

AN UNDERGRADUATE THESIS

**THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE
THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH
GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO**

By :

RATNA PUSPITA SARI

STUDENT ID. 14121997



**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018M

**THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE
THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH
GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:
RATNA PUSPITA SARI
Student Number: 14121997

Sponsor : Dr. Mahrus As'ad, M.Ag.
Co-Sponsor : Trisna Dinillah Harya, M.Pd.

The Tarbiyah and Teacher Training Faculty
The English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1440 H / 2018 M

ABSTRACT

THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO

By:

RATNA PUSPITA SARI

This research intended to present that the narrative writing ability can be improved through applying Graphic Organizers Technique. The type of this research was Classroom Action Research (CAR) which involved 25 students in class XA2 and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from the writing test to figure out the students' knowledge in writing narrative text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' narrative writing are (a) 57,88 in pre-test, and (b) 68,60 in post-test 1 as well as (c) 76,08 in post-test 2. It appeared to be increased 18,20 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 18 students pay attention of teacher explanation (72%), 15 students ask/answer question (60%), 19 students able do the task (76%), 20 students active in the class (80%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 20 students pay attention of teacher explanation (80%), 18 students ask/answer question (72%), 21 students able do the task (84%), 22 students active in the class (88%). This result drew conclusion that Graphic Organizers Technique was able to improve the students' narrative writing ability.

Keywords: Narrative writing, Graphic Organizers Technique, Writing Ability.

ABSTRAK

PENGUNAAN TEKNIK GRAPHIC ORGANIZERS UNTUK MENINGKATKAN KEMAMPUAN MENULIS NARATIF SISWA DI KELAS X SMA NEGERI 1 METRO

Oleh:

RATNA PUSPITA SARI

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan menulis naratif dapat ditingkatkan melalui penggunaan *Graphic Organizers Technique*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 25 siswa kelas XA2 dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks naratif. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman menulis, aktivitas siswa selama menulis, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam menulis naratif adalah (a) 57,88 di pre-tes, dan (b) 68,60 di post-tes 1, serta (c) 76,08 di post-tes 2. Ini artinya ada peningkatan sejumlah 18,20. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 18 siswa memperhatikan penjelasan yang diberikan guru (72%), 15 siswa mampu menjawab pertanyaan (60%), 19 siswa mampu mengerjakan tugas (76%), dan 20 siswa aktif di dalam kelas (80 %). Selain itu, aktivitas siswa di siklus 2 menunjukkan bahwa (a) 20 siswa memperhatikan penjelasan yang diberikan guru (80%), 18 siswa mampu menjawab pertanyaan (72%), 21 siswa mampu mengerjakan tugas (84%), dan 22 siswa aktif di dalam kelas (88 %). Hasil ini menggambarkan kesimpulan bahwa *Graphic Organizers Technique* dapat meningkatkan kemampuan menulis teks naratif siswa.

Kata Kunci: Karangan Naratif, *Graphic Organizers Technique*, Kemampuan Menulis



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-3840/11-28-1/D/PP.00-9/11/2018

An Undergraduate thesis entitled: THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO.

Written by: Ratna Puspita Sari Student Number:14121997 English Education Department, had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on November 23rd, 2018, at 09.30-11.30.

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As,ad, M.Ag.

Examiner I : Ahmad Subhan Roza, M.Pd.

Examiner II : Trisna Dinillah Harya, M.Pd.

Secretary : Much Deniatur, M.Pd. B.I



The Dean of Tarbiyah
and Teacher Training Faculty



Dr. Hj. Akla, M.Pd.

NIP. 19691008 200003 2 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO
IMPROVE THE STUDENTS' NARRATIVE WRITING
ABILITY AT THE TENTH GRADE OF STATE SENIOR HIGH
SCHOOL 1 METRO

Name : Ratna Puspita Sari

NPM : 14121997

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Sponsor

Dr. Mahrus As'ad, M. Ag
NIP. 19611221 199603 1 001

Metro, October 2018

Co-Sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Ratna Puspita Sari**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb


We have given guidance and enough improvement to research thesis script which is written by:

Name : Ratna Puspita Sari
Student Number : 14121997
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO
IMPROVE THE STUDENTS' NARRATIVE WRITING
ABILITY AT THE TENTH GRADE OF STATE SENIOR
HIGH SCHOOL 1 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor


Dr. Mahrus As'ad, M. Ag
NIP. 19611221 199603 1 001

Metro, October 2018
Co-Sponsor


Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Ratna Puspita Sari**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Ratna Puspita Sari
NPM : 14121997
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO
IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY
AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 1
METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Pembimbing I

Dr. Mahrus As'ad, M. Ag
NIP. 19611221 199603 1 001

Metro, October 2018
Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Ratna Puspita Sari
St. Number : 14121997
Study Program : English Education Study Program (TBI)
Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, November 2018

The writer



RATNA PUSPITA SARI
St.ID. 14121997

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Ratna Puspita Sari
NPM : 14121997
Program Studi : Tadris Bahasa Inggris (TBI)
Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2018

Penulis



RATNA PUSPITA SARI
NPM. 14121997

MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ
إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

*“O you who have believed, seek help through patience and prayer. Indeed, Allah
is with the patient.”*

(Q.S. Al-Baqarah: 153)

*“Lead from the back and let others believe they are in front.”
(Nelson Mandela)*

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr. Sunarto and Mrs. Sri Sulistiowati, to my truly understanding friends, to those who love me and those whom i love.

ACKNOWLEDGEMENT

Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "The Use of Graphic Organizer Technique to Improve The Students' Narrative Writing Ability at The Tenth Grade of State Senior High School 1 Metro.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

1. Mrs. Prof. Dr. Hj. Enizar, M.Ag as the rector of of State Institute for Islamic Studies of Metro.
2. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
3. Mr. Ahmad Subhan Roza., M.Pd as the Head of English Education Department.
4. Mr. Dr. Mahrus As'ad, M.Ag., as the first advisor, thank you so much for your kindness and valuable knowledge and for your support in finishing this undergeaduate thesis.
5. Mrs. Trisna Dinillah Harya,M.Pd., as the second advisor, thank you so much for your kindness and valuable knowledge and for your guidance in finishing this undergeaduate thesis.
6. Lectures and Administration Staff of English Education Department.
7. Headmaster, Teacher, staff and students of the SMA Negeri 1 Metro, who gives permission to the writer to conduct the research in this school.
8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, September 2018

The Writer,



RATNA PUSPITA SARI
ST.ID. 14121997

TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRACK	iv
NOTIFICATION PAGE	v
NOTA DINAS	vi
APPROVAL PAGE	vii
STATEMENT OF RESEARCH ORIGINALITY.....	viii
ORISINALITAS PENELITIAN.....	ix
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENT.....	xii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problem Identification.....	3
C. Problem Limitation	4
D. Problem Formulation	4
E. Objective of The Study	4
F. Benefits of The Study	5

