratives, story maps are a popular visual organizer for tale structure.

To better understand the obstacles that secondary school students have while writing in English as a foreign language (EFL), it is necessary to be familiar with the types of writing that students encounter. Students who have trouble keeping their ideas organized and producing coherent short tales may find success using story mapping.

## **2.2 Short-Story Writing Features and Assessment Criteria**

Which Unwanted Species Composing short stories requires both a strong command of the language's vocabulary and an uninhibited imagination. Students learn to use words to construct events and stories via narrative writing.



Since most English as a foreign language (EFL) writing programs and lessons focus on producing short paragraphs, short tales are a typical form of student assessment in these courses. Common to most short stories is a structure with a few essential elements. The story's period and location are examples of setting. In addition to providing context, a setting paints a picture of the story's backdrop and the location of the events. The second defining feature is the story's protagonists and antagonists. These individuals may include the protagonist, supporting characters, or even an adversary who creates conflict in the plot. Students need to be sure to introduce characters and show how they fit into the story when writing narratives. (Attah & Udu, 2025)

The story's driving force, or conflict, is the third element. The hero usually solves a made-up issue at the heart of a story. Because of this disagreement, tensions rise between the two characters, which in turn propels the storyline.

The fourth is causality, sometimes known as the storyline. The events unfold in a logical order that follows the plot's natural flow. In most stories, the plot consists of an exposition, some building action, a climax, and finally, a resolution. The final part of a tale is its resolution, or the end of the story and how the main conflict is resolved. Finally, the narrative reaches its climax with the resolve.

When evaluating their students' early work on short stories, many educators turn to analytical scoring rubrics that include a variety of factors. Content development is one of these aspects; it refers to the story's concepts and how well they are presented. Creative narratives with a logical progression and sufficient information

The second factor is organization, which assesses the story's logical arrangement of its many parts. An appropriately structured narrative presents events in a logical progression and makes the connections between concepts crystal evident. Paragraphs are a kind of organization that helps the reader follow the story.

Language use, which evaluates vocabulary, syntax, and sentence form, is the third dimension. The use of precise language enhances clarity and readability. Overuse may disrupt the story's flow, although slight syntactic mistakes do not substantially impair understanding.



The mechanics (capitalization, punctuation, spelling, etc.) make up the fourth dimension. If you want your writing to be more polished, interesting, and easy to read, then you need to pay attention to mechanics.

In English as a foreign language (EFL) setting, students' performance on various aspects might vary. Regarding the fact that some students exhibit originality in their thinking but not in their grammar. Although some of their phrases are technically accurate, they fail to provide any kind of narrative framework. Thus, teaching students how to effectively construct narratives requires an approach that takes into account both the language and the structure of the text. (Polat & Dedeoğlu, 2024)

According to Harris, Graham, Mason, and Friedlander (2008), story mapping is a method for teaching writing that focuses on the structure of the piece. In order to assist students, grasp the interconnected nature of a tale's elements, story maps sometimes take the form of graphic outlines. Students can better construct tales with coherence when they engage in this kind of visual preparation before writing.

### **2.3 Story Mapping and Graphic Organizers in Writing Instruction**

Employ a story map, a graphical representation of a narrative's structure used as an instructional tool. Graphic organizers are a collection of methods that include this strategy for improving retention of information. They are more effective at processing information than conventional notes because they let us see the connections between concepts.

In narrative writing, it often serves to summarize the story's key points. The elements that make up a story are its location, characters, central dilemma, events leading up to the climax, and the resolution. So that they may prepare ahead of time, students fill out the story map before beginning to write the tale. (Jan & Aziz, 2022)

The visual aspect of narrative mapping offers several benefits for language learners. First, it makes writing easier on the mind. Students are structuring their stories before writing a single phrase, as opposed to attempting to think and plan



simultaneously. This enables students to focus on a single cognitive function at a time by separating planning from writing.

Second, students may better understand narrative structure with the use of story mapping. Recognizing tale components is the most difficult task for the majority of pupils. By completing the story map, they absorb the interplay between tale elements, such as characters, events, and conflicts.

As a third point, story mapping is an interactive writing technique that encourages student engagement by having them see their tale in their minds before they put pen to paper. It encourages students to think creatively, which in turn helps them develop more complex storytelling skills.

Fourth, while writing, children may easily follow the outline provided by visual organizers. Make sure all the sections of the tale are included and linked logically by using the story map as a reference when writing the narrative.