CHAPTER II REVIEW OF THE RELATED THEORIES	6
A. Theoretical Review	6
1. The Concept of Narrative Writing Ability	6
a. Definition of Narrative Writing Ability.....	6
b. Elements of Narrative Writing	7
c. Kinds of Narrative Writng	8
d. Abilities to write Narrative Writing	9
e. The Assessment to Evaluate the Narrative Writing Score	11
2. The Concept of Graphic Organizers Technique.....	13
a. Definition of of Graphic Organizers Technique	13
b. Types of Graphic Organizers Technique	14
c. The Principles of Graphic Organizers Technique	17
d. The Advantages of Graphic Organizers Technique	19
3. The Use of Graphic Organizers Technique to Improve the Narrative Writing Skill.....	20
a. The Steps of Graphic Organizers Technique	21
B. Action Hypothesis	22
CHAPTER III RESEARCH METHOD	23
A. Research Setting	23
B. Research Subjects.....	23
C. Research Procedures	23
D. Data Collection.....	28
E. Data Analysis	30
F. Indicator of Success	31
CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION	
A. Result of the Research	32
1. Description of Research Location	32

a.	The History of State Senior High School 1 Metro ..	32
b.	The Vision and Mission	33
c.	The Condition of Teachers and Official Employers	33
d.	The Quantity of The Students	36
e.	The Organization Structure	37
f.	The Building Condition and The Sketch	38
2.	Description of Research Result	41
a.	Pre Test.....	41
b.	Cycle 1	44
c.	Cycle 2.....	55
B.	Interpretation	66
1.	Result of Students Learning	66
2.	The Comparison of Score in Pre Test, Post Test I and Post Test II.....	68
3.	The Result Of Students Learning Activities in Cycle I and Cycle II	70
C.	Discussion.....	73
CHAPTER V CONCLUSION AND SUGGESTION		74
A.	Conclusion	74
B.	Suggestion	75
 BIBLIOGRAPHIES		
 APPENDICES		
 CURRICULUM VITAE		

LIST OF TABLES

Table 1 The pre-survey data of students' daily test	2
Table 2 The condition of the teacher and the official employers at the state senior high school 1 Metro	34
Table 3 The students quantity of state senior high school 1 Metro	36
Table 4 The facilities in state senior high school 1 Metro	38
Table 5 The Result of Pre-Test Score	42
Table 6 Percentage of students pre-test score	43
Table 7 The schedule of cycle 1	45
Table 8 The result of post test 1	48
Table 9 Percentage of students pre-test score	49
Table 10 The students activities in cycle 1	51
Table 11 The comparison score pre-test and post test 1	53
Table 12 The comparison students' pre-test and post test 1	54
Table 13 The schedule of Cycle 2	57
Table 14 The result of post test 2	59
Table 15 Percentage of students post-test 2 score	60
Table 16 The students activities in cycle 2	61
Table 17 The comparison score post-test 1 and post test 2	63
Table 18 The comparison students' post-test 1 and post test 2	64
Table 19 The comparison score pre-test, post-test 1 and post test 2	68
Table 20 The comparison students pre-test, post-test 1 and post test 2	69
Table 21 The table of students activities in cycle 1 and cycle 2	71

LIST OF FIGURES

Figure 1 Conceptual graphic organizer	15
Figure 2 Hierarchical graphic organizer	15
Figure 3 Cyclical graphic organizer	16
Figure 4 Sequential graphic organizers	17
Figure 5 The cycle of the classroom action research (CAR)	24
Figure 6 The organization structure of state senior high school 1 Metro	37
Figure 7 The sketch location of state senior high school 1 Metro	40
Figure 8 The percentage score of pre test in cycle 1	43
Figure 9 The percentage score of post test I in cycle 1	49
Figure 10 The percentage of students' activities in cycle 1	51
Figure 11 The comparison score of students' pre- test and post - test 1	54
Figure 12 The percentage score of post test 2 in cycle 2	60
Figure 13 The percentage of students' activities in cycle 2	62
Figure 14 The comparison score of post test 1 and post test 2	65
Figure 15 The comparison score of pre- test, post – test 1, and post- test 2	70
Figure 16 The students' result of learning activity in cycle 1 and cycle 2.....	71

LIST OF APPENDICES

Appendix 1 Syllabus

Appendix 2 Lesson Plan

Appendix 3 Instruments

Appendix 4 Documentation Picture

Appendix 5 Students' Observation Sheet

Appendix 6 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

English is a crucial language that is used by many people around the world. In this globalization era, English has influenced many aspects in humans' life. In Indonesia, English as a foreign language has taught in all education level because it can help the young generation to reach their future in this modern era. Unfortunately, there are many problems that are faced by the students in learning process. Most of students find difficulties in comprehending the English material because it's not their mother tongue. Moreover, the students never use English in their daily activities so they cannot express their idea, feeling, or opinion in spoken and written English. The learning environment also gives big influence to the students' skill improvement. Many teachers do not use creative learning technique. Therefore, it will be difficult to improve the students' ability.

In learning English, students should deal with four basic language skills which are speaking, listening, reading, and writing. One of the most important skills that have to be improved is writing skill. Writing is major because writing is the part of language used to convey the message to the others in communication. However, writing is considered as the most difficult one because it is complicated skill. There are many aspects which have to be comprehended by students in order to support them in writing process. They are grammar, vocabulary, organization and cohesion, punctuation, and the

other aspects in writing process. Good comprehension in all the aspects will help the students to produce the good writing result.

In the syllabus of Senior High School, there are some kinds of text that should be learnt by the students. One of them is narrative text. It is essential for students because there are many types of narrative text that will be faced by students in their daily life. On the pre-survey on October 20th 2017 the researcher got the data of the students' Narrative writing at tenth grade of State Senior High School 1 Metro as follows:

Table 1

The pre-survey data of daily test of SMA. N. 1 Metro

No	Score	Narrative Writing	
		Frequency	Percentage
1.	≥ 70	9	36%
2.	< 70	16	64%
Total		25	100%

Source : The English teacher archive at Tenth Grade of State Senior High School 1 Metro, taken on October, 20th 2017

From the table above, it could be seen that the students' writing abilities are low and it should be improved. The total subject of this research is 25 students, while only 9 students who reach or pass score ≥ 70 with percentage 36%. It shows that many students who still have difficulties in writing narrative text because the students' minimum mastery criteria (MMC) for English of State Senior High School 1 Metro is 70.

Based on the result found, the researcher concludes that most students still find many problems in writing narrative text. They cannot interpret their ideas to the correct sentences. They also feel hard to organize the sentences into a coherent text. The grammar they used is also incorrect. There are many problems in subject-verb agreement. The vocabularies that they used in describing the object are also not varied.

After finding this fact, the researcher wants to conduct this research in order to solve the problems in English language teaching learning especially in writing narrative text. Writing narrative text is important to be comprehended by students but the result is still far from the expectation. This result indicates that a good teaching model is absolutely needed in order to solve the problems in narrative text teaching learning process.

Graphic organizers are the solution that can be used in this circumstance. Graphic organizers can help the students to organize and structure the information and concept into a good writing result. Thus, the researcher uses graphic organizers as the technique to solve the problems in writing narrative text faced by students of the tenth grade of State Senior High School 1 Metro.

B. Problem Identification

In this research, the researcher identifies the problems below:

1. Students feel difficult to develop the ideas.
2. Students find difficulties in using punctuation.
3. Students have low vocabulary mastery.

4. Students find difficulties in using grammar.
5. Students feel difficult to organize the sentences.

C. Problem limitation

In this research, the researcher focused on students' difficulties in developing the ideas and organizing the sentences that faced by the students of the tenth grade of State Senior High School 1 Metro

D. Problem Formulation

In this research, the researcher formulates the problem into two points:

1. Can graphic organizers technique improve the students' narrative writing ability at the tenth grade of State Senior High School 1 Metro?
2. Can graphic organizers technique improve the learning activity at the tenth grade of State Senior High School 1 Metro?

E. Objective of The Study

This research is purposed to:

1. To find out whether graphic organizers technique can improve the students' narrative writing ability at the tenth grade of State Senior High School 1 Metro.
2. To find out whether graphic organizers technique can improve the students' learning activity at the tenth grade of State Senior High School 1 Metro.

F. Benefit of The Study

This research gives the benefits for the teacher the students, and other researchers.

1. For the students

- a. Students can improve their ability in developing the ideas.
- b. Students can improve their ability in organizing the sentences.
- c. Students can improve their ability in writing the narrative text.

2. For the teacher

The teacher can help the students to improve their writing ability in English and to find one good way to teaching English especially in writing.

3. For the other researchers

This research can be one of the references for another writer in English teaching learning process and it is expected to be useful to conduct further researchers.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains the theories which support the research. It includes the concept of narrative writing, the concept of graphic organizers technique, types of graphic organizers technique, principles, and steps about how to implement graphic organizers technique to improve the students' narrative writing ability.

1. The Concept of Narrative Writing Ability

a. Definition of Narrative Writing Ability

Zohri and Amrizal state that writing ability is a productive language ability. They also explain that writing ability cannot be gotten automatically.¹ It means that writing ability is an ability to produce writing product that can be mastered by learning and practice. Tarra states that narrative is kind of text which tells about story.² It means that the content or message of narrative text is about past event in sequences which is delivered from the writer to the readers. In conclusion, narrative writing is text which tells about fiction story in the sequences of events that purposed to seek the readers' attention and interest.

¹ Amrizal, Zohri. M, "Appllied Jigsaw Technique in Increasing Narrative Writing Ability" in Ahmad Dahlan Journal of English Studies (ADJES), (Lampung: Muhammadiyah Lampung Tara Mccarty, *Narrative Writing*, (New York: Scholastic Professional Books, 1998), p.3

b. Elements of Narrative Writing

Narrative writing has three points related to the elements or generic structure of the text. Joyce and Feez in Dini Utami explain that there are three elements of narrative text as follows:³

1) Orientation

In this part, the writer focuses on the setting or location of the story and introduces the main characters of the story and maybe even some of the minor characters. The plot is usually begun here and the theme is also introduced.

2) Complication

Complication is the essential point in narrative writing. The story follows a series of events where some problem or complication occurs. This problem usually involves the main characters. The problem also has a climax point in this part of the text.

3) Resolution

Resolution is the solution to the problem. It tells about how the problem is solved. It may be a happy or unhappy ending. In some text, there is more than one complication/resolution before the final resolution.

Some narrative writings contain a coda in which the writer provides a final commentary, going beyond the retelling of events.

³ Dini, U. Mulyaningsih, "An Analysis of Students' Ability in Writing Narrative Texts" in *Journal of English and Education*, (Indonesia: Indonesia University of Education), Vol.1, No.2/2013, p. 17

c. Kinds of Narrative Writing

Narrative writing is a kind of literary text. Therefore, there are some kinds of narratives writing which can be discussed as follows:⁴

1) Fairytale

Fairytale is story about imaginary beings possessing magical powers. The examples of fairytale are Cinderella, Snow White, Pinocchio, and Beauty and The Beast.

2) Science fiction

Science fiction is a kind of narrative writing that explores unexpected possibilities of the past or the future by using scientific theories or data and imagination. The example of science fiction is *To the Moon from the Earth* by Jules Verne.

3) Fable

A fable is a story making a moral point, traditionally by means of animal characters which speak and act like human beings. The examples of fable in narrative text are *The Ants and The Grasshopper*, *The Story of Monkey and Crocodile*, and *The Bear and The Rabbit*.

4) Legend

A legend is a story of human actions that are perceived both by teller and listeners to take place within human history.

⁴ Ibid, p.16

Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are The Legend of Surabaya, Sangkuriang, and Malin Kundang.

In conclusion, there are some kinds of narrative writing which should be known by the students. Therefore, they can identify the characteristics of each kind of narrative writing.

d. Abilities to Write Narrative Writing

In the process to produce the good narrative writing, there are some abilities which should be concerned as follows:⁵

1) Content

Content is the essential part in narrative writing. Related to this point, students are expected to have some abilities as follows:

- a) Students should be able to write and relate the ideas.
- b) Students should be able to develop the ideas through illustration, facts, opinions, or personal experience.
- c) Students should be able to use the appropriate description, to explain the events.
- d) Students should be able to concern to the focus point of the writing.

⁵ H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman. Inc, 2001), P. 357-358

2) Organization

Organizing is also important ability which should be mastered to write the narrative text. The students are expected to have some abilities as follows in order to organize the narrative writing:

- a) Students should be able to write an effective introduction.
- b) Students should be able to arrange the ideas in logical sequence.
- c) Students should be able to draw the conclusion.

3) Language Use/Grammer

Grammer is also the key of writing. The students should comprehend the knowledge about Syntax to compose the good sentence structure. They are expected to have abilities about syntax as follows:

- a) Students should be able to understand the word order.
- b) Students should be able to understand the phrase structure.
- c) Students should be able to mastery the subject-verb agreement.
- d) Students should be able to use the tenses for narrative writing.