Educators may put story mapping to use in the classroom in many different ways. In class, some educators demonstrate how to make a narrative map. The teacher starts by showing the class how to use a narrative map and an example tale to dissect an analysis. After seeing the technique, students replicate it to create narrative maps for their own tales. (Prasanty et al., 2025)

Sometimes, kids may work together to create narrative maps, and then they'll write and draw their own tales. In order to create more substantial narratives, Jacobs suggests that collaborative planning could facilitate conversations and the sharing of ideas.

These are all good points, but narrative mapping is still not widely used to help English as a foreign language (EFL) student improve their writing. Some educators may see graphic organizers primarily as a means to enhance students' reading comprehension skills, rather than as a means to foster writers' abilities. The use of narrative maps as a tool to assist students in the pre-writing stages of their works has recently been the subject of study.

Investigating story mapping's theoretical foundations and impact on narrative writing performance is greatly facilitated by its instructional potential within the context of literacy teaching.



## **2.4 Theoretical Basis: Schema Theory and Process Writing**

What these theories mean for story mapping as a tool for improving students' writing skills in the classroom This strategy's efficacy in facilitating writing development is described by two frameworks. The earliest of these frameworks is schema theory. The second one is methodical writing.

Human memory organization and storage is elucidated by schema theory. Information is stored in schemas, which are organized mental representations, according to this theory. Schemas play a crucial role in this context for making sense of novel data by comparing it to previously known facts. Students quickly activate a narrative schema when they come across a narrative text; this schema is already filled with important tale elements such as characters, place, conflict, and resolution.

Understanding and textual creation may be enhanced in language learning environments via the activation of suitable schemata. Students may use what they know about story structure to organize their thoughts while they write. Regrettably, many EFL students do not possess a fully formed schema since they do not get systematic narrative training. This results in poorly organized tales when they put pen to paper.( Akbarian & Abdolkarimi, 2026)

narrative mapping activates schema by graphically displaying parts of narrative structure, which is a critical characteristic. Students gain an understanding of narrative structure and its interconnected elements via the process of creating a Story Map. By doing so, students are able to solidify the framework of narrative form in their minds and apply it to their writing.

A key tenet of schema theory is the power of visual representation to aid in learning and remembering. The key to effective practice is using graphic organizers, which, in their most basic form, help the brain to organize and make sense of data visually. Learners make connections between story parts rather than rote memorization of unrelated ideas. Improving one's ability to think systematically and, by extension, write, is one of its many benefits.

Methodology for Writing The process approach to writing provides a second theoretical rationale for narrative mapping. On the other hand, most writing



classes focus on producing a finished product for the students to turn in and get their scores on. This doesn't care about how you write; it just cares about the final output and grammar.

The process method, in contrast, views writing as an iterative process that begins with brainstorming and ends with editing. Students engage in the planning phase to generate and organize ideas prior to writing. Since students have a solid outline for their material before they begin to write, planning makes the writing process easier.

Students use story maps as a planning tool in the process writing model to visually structure the narrative architecture. Because students aren't juggling the needs of deciding what comes first, next, and after as they write, this kind of preparation makes writing much simpler.

Additionally, this kind of process writing encourages rethinking and editing as you go along. After students finish the story map and create their narratives, they may go back and check whether the events are organized according to the plan. Students are able to interact with the writing activity on a deeper level when they reflect via various forms of writing. (Attah & Udu, 2025)

When put together, these ideas, schema, and method provide a solid theoretical basis for why narrative mapping might be useful in English as a foreign language writing. The cognitive organization on visual organizers is explained by schema theory, and how organized planning enhances writing performance is explained by the process method.

## **2.5 Empirical Studies and the Research Gap**

Increasing research has been conducted regarding the employment of graphic organizers in the field of language learning. Despite that truth, plenty of my fellow researchers have investigated the function of visual aids in helping reading comprehension and writing skills. The above studies indicate the effectiveness of graphic organizers in helping learners comprehend and arrange the content in an organized manner.