4) Vocabulary

Vocabulary mastery is needed in order to create an understandable narrative writing. The students are supposed to

select the most suitable vocabulary based on the context of the sentences. The detail abilities about vocabulary to write narrative writing are mentioned as follows:

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.
- c) Students should be able to use regular and irregular verb.

5) Mechanics

Mechanics is also the significant part of writing. The abilities which should be comprehended by students about mechanics are mentioned as follows:

- a) Students should be able to write the correct spelling.
- b) Students should be able to use the correct punctuation.
- c) Students should be able to use the correct capitalization.
- d) Students should be able to write neatly.

In conclusion, based on the explanation above there are a number of abilities which should be comprehended and applied well especially by the tenth graders to write narrative writing.

e. Assessment to Evaluate the Narrative Writing Score

Based on the indicators of the narrative writing abilities at the tenth grade, Wigle elaborates based on the Jacobs's scoring profile that individual writing score can be evaluated by counting

up the scale from each writing aspect, such as content, organization, vocabulary, language use, and mechanics. The writing scoring profile is presented as scoring rubric as follow:⁶

Table 2

Jacob's Writing Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Supporting Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Orientation - Complication - Resolution	4	The generic structure is complete and the sentences are arranged with proper connectives	2x
	3	The generic structure is complete and the sentences are arranged with almost proper connectives	
	2	The generic structure is not complete and the sentences are arranged with few misuse of connectives	
	1	The generic structure is not complete and the sentences are arranged with misuse of connectives	
Grammar (G) 20% - Past Tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous gramatical or agreement inaccuracies	

⁶ Weigle. S. Cushing, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002),p.

	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies or word forms but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 20 + 2G + 1,5V + 1,5 M}{40} \times 100$$

2. The Concept of Graphic Organizers Technique

a. Definition of Graphic Organizers Technique

Syaza et.al state that graphic organizers are the form of figure or scheme which represent the information in order to achieve the better comprehension in learning process.⁷ Therefore, it can be described as a tool containing the concepts of certain topic which can help the students to identify, analyze, and understand the

⁷ Syaza Hazwani Z, et.al., "The Effect of Graphic Organizer on Students' Learning In School" in *Malaysian Journal of Educational Technology*, (Malaysia: University Putra Malaysia), Vol.10, No.1/ June 2010, p. 17

topic. In addition, Seirbhis and Dara explain that graphic organizers are the way to summarize, arrange, and develop the ideas.⁸ From the statement, graphic organizer facilitates the learners to construct and elaborates their ideas and knowledge.

Moreover, Sandra defines that graphic organizers are instrument of learning process which applied to increase the comprehension of knowledge.⁹ So that, graphic organizers are the technique which can be applied by the teacher in the learning process in order to simplify the students' comprehension.

Therefore, graphic organizer is described as a form of scheme, graphic, or figure which helps the students to organize, and develop their ideas so they can achieve the deeper comprehension about the knowledge delivered by the teacher.

b. Types of Graphic Organizers Technique

Graphic organizers come in many different forms; each one is designed to suit a particular type of information. Following are a few samples of organizers and their uses:¹⁰

⁸ Seirbhis T, Dara L, *Using Graphic Organisers in Teaching and Learning*, (Navan: Costello Print, 2008), p. 4

⁹ Sandra P. Mercuri, "Using Graphic Organizers as a Tool for the Development Scientific Language" in *Gist Education and Learning Research Journal*, (Brownsville: University of Texas), Vol.10, No.1/ November 2010, P. 34

¹⁰ Karen. B, et.al, *50 Graphic Organizes for Reading, and More*, (USA: Scholastic Professional Books, 1999), p.8

1) Conceptual

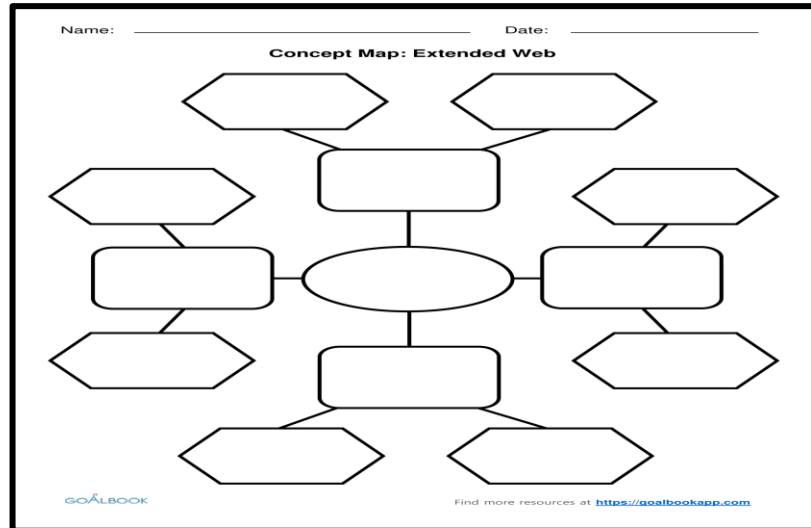


Figure 1: Conceptual Graphic Organizer

These type of graphic organizers is constructed by main idea with supporting ideas, characteristics, or evidence. The examples are web, venn diagram, and mind map.

2) Hierarchical

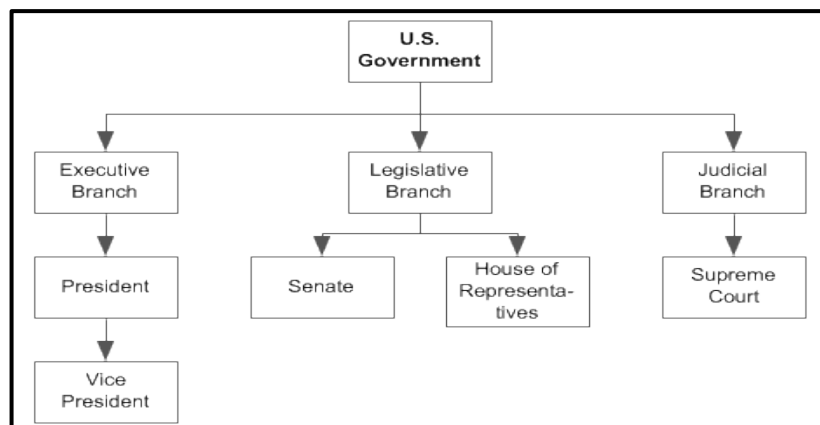


Figure 2: Hierarchical Graphic Organizer

This organizer consists of a topic followed by some levels below the topic. The position of each part on the organizer indicates its level in the organization.

3) Cyclical

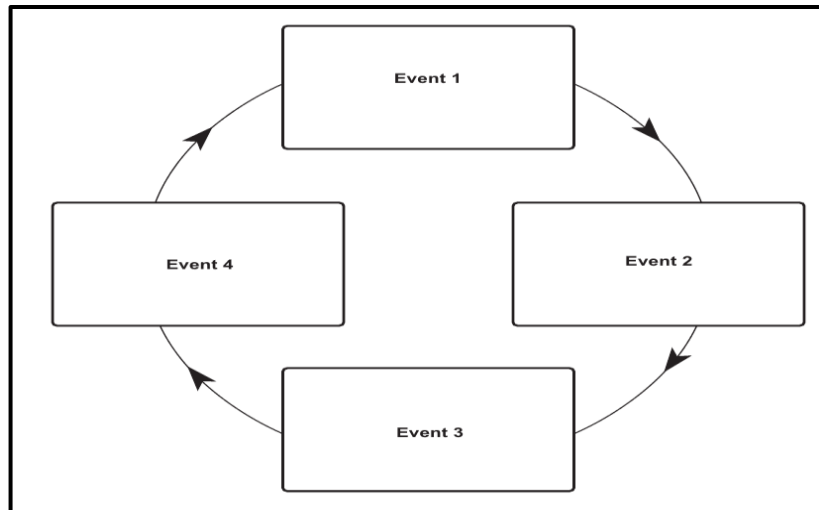


Figure 3: Cyclical Graphic Organizer

Cyclical organizer shows a series of events without beginning or end. The pattern is continuous. Therefore, it indicates the cycle process.

4) Sequential

Sequential organizer shows the arrangement of events in chronological order. It is useful for write the story which has specific beginning and end event. This type is also appropriate for cause-effect, process-and-product, or problem-solution text. Here is the following example of sequential graphic organizer:

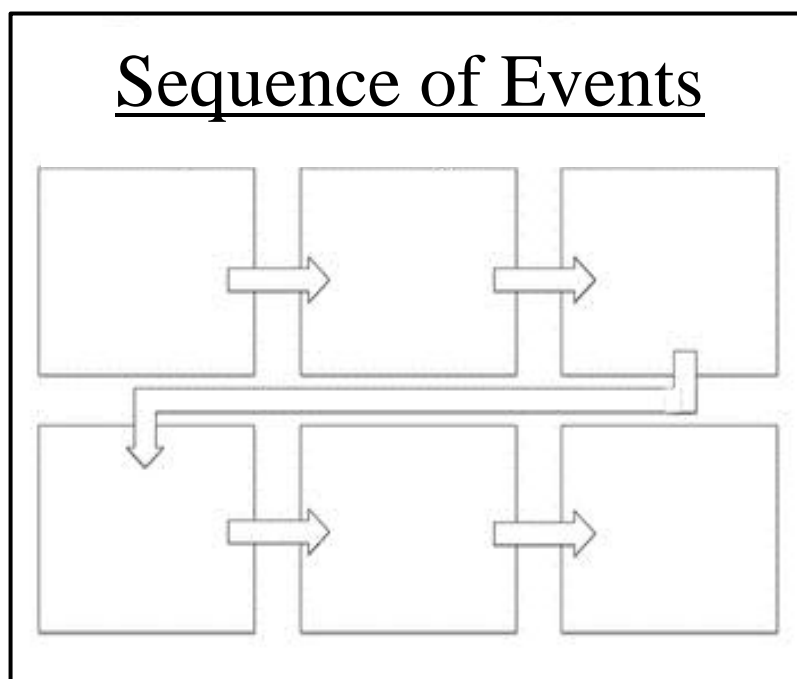


Figure 4: Sequential Graphic Organizer

Based on the all the types of graphic organizers above, the researcher used sequential graphic organizer as the technique to improve the students' narrative writing ability at the tenth grade of State Senior High School 1 Metro.

c. Principles of Graphic Organizers Technique

In applying that technique, there are some principles which should be concerned by the teacher. Karen, et.al elaborates some principles of Graphic Organizers technique in teaching writing as follow:¹¹

¹¹ Ibid, p. 3

1) Modeling

In using graphic organizer, the teacher should demonstrate the students how to use the graphic organizer to understand the topic.

2) Learning Experiences

The teacher who uses graphic organizer should give the students learning experiences either individual or small group learning activities.

3) Assessment

The assessment process of students' comprehension is more focused on the questions based on the graphic organizers they made than the multiple-choice quiz.

4) Special needs

The teacher should facilitate the students with special needs to use graphic organizers by using some special instructions as follows:

- a) Guide the students to cut, fold, or highlight the graphic organizers to make them focus on the important sections.
- b) Instruct the students to use different color in order to analyze the key information.
- c) Divide the students into some small groups to build the teamwork among them.

- d) Suggest the students to use vocabulary draft in order to help them in the next learning activity.

5) Variations

Allow the students to make their own graphic organizers in some variations they like. It will make them feel enjoy during the learning process and also increase their creativity.

In the action, the teacher will apply steps of graphic organizers technique to improve the students' learning activities and the students' score in narrative writing.

d. Advantages of Graphic Organizers Technique

Graphic organizers give positive effects in English teaching learning process. Katherine elaborates five strengths of graphic organizers which are useful to increase the students' English skill as follows:¹²

1) Focus on Key Information

Graphic organizers can help the students to focus on the main information so that they can explore the information into the good text or explanation.

2) Organizing Information

Graphic organizers are helpful to organize the content information. It is very useful to create the good writing result.

¹² Katherine S. McKnight, *The Elementary Teacher's Big Book of Grphic Organizers*, (San Francisco: John Wiley & Sons, Inc, 2013), p. 1-2

3) Useful for Businesses and Professional Organizations

Nowadays, graphic organizers are used by businesses and professional organization. They help students to create, interpret, analyze, and synthesize information graphically. Therefore, the students can develop their important skills which will be useful in this modern era.

4) Assessment

The teacher can use graphic organizers for assessment. The comprehension of the students can be analyzed from their graphic organizers. The students' abilities to explain, describe, and analyze certain information can be assessed easily by using graphic organizers.

5) Increase students motivation

Various types of graphic organizers which are introduced to the students will increase students' interest and motivate them to choose and use different type in their learning activities.

3. The Use of Graphic Organizers Technique to Improve the Narrative Writing Ability

The conceptual framework shows the process of the research to increase the students' narrative writing ability by using graphic organizers technique that students will be more interested in writing when they are given certain topics. Through graphic organizers technique they will be able to focus on key information and to develop

their ideas, vocabularies, and sentences easily during the writing process. Moreover, graphic organizers will help the students to organize the information.

e. Steps of Graphic Organizers Technique

There are some steps which can guide the teacher to use graphic organizer technique in English teaching learning process.¹³

- 1) The students list the main ideas of the topic. Then, the teacher builds the students' critical thinking. In this process the teacher collaborate with the students to collect all the ideas.
- 2) The students group the ideas that are related.
- 3) The students determine the relationship among the ideas. this step will help the students to choose the appropriate graphic organizer.
- 4) The students arrange and connect the ideas. They can also use some words to label the line in order to describe the relationship among all ideas.
- 5) Teacher explains that there are various ways to connect ideas. In this step, the students can choose their favorite pattern to connect the ideas.
- 6) The teacher allows the students to use icons and picture to support the graphic organizer.