Story mapping is one of the conceptions familiar to us through research on narrative instruction that shows it can aid students in comprehending story structure. A number of studies have shown that readers using story maps



reading narrative texts have a better understanding of the elements of plot. This underscores that storyline mapping reinforces the meta-cognition of learners around how a narrative works

Among the studies relevant for writing instruction, a few examined how students use graphic organizers to plan and organize their writing. Results have typically shown that students using visual planning tools create more cohesive and structured pieces of writing. Graphic organizers seem to be most helpful for students who have trouble organizing ideas. (Sucipta et al., 2025)

In addition, previous research from an EFL perspective indicated the possible usefulness of story mapping. Previous research has found that students who plan using story maps before writing improve on tasks of narrative writing. So that their stories will often encompass more cohesive narrative structures and more developed narrative elements.

But most of these studies were on reading comprehension, not writing performance. Also, some studies researched story mapping in the main school degree, instead of the secondary stage. Secondary students also experience different cognitive and linguistic demands compared to younger students. Hence, primary educational study results might have limitations on their generalization in secondary school situational applicability.

The second limitation of previous studies relates to the scope of writing assessment. Other research assesses general progress in writing without examining the particular elements of narrative writing like organization, and content development, and coherence. We need more fine-grained assessment to ascertain which aspects of writing benefit most from the application of story mapping.

Moreover, within most pedagogical settings, especially in an EFL context, teachers continue to use conventional approaches in teaching writing. This gap warrants further research into the effectiveness of other methods that may enhance writing in these environments. (Prasanty et al., 2025)

The current study fills up these gaps via focusing on the writing of short stories in the context of the secondary stage EFL students. The study investigates the



impact of story mapping as a prewriting strategy on different measures of writing called Whittler with an experimental/control group quasi-experimental design.

## 2.6 Conceptual Framework

This is the conceptual framework of the present study that PD is believed to impact on students' writing performance. The framework combines theoretical foundations from schema theory and process writing with the instructional activity of story mapping.

The intervention in this research is Story mapping as a teaching strategy to teach narrative writing. Before writing, story mapping lays out narrative elements visually for students.

The conceptual framework hypothesizes that the process of story mapping facilitates the development of writing through a number of mechanisms. To begin with, the strategy activates background knowledge of how stories are structured by displaying a story in visual format. Well, activating prior knowledge is essential to support the development of narrative schema in learners and the organization of ideas.

Second, story mapping serves as an organizational tool in the writing process. If students use the story map prior to writing their stories, they create a detailed framework that serves as a roadmap for the written story. (Andianto, 2025)

Third, since story maps are visual in nature, this facilitates a reduced cognitive load in writing. Since ideas are already organized, students can focus more on building the sentence and using the language correctly.

Fourth, story mapping helps students think through every important element of a story. Recognition of this results in more complete stories with identifiable characters, worldbuilding, events that take place, and explosions.

Our theoretical model therefore leads us to predict that students who engage in story mapping will write more organized narratives with a clearer story structure in comparison to students that receive more traditional forms of instruction. (Taqwim et al., 2025)



## **Chapter Three**

### **Methodology**

#### **3.1 Research Design**

This study uses a quasi-experimental design to investigate the impact of using a story mapping for enhancing secondary stage EFL students' short-story writing. Design The design involves two participant groups. The first group is taught using the story mapping strategy. The second group is taught writing traditionally without the use of graphic organizers.

The research design consists of pre-test and post-test control group design. Before the experiment, the writing ability of both group one and group two is measured using a writing test where they are asked to write English stories in short. The test scores are retrieved after each participant writes a single test pass to set the baseline amount of writing performance for each person. (Andianto, 2025).

Following the pretest, the experimental group receives instruction based on story mapping activities and the control group continues regular writing instruction. This instructional phase lasts for several weeks, with multiple narrative writing assignments.

Both groups then perform a writing task during a post-test phase that is equivalent to the pre-test phase. Using the results of the pre-test and post-test, the researcher is able to identify whether story mapping had a significant positive impact on writing performance.

This comparative research is suited to this study because it can measure the difference in writing development between the two groups. The study finds out how much effect does story mapping on the measurement of short story writing ability through statistical comparison of results. (Taqwiem et al., 2025)

The writing test had open-ended prompts which allowed the students to display his/her narrative writing skills without restrictions. Concurrently, the prompts



helped students generate structured narratives that encapsulated the key components of a narrative.

The students were to do the task in 40 minutes. The 150–200 word length requirement was chosen to balance between promoting sufficient development and being feasible in classroom conditions.

### **3.2 Participants and Setting**

Secondary stage students studying English language sample setting or location (male and female). EFL learners studying English in an institutional school setting. The subjects have similar educational systems and use the same English curriculum. (Chotimah et al., 2025).