¹³ Ibid, p. 9

- 7) The teacher allows the students to use different colors to represent each point of the graphic organizer.
- 8) The students are allowed to complete the graphic organizer given by teacher. Then, The teacher instruct the students to create the graphic organizer independently in a group or individually.

B. Action Hypothesis

Based on the theoretical framework above, the researcher formulates the action hypothesis that the use of graphic organizers technique can improve the students' narrative writing ability at the tenth grade of State Senior High School 1 Metro.

CHAPTER III

RESEARCH METHOD

A. Research Setting

The researcher conducted the research at State Senior High School 1 Metro locating on Jl. Jend.AH. Nasution, Yosodadi 21 Metro.

B. Research Subject

The subjects of this research are the students of tenth grade of State Senior High School 1 Metro especially the six-two class. The students consist of 10 boys and 15 girls, so the total is 25 students.

C. Research Procedures

The kind of research used in this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.¹⁴ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle may be continued to the next cycle until the research achieve increasing outcome.

¹⁴ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:¹⁵

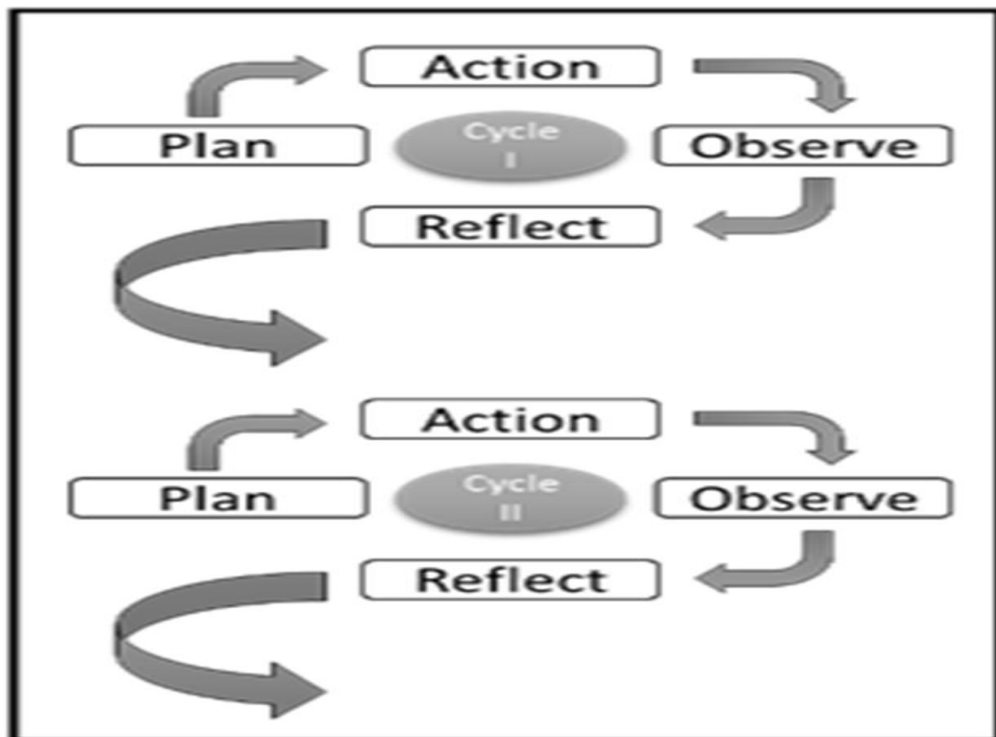


Figure 5: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that will be conducted by the researcher in classroom action research.

1. Cycle I

a) Planning

Planning is the first steps in each activity. Without planning, the activity that the researcher does will not focus. Here are the steps that the researcher did in planning:

- 1) Preparing the material, source, and media of learning.

¹⁵ Ibid, p. 8-9

- 2) Preparing the type of the learning.
 - 3) Preparing the instrument of observation.
- b) Acting

The second step in the action research is acting. It is the implementing of the planning. The general steps that had been done by the researcher are pointed as follows:

(1) Pre Teaching Activities

- (a) Praying and greeting the students.
- (b) Checking the attendance list.
- (c) Choosing the appropriate graphic organizers for the material going to be taught.

(2) While Teaching Process

- (a) Applying the lesson plan.
- (b) Explaining about graphic organizer in narrative writing.
- (c) Explaining about narrative text.
- (d) Giving an example about graphic organizers for narrative writing.

(3) Post Teaching Activities

- (a) The researcher asked the students to make graphic organizers related to the topic given.
- (b) The researcher asked the students to develop their graphic organizers into a complete narrative text.
- (c) The researcher gave the score for students.

c) Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observer.

d) Reflecting

Reflecting is the last step in this process. The researcher will analyze the observation result during the teaching process. The researcher uses data from the evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses to solve the problems and weakness in previous cycle.

2. Cycle II

a) Planning

Planning is the first steps in each activity. In cycle II, the researcher focused on repairing the weakness in the cycle 1. Here are the steps that the researcher did planning:

- (1) The researcher prepared the lesson plan based on the reflection of cycle I.
- (2) The researcher prepared the material, source, and type of learning.
- (3) The researcher prepared the instrument of observation.

- (4) The researcher determined the evaluation instrument of the test (pre-test and post-test).

b) Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps that had been done by the researcher as follows:

(1) Pre Teaching Activities

- (a) Praying and greeting the students.
- (b) Checking the attendance list.
- (c) Choosing the appropriate graphic organizers for the material going to be taught.

(2) While Teaching process

- (a) Applying the lesson plan.
- (b) Explaining about graphic organizers in narrative writing.
- (c) Giving an example of graphic organizers related to the topic about narrative writing.

(3) Post Teaching activities

- (a) The researcher asked the students to make graphic organizers related to the topic given.
- (b) The researcher asked the students to develop their graphic organizers into a complete narrative text.
- (c) The researcher gave the score for students.

c) Observing

In this step, the researcher observed the process of teaching learning by using instrument of observation. The researcher conducted the activities in this step, such as: the students' activities, vocabulary, grammar, and content of the students' narrative writing result.

d) Reflecting

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knew the weakness and strength of the action. In the step the researcher compared the score distribution of pre-test and post-test. The researcher reviewed and reflected on the students' attitude whether it was positive or negative. So, the researcher could stop this research until cycle II.

D. Data Collection

The researcher used many techniques to collect the data in this research. They are observation, test, documentation, and field note. Each technique is explained below:

1. Observation

The researcher used this technique to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities were observed and noted by the observer.

2. Test

The researcher used pre-test and post-test form to see their ability before and after given treatment.

a. Pre-test

Pre-test was given in the first meeting before implementing the technique, in order to know the level and ability of students' writing ability before doing the action research.

b. Post-test

Post-test was given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' narrative writing ability at the tenth grade of State Senior High School 1 Metro. The improvement could be known if the score of post-test is higher than pre-test and the score could achieve the passing grade.

3. Documentation

Documentation is needed to get the information from written source or documents such as book, magazine, regulation, notes or meeting and daily report. The researcher used this technique to get data about students' writing daily score, history of the school, the sum of the teachers, official employed and the students at State Senior High School 1 Metro.

4. Field Note

Field note refers to qualitative note recorded by the researchers in the course of field research, during or after their observation of a specific phenomenon they are studying. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It was used by the researcher to observe the students in identifying all condition that happened during the teaching learning process.

E. Data Analysis

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result was taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the researcher compared the score of pre-test and post-test after giving implemented treatment. Then, the result was matched by the minimum standard in this semester that is 70. In cycle I, there were many students who were not successful, so the researcher conducted the next cycle, cycle II.

The minimum cycle in CAR (Classroom Action Research) is two cycles. In cycle II most of the students were successful, so the cycle was stopped until cycle II.

Furthermore, Donald Ary states that the average score or mean of pre-test and post-test were calculated by using the following formula:¹⁶

¹⁶ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth. 2010). p. 108-109.

$$M = \frac{\sum X}{N}$$

Note: M = Mean

\sum = Sum of

x = Raw Score

N = Number of Cases

To calculate the percentage of the students' score, the researcher uses the formula as follows:

$$P = \frac{F}{N} \times 100$$

Note: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

F. Indicator of Success

The indicator of success is needed to know the success of the process and learning result. In this research, students were called successful if the students were active in learning process and got the 70 score or more, so this research was stopped.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Research Location

The general description that was assessed is as the complementary data. It is concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

a. The History of State Senior High School 1 Metro

State Senior High School 1 Metro is located on Jl. AH. Nasution Yosodadi, East Metro, Metro. This school was established in 1959. Since it was established the headmaster of the school had been changed. State Senior High School 1 Metro changed leader in eight times. The first headmaster was Siradjudin Djahidin from 1959 until 1968. The second headmaster was R. Ahmad Matin, BA from 1968 until 1970. The third headmaster was Drs. M.A.M Noer from 1970 until 1990. The fourth headmaster was Drs. Suparno from 1990 until 1999. The fifth headmaster was Drs. Hi. Slamet Widodo, M. Si from 1999 until 2006. The sixth headmaster was Drs. Hi Suwahab from 2006 until 2012. The seventh headmaster was Hi. Suparni, S.Pd from 2012 until 2017 and the last headmaster was Dra. Purwaningsih from 2017 until now.

b. Vision and Mission of State Senior High School 1 Metro

1) Vision of School

“Discipline, Excellent, and Religious”

2) Mission of School

- a) Doing the responsibility with discipline.
- b) Developing the curriculum.
- c) Developing the innovative, creative, and fun learning process.
- d) Completing the learning media.
- e) Improving the scoring system.
- f) Improving the activities to support the achievement of the students.
- g) Improving the organization system, administration, and teachers' competence.

c. The Condition of Teachers and Official Employers at State Senior High School 1 Metro

Condition of teachers and official employers in State Senior High School 1 Metro, the numbers of teachers and official employers in State Senior High School 1 Metro in the academic years of 2018/2019 could be identified as follows:

Table 2
The Condition of Teachers and the Official Employers
at the State Senior High School 1 Metro

No.	Name	Occupation
1.	Dra. Hj. Sukmawati, M.Pd	Mathematics Teacher
2.	Dra. Siti Erlina	History Teacher
3.	Dra. Rita Herawati	Guidance and Counseling Teacher
4.	Dra.Rina Asnalia	Guidance and Counseling Teacher
5.	Drs. Kaswanto, M.Pd	Chemistry Teacher
6.	Dra. Elly Hasiati	Geography Teacher
7.	Drs. Imanullah Nazar	Biology Teacher
8.	Bahariawan, S.Pd	Mathematics Teacher
9.	Dra.TI. Hendrawati. N	Guidance and Counseling Teacher
10.	Dra. Halimah. AR. M.Pd	Civic Education Teacher
11.	Drs. KD. Suirtha	Indonesian Teacher
12.	Dra. Yuisni	Guidance and Counseling Teacher
13.	Agus Supriyono, S.Pd.	Mathematics Teacher
14.	Dra. Sri Murwatiningsih	Chemistry Teacher
15.	Dra. Hj. Tuti Nahayu	Civic Education Teacher
16.	Drs. Bambang Hermanto	Art Teacher
17.	Ismadi, S.Pd	Mathematics Teacher
18.	Drs. Zulmarsal	Sport Teacher
19.	Hartanto, S.Pd	Chemistry Teacher
20.	Dra. R. Yudaningsih	Sociology Teacher
21.	DM. Purba., S.Pd	Chemistry Teacher
22.	Dra. Hj. Muryati	Economic Teacher
23.	Drs. P. Sulistyio	Sociology Teacher
24.	Dra. Ngatini	Indonesian Teacher
25.	Drs. Sutejo	Physics Teacher
26.	Drs. Bagiono	Economic Teacher
27.	Dra.Sri Mulatsih	Indonesian Teacher
28.	Erliwati, S.Pd	Civic Education Teacher
29.	Drs.Sugiono	Biology Teacher