Of the 60 students, half (30 students) will be given a ‘gaming study’ framework. Thirty students are subjected to the treatments using activities based on story mapping in the experimental group A control group of 30 students receives conventional writing instructions.

The allocation of participants employs random or quasi-random methods depending on what classrooms are open. Furthermore, for some studies, this is at the level of a classroom. Bringing consistency of teaching methods and ethos inside the classroom, both groups learn from the same teacher.

The research was carried out in a secondary school, where English is a compulsory subject. The standard materials utilized in the classroom such as textbooks, worksheets and writing tasks offer guidance for narrative teaching. (Silalahi et al. 2026)

Conducting the experiment in an actual classroom setting enhances empirical validity [or ecological validity; do choose one]. The findings, therefore, evidence the impact of story mapping within real-life teaching contexts in EFL..

### **3.3 Instructional Intervention: Story Mapping vs Regular Instruction**

The instructional intervention is the driving force of the study. The experimental group learns writing via story mapping, whereas the control group engages in conventional writing methods. In the experimental group, the teacher



introduces story mapping as a pre-writing technique. Exposition: This is where students learn to identify the story elements, including characters, setting, problem, events and solution. The teacher describes how each piece helps create a unified narrative. Students fill out a story map before starting their narratives in writing lessons. Story Map — Story map is one of the useful templates that provide a visual organizer to give learners a framework for story structure. Learners pinpoint characters, detail the setting, specify the primary conflict, and trace the events leading to the conclusion. Students then use the story map as a guide when they write the first draft of their short stories. The layout helps them follow the events logically and include all of the elements to tell a story. (Abdel-Rahman, 2026)

The control group, on the other hand, receives the standard instruction in writing. In this group, students receive narrative prompts and are prompted to write short stories without being asked to use graphic organizers. Without the use of any visual planning tools, a teacher could offer general advice about story structure.

The writing tasks are identical for both kinds of writing during the instructional period. The only difference in the two collaborative methods was the story mapping as an organized planning technique for the experimental group.

During the intervention, which runs for six to eight weeks, students take part in repeated narrative writing sessions.

### **3.4 Research Instruments**

It deploys multiple instruments to derive data about student's achievement in writing. The first of these is a writing test that gauges students' short story writing in English. The tests ask students to write a narrative passage in response to a given prompt Captioned Image Write a story, with characters, events, and a resolution.

The second tool is a scoring rubric for analyzing students writing. Narrative Writing - Rubric This rubric does a great job of evaluating different aspects of narrative writing.



Content development  
Organization and coherence  
Language use and grammar  
Vocabulary  
Mechanics such as punctuation and spelling

So it will be sufficient to assign a score for each dimension which can help the researcher look for improving at the level of individual domains or dimensions of writing performance. The writing test may be accompanied by a learner perception questionnaire for the study. This instrument looks at students' approach towards story mapping as a writing activity. The survey provide deeper insights into students' experiences with the strategy. (Muthmainnah et al., 2026).

For data collection, a narrative writing test was used as the main tool for the study. The students were asked to develop a short story of about 150-200 words based on a guided text. The task was designed to elicit these narrative structures which corresponded to the elements highlighted in story mapping, namely characters, setting, conflict, events, and resolution.

To serve as pre-test and post-test measures, two equivalent versions of the test were constructed. The linguistic difficulty, thematic familiarity, and structural demands of the versions were comparable. The complete writing test material, instructions and prompts, is available in the . **Appendix A**.

For clarity and transparency, the instruments used in this study are included in the appendices. **Appendix A** presents the full writing test, including instructions and both pre-test and post-test prompts. **Appendix B** provides the complete analytic scoring rubric used to evaluate students' writing performance.

### 3.5 Validity and Reliability

Validating your tools ensures that your results are credible.

A panel of experts confirms the content validity of the writing test and scoring rubric. Some experts in ELT analyze the tools, evaluating if they adequately reflect narrative writing proficiency. They then provide feedback that is used to revise the test and rubric for implementation.



Before the study, a sample of students outside the main group would go through a pilot test. The pilot test is useful for the researcher to recognize areas where the test instructions, writing prompt or scoring criteria may not be ideal.

**Inter-rater Reliability** Inter-rater reliability ensures the reliability of writing assessment. Independent evaluators use the same analytic rubric to score student writing. These scores are then compared to measure rater's agreement

When raters agreed with each other on scores assigned to the same test, we can be sure that the scoring procedure is reliable or consistent. (Rezk, 2026)

Experts reviewed and established the validity of the writing test and the scoring rubric. A panel of specialists in English language teaching and applied linguistics evaluated the instruments for their relevance, clarity, and alignment with the aims of the study.

After reflecting on the feedback, a few wording improvements were made to the prompts and the descriptors in the rubric were made clearer. The instruments were verified as measuring what they were supposed to regarding narrative writing skills.

### **3.6 Procedures and Timeline**

The research procedures follow several stages.

The initial stage of the process includes securing the approval of the school administration and informing participants of the aim of the study.

Into this stage where the two groups are given a pre-test Students write a short story that serves as a baseline assessment of their early writing skills.

**Implement the instruction intervention** In the experimental group, students learn and practice story mapping prior to writing narratives, and in the control group, the students received typical writing instruction

The learning component is about 6-8 weeks in duration. Students should engage in narrative writing during one or both of the weekly writing sessions.



Lastly, we give a post-test for both groups. After the test, students write a new flash fiction piece from a different prompt.

Once the writing samples are collected, the researcher assesses each with the analytic rubric and then uses the scores for statistical analysis. (Siti, 2026)

Students' written responses were evaluated using an analytic scoring rubric designed to assess five key dimensions of writing performance: content development, organization and coherence, language use, vocabulary, and mechanics.

Each dimension was rated on a five-point scale ranging from 1 (very poor) to 5 (excellent), resulting in a maximum total score of 20. This analytic approach was adopted to ensure a detailed and objective assessment of students' writing abilities, allowing the researcher to identify specific areas of improvement attributable to the instructional intervention.

The complete scoring rubric, including detailed descriptors for each performance level, is presented in **Appendix B**.

### 3.7 Data Analysis

The data collected are subject to analysis according to the statistical methods designed specifically to compare performances in writing at the group level.

First, compute the descriptive statistics like mean scores and standard deviations for both experimental and control groups. These statistics are two snapshots of student writing, one before and one after.

The second approach involves paired-sample t-tests to investigate whether improvement has occurred in the groups by comparing pre-test scores with post-test scores.

To compare the post-test results of the experimental group and the control group, we conduct independent-sample t-tests. This analysis investigates whether writing achievement significantly differs due to the story mapping strategy.

The analysis can also provide effect size calculations that represent the size of the change attributable to the level of instructional intervention. The author also



looks at development in other skills - organization, coherence, and language use.

Statistical tests were statistically significant at the 5% level ( $p < .05$ ).

The researchers executed proper statistical analysis to compare the performances of the groups.

The effect size (Cohen's  $d$ ) was calculated along with the significance test. Effect size is an estimate of the magnitude of the differences. It also enables us to have a clearer view of the differences mainly due to instruction.

### **Ethical Considerations**

The research adheres to ethical guidelines that safeguard the rights and welfare of the participants.

The research is voluntary for students, and their identity will remain anonymous to all involved during the study. The writing samples are research purposes only and do not contribute to students' official academic grade.

The researcher provides instructional support in both groups during the experiment, too. While the experimental group was taught using story mapping, the control group still continued to receive regular writing lessons that satisfied the demands of the curriculum.

## **Chapter Four**

### **Findings and Discussion**

#### **4.1 Results**

Here are the statistical results of the writing tests for both the experimental group and the control group. The purpose of this analysis is to find out if the story mapping has an effect on the secondary stage EFL students writing performance of the short stories. Before and after different periods of instruction, students filled out a pre-test and a post-test respectively.



An analytic scoring rubric was used to rate the writing tasks in the following dimensions: content development, organization and coherence, language use, vocabulary, and mechanics. These scores were analyzed with both descriptive and inferential statistics.

### Pre-test Results

**PRE-TEST** The pre-test was administered to know the writing ability of both groups before the instructional intervention took place. The results indicate that there were no significant differences in writing performance of the group writing technique between the experimental and control groups at the beginning of the study.

**Table 4.1**  
**Pre-test Writing Scores of the Experimental and Control Groups**

Group	Number of Students	Mean Score	Standard Deviation
Experimental Group	30	61.4	6.2
Control Group	30	60.8	6.5

The findings showed that no significant difference existed between the groups at the pre-test level.

( $t = 0.37, df = 58, p > 0.05$ ).

This finding confirms that both groups were statistically equivalent prior to the implementation of the story mapping strategy, and any subsequent differences in performance can be attributed to the instructional intervention rather than pre-existing differences.

### Post-test Results

The post-test writing task was administered to both groups after the instructional phase. Eventually, the post-test was carried out to find the improvement of the short-story writing achievement after the treatment.

An independent samples t-test was conducted to compare the post-test scores of the experimental and control groups.



**Table 4.2**  
**Post-test Writing Scores of the Experimental and Control Groups**

Group	Number of Students	Mean Score	Standard Deviation
Experimental Group	30	78.6	5.4
Control Group	30	66.2	6.1

Table 4.2 indicates that the mean score of the experimental group was 78.6 compared to a mean score of 66.2 for the control group. The difference between the two means shows a statistically better performance of students in short-story writing who used story mapping over students taught via traditional instruction. The statistical comparison revealed that the difference between the two groups was statistically significant.

To determine the impact of the intervention, independent samples t-test was performed on the experimental group post-test scores and control group post-test scores.

( $t = 8.12$ ,  $df = 58$ ,  $p < 0.05$ ).

The findings from this study revealed a significant difference between the outcomes of students who were taught using story mapping and students that were taught using conventional strategies.

Moreover, according to Cohen's  $d$ , it was determined that there was a large effect size ( $d = 1.20$ ), indicating that the instructional intervention had a large practical effect on students' writing performance.

Analysis of the results indicated a significant difference between the two groups which favored the experimental group.

Improvement within the Experimental Group Specifically, these comparisons were made by measuring the progress of students who used story mapping.

**Table 4.3**  
**Comparison of Pre-test and Post-test Scores for the Experimental Group**

Test	Mean Score	Standard Deviation
Pre-test	61.4	6.2



Post-test	78.6	5.4
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The average pre-test score of the two groups can be seen in Table 4.3 and shows an increase of the experimental group from 61.4 in the pre-test to 78.6 in the post-test. The boost proves that those students who used story mapping in the instructional time become better able to write narratives.

To assess the improvement of the experimental group, we conducted a paired samples t-test on their pre-test and post-test scores.

( $t = 12.45$ ,  $df = 29$ ,  $p < 0.05$ ).

It was found that the effect of story mapping as a pre-writing strategy significantly improved students' narrative writing skills.

The value of effect size and  $d$  was 1.50 that indicate students' writing performance has improved markedly.

The results were statistically significant, suggesting that students' performance improved after the story mapping usage.

### Analysis of Writing Sub-skills

A separate analysis investigated how the use of the analytic rubric contributed to writing skills in specific categories. It ranged from content development, organization and unity, vocabulary, grammar, and mechanics.

**Table 4.4**  
**Improvement in Writing Sub-skills among the Experimental Group**

Writing Aspect	Pre-test Mean	Post-test Mean
Content Development	12.3	16.8
Organization and Coherence	11.9	17.5
Vocabulary	12.7	15.6
Grammar and Language Use	12.4	15.1
Mechanics	12.1	13.6

Table 4.4 displays the largest gains on Organization and Coherence. Story mapping students had higher capacity for ordering events logically and



maintaining linearity in their narratives. There was also a noticeable boost in content development as students were generating fuller story ideas.

**Table 4.5 Summary of Statistical Tests**

Test Type	Comparison	Result	Significance
Independent t-test	Pre-test (Exp vs Control)	No difference	Not significant
Independent t-test	Post-test (Exp vs Control)	Experimental higher	Significant
Paired t-test	Experimental (Pre vs Post)	Improvement	Significant
Effect Size	Intervention impact	Large effect	Strong

Table 4.5 provides a concise summary of all statistical analyses conducted in this study, confirming the significant impact of the story mapping strategy.

## **4.2 Discussion of Findings**

The statistical findings strongly support the research hypotheses, as the significant differences and large effect sizes indicate that story mapping is not only statistically effective but also educationally meaningful in improving students' narrative writing performance. Study results indicated that story mapping has a positive impact on developing secondary stage EFL learners short-story writing. The writing performance of the experimental group developed more compared to the control group.

Table 4.2 shows that the students that used story mapping received a higher post-test score than the students that were taught with traditional writing instruction. The study findings imply an important role of visual planning strategies in enhancing the narrative writing skills.

One possible reason for this improvement relates to how story mapping provides a framework for ideas. With narrative writing, students have to organize events in chronological order. Without a clear outline in mind, learners writing their stories often have a hard time staying cohesive. A story map gives students a clear framework to see how the events unfold before they write.



As shown in Table 4.4, the highest performance in improvement was in the organization and coherence dimension of Writing. This finding underpins the proposition that story mapping is likely to enhance students' only the organization of narrative components such as the characters, setting and events.

One more reason for the enhancement is on the grounds that visual learning devices have mental advantages. Graphic organizers help student communicate and understand information in a visual way. A story map helps learners highlight relationships between narrative elements when they are finished creating it. Doing so alleviates cognitive load during the writing process and enables students share ideas with greater clarity.

These results are also in line with the theoretical perspectives presented above. The schema theory indicates that learners comprehend and later generate texts more precisely when information is presented in organized patterns. Narrative schema is activated through story mapping, which enables students to build stories with narrative patterns and structures.

Findings also corroborate principles of the process approach to writing. The story map itself is a planning tool that pre-structures the writing process. Students encounter less trouble with composition by pre-planning their ideas ahead of drafting the narrative.

While there were gains in vocabulary and grammar, these gains were not as robust as gains in organization and content development. This suggests that story mapping mainly aids in the organization of writing rather than accuracy of language.

Consequently, the results corroborate that story mapping is an efficient teaching technique to develop narrative writing ability for English as a foreign language (EFL) secondary stage student.

### **4.3 Implications for EFL Teaching**

These implications can relate to positive results of this study, for the English language teaching and learning process in secondary school levels. In most contexts, the teaching of writing is concerned with writing grammatically correct, with developing vocabulary, but without regard for the organization of ideas. More importantly, the results of this study also suggested that teaching



students to organize their ideas before penning them down can positively impact their performance in narrative writing.

Story mapping helps teachers to include story mapping in writing-oriented lessons, providing a structured pre-writing activity. To address this problem, the strategy enhances students in the story writing by helping them identifying the critical components of a study prior to writing the narrative. By the end of the story map, they totally understand what happened in what order. This prepares them to emphasize Compelling lop ideas expressed in full sentences during the drafting process.

Story mapping can also help learners who struggle with idea generation. This is where many students stop, unsure of how to move the narrative along. With a story map, each element — character, setting, conflict, resolution — comes with important prompts that help learners figure out each part of the story. These prompts serve to augment ideas and assist students in developing their narratives in greater detail.

Another implication concerns classroom interaction. Story mapping — Teachers can utilize story mapping as a collaborative activity where students work in groups to plan out stories. Group discussion allows students to share their thoughts and think about the context of the story. After your class completes the collaborative story map, use it as an outline for students to then complete a personal narrative on their own.

Researchers also found story mapping to potentially increase student motivation to write. Because seeing the layout of a story simplifies the writing process for learners. This empowerment not only boosts the students confidence but can also help mitigate and even eliminate stress commonly associated with L2 writing.

Moreover, teacher education programs may offer instruction on the use of graphic organizers as a writing strategy. Most teachers are accustomed to writing the traditional way and are not so literate in visual planning. Story Mapping — Professional development workshops provide case studies in how story mapping can be used effectively in the classroom.



Writing textbooks and learning materials themselves may include story mapping activity as an option for curriculum designers. Stronger writing through structured planning tools in the curriculum.

#### 4.4 Limitations of the Study

The results of this study show that story mapping enhances narrative writing performance, but caution should be taken in generalization of the results for several limitations are presented.

**Sample Size** The first limitation is about the sample size. A moderate number of students from one educational institution. Although these findings provide some valuable insights, it would be preferable to scale up the sample across several schools in order to make stronger claims concerning the generalizability of the results.

A second limitation relates to length of the instructional intervention. This experiment occurred over a period of weeks and the long-term impact of story mapping on writing was not, as a whole, measured. Extended periods of time are needed for the practice of writing skills.

The second limitation has to do with the narrative writing focus. The analysis focused on tasks with types such as writing short stories. This study investigated the effectiveness of story mapping for narrative writing only, while its effectiveness for other genres of writing (i.e., argumentative writing, descriptive essay writing, and academic writing) needs to be explored.

Another limitation relates to differences in the quantitative measure of writing performance. While analytic scoring rubrics render the evaluation of writing quality more systematic, they may not necessarily reflect the authentic learning experiences of the students. Interviews with students or observations in classrooms can inform how learners understand and use story mapping to enhance learning.

Finally, the study focused on the application of story mapping in one particular kind of educational context in which English is taught to learners of different age levels as a foreign language. The variation outside of this context in



curriculum design, teaching practices, and student proficiency levels is likely to impact the extent to which the strategy is effective.

## **4.5 Recommendations**

Taking into account the results and limitations of the study, some recommendations can be made for both teachers and future researchers. For showing the implementation of story mapping for teaching narrative writing, a teacher is suggested to do so at regular intervals. Story maps help students during planning to come up with ideas and write a more unified story. Programs in educational institutions help teachers learn the use of visual techniques such as graphic organizers in teaching. Teaching educators how to employ these instruments that initiate new and better classroom practices in writing instruction. The curriculum developer can include story mapping activity in English language textbooks and learning materials also as a separate activity. To achieve these goals, structured pre-writing strategies can assist the student in developing writing at all grade levels. Further studies could examine the impact of story mapping organizational techniques within various tasks involving learning to write. Dissertation studies might explore if the strategy improves performance in argumentative writing, descriptive writing or academic essay writing. Longitudinal studies across the academic year may also be useful to investigate the effect of story mapping on writing development. Another recommendation is using virtual story mapping tools, which combine graphic organizers with technology. Using technology also allows students to engage and create experiences. In future research, qualitative techniques, like interviews, think-aloud protocols, or classroom observations, could examine how students use story mapping in their writing.

## **4.6 Conclusion**

EFL is an acronym that refers to English as a Foreign Language. The research aimed to find out whether employing the visual plan strategy can improve the students' ability to arrange the ideas and write a clear story. The result of the



study shows that the achievement test of the experimental group who were taught writing through a story mapping strategy during the treatment was higher than that of the control group who were taught writing through traditional writing instruction. The analysis showed that the narratives were well organized and coherent with good development of ideas. By using a story map, learners were able to visualize the structure of their story to logically organize the events before writing. The planning process eased the difficulty of writing tasks and assisted students in finding a better way to express ideas. The findings demonstrate a significant role of visual planning strategies in writing pedagogy. Story mapping helps students prepare for writing by taking them through the planning stage of the writing process.

This study therefore recommends that graphic organizers be integrated into EFL writing classes. Using story mapping in classroom practice can assist students to overcome their organization problems in writing narrative texts. The research suggests story mapping is a useful pedagogical tool that can help in the teaching of writing to secondary school EFL learners. Subsequent investigations may further explore the application of this strategy across different educational contexts and writing genres, extending the understanding of its pedagogical benefits.

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## Appendix A

### EFL Narrative Writing Test

#### Instructions

Write a short story in English (150–200 words) based on the prompt given below.

Your story must include:

- Characters
- Setting
- A clear problem (conflict)
- A sequence of events
- A resolution

Time allowed: 40 minutes

#### Pre-Test

You find a mysterious object in your school. Write a story explaining what happens next.

#### Post-Test

A stranger gives you an important message. Write a story about what happens after that.



Appendix B

Criteria	5 (Excellent)	4 (Good)	3 (Fair)	2 (Weak)	1 (Very Poor)
<b>Content Development</b>	Fully developed narrative with clear characters, setting, conflict, events, and resolution	Mostly complete narrative with minor missing elements	Basic narrative with limited detail or unclear conflict	Minimal content; lacks key narrative elements	No meaningful content
<b>Organization &amp; Coherence</b>	Logical sequencing; smooth flow; ideas well connected	Generally organized; minor issues in flow	Some organization; ideas loosely connected	Disorganized; unclear sequence of events	No organization
<b>Language Use (Grammar)</b>	Accurate grammar with only minor errors; meaning clear	Some grammatical errors; meaning generally clear	Frequent errors; meaning sometimes unclear	Serious grammatical problems; difficult to understand	Incomprehensible
<b>Vocabulary</b>	Rich and varied vocabulary; appropriate word choice	Adequate vocabulary; some variation	Limited vocabulary; repetitive usage	Very basic vocabulary; frequent misuse	Extremely limited or incorrect vocabulary
<b>Mechanics (Spelling &amp; Punctuation)</b>	Correct spelling and punctuation	Minor mechanical errors	Noticeable errors affecting readability slightly	Frequent errors; difficult to read	Very poor mechanics