30.	Emisari, M.Pd	English Teacher
31.	Drs.Arman Sihaloho	English Teacher
32.	Lakon Wahono, S.Pd	Physics Teacher
33.	Dra. BDM. Lestariany	Indonesian Teacher
34.	Endang Setyowati, S.Pd	Physics Teacher
35.	Bahrudin Sarief, S.Pd	English Teacher
36.	Hirni, S.Pd	English Teacher
37.	Hasbullah, S.Pd	Biology Teacher
38.	Mulyati, S.Pd	History Teacher
39.	Lusia Ari Sumirat, S.Pd	Mathematics Teacher
40.	Eko Jati Putro, S.Pd	Art Teacher
41.	Sri Wijayanti, S.Pd	Indonesian Teacher
42.	Toto Laksono, S.Pd	Sport Teacher
43.	Emisari, S.Pd	English Teacher
44.	Tri Utami, S.Pd	Art Teacher
45.	Lela Herlina, S.Pd	Mathematics Teacher
46.	Arif Pujiyanto, S.Si, M.Pd	Geography Teacher
47.	Dra.Hurustiati	Economic Teacher
48.	Suti Suryani, S.Pd	History Teacher
49.	Fransiska Eka Wardani, S.Pd	Christian Teacher
50.	Erna Suwarni, S.Pd	Biology Teacher
51.	Tri Nurul Fajarotun, S.Kom	Computer and Informatics Teacher
52.	Minar Subowo, S.Pd	English Teacher
53.	Eka Yuli Sari Asmawati, S.Pd	Physics Teacher
54.	Apri Atmoko, S.Kom	Computer and Informatics Teacher
55.	Nurhasim, S.Ag	Islamic Teacher
56.	Mukhtar, S.Ag	Arabic Teacher
57.	Ketut Edi Dermawan, S.Ag	Hindu Teacher
58.	Dina Oktora S, S.Pd	Physics Teacher
59.	Bairus Salim, S.PdI, M.PdI	Islamic Teacher
60.	Ria Puspita Sari, S.Pd	Biology Teacher
61.	Desy Mauliya, S.Pd	Geography Teacher
62.	Sri Suprapti, S.Si	Chemistry Teacher
63.	Wiwik Dwi Koryati, S.Pd	Indonesian Teacher
64.	Sri Fatmawati, S. Pd.I.	Lampung Art Teacher

65.	Sabarudin, M.Pd	Lampung Art Teacher
66.	Ruswandi, S.Pd	Mathematics Teacher
67.	Yupentina Iswati, S.Pd	Mathematics Teacher
68.	Novdilia Sari, S.Pd.	Craft Teacher
69.	Tina Maryati, S. IP	Librarian
70.	Roni	Security
71.	Toto Suranto	Administration

Source: Documentation in State Senior High School 1 Metro academic year 2018/2019

d. The Quantity Students at State Senior High School 1 Metro

There are 739 students of State Senior High School 1 Metro.

The tenth grade consists of 251 students, the eleventh grade consists of 250 students, and the twelfth grade consists of 238 students. The Quantities of the students at State Senior High School 1 Metro could is as follows:

Table 3

The Students Quantity of State Senior High School 1 Metro

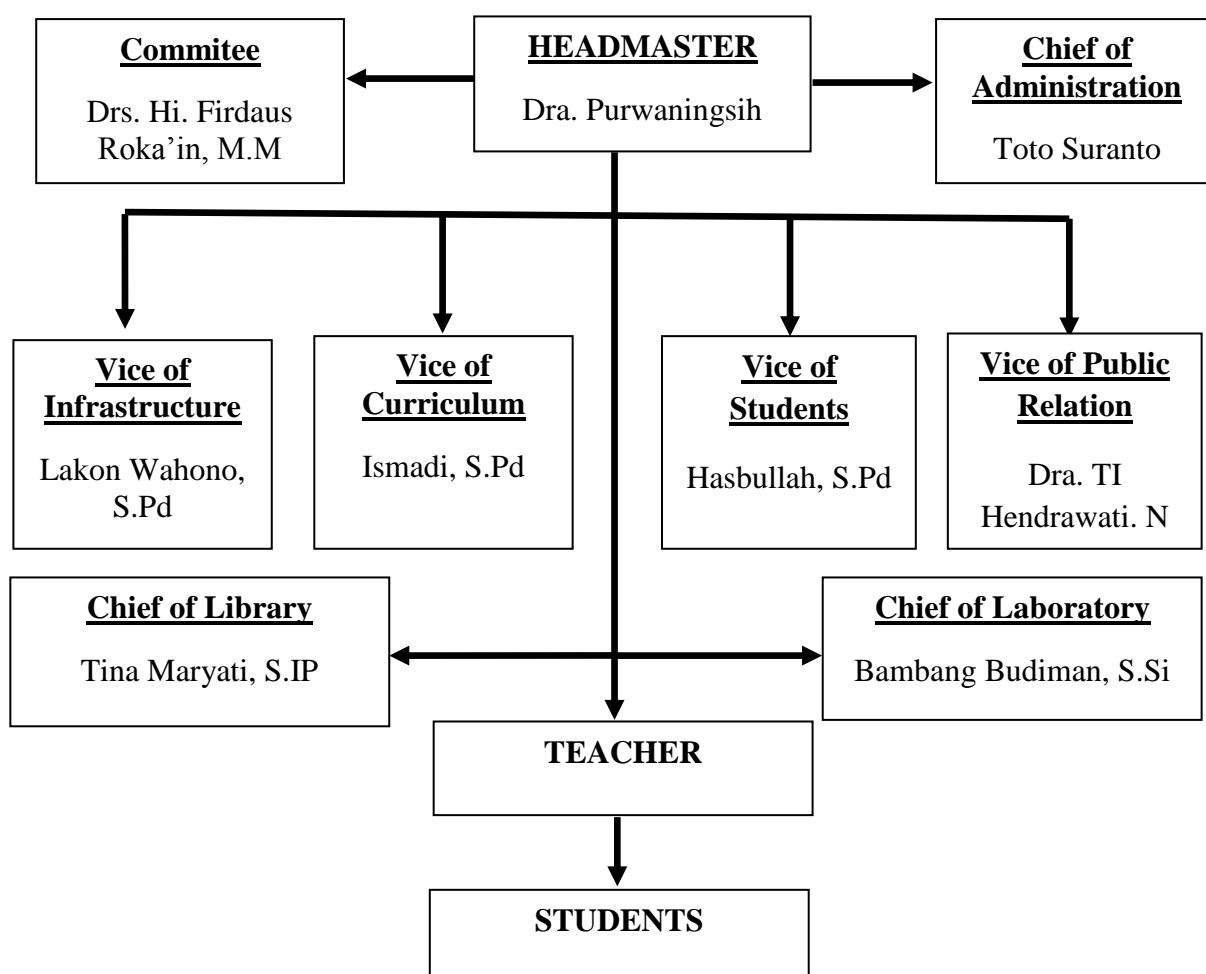
No.	Class	Sex		Amount
		Male	Female	
1.	X	102	149	251
2.	XI	90	160	250
3.	XII	81	157	238
				739

Source: Documentation of State Senior High School 1 Metro academic year 2018/2019.

e. The Organization Structure of State Senior High School 1 Metro

The organization Structure of State Senior High School 1 Metro in the Academic Year of 2018/2019 could be shown in the figure as follows:

Figure 6
The Organization Structure of State Senior High School 1 Metro



Source: Documentation of State Senior High School 1 Metro academic year 2018/2019.

f. Building Condition and The Sketch of State Senior High School 1 Metro

To support teaching and learning process, State Senior High School 1 Metro has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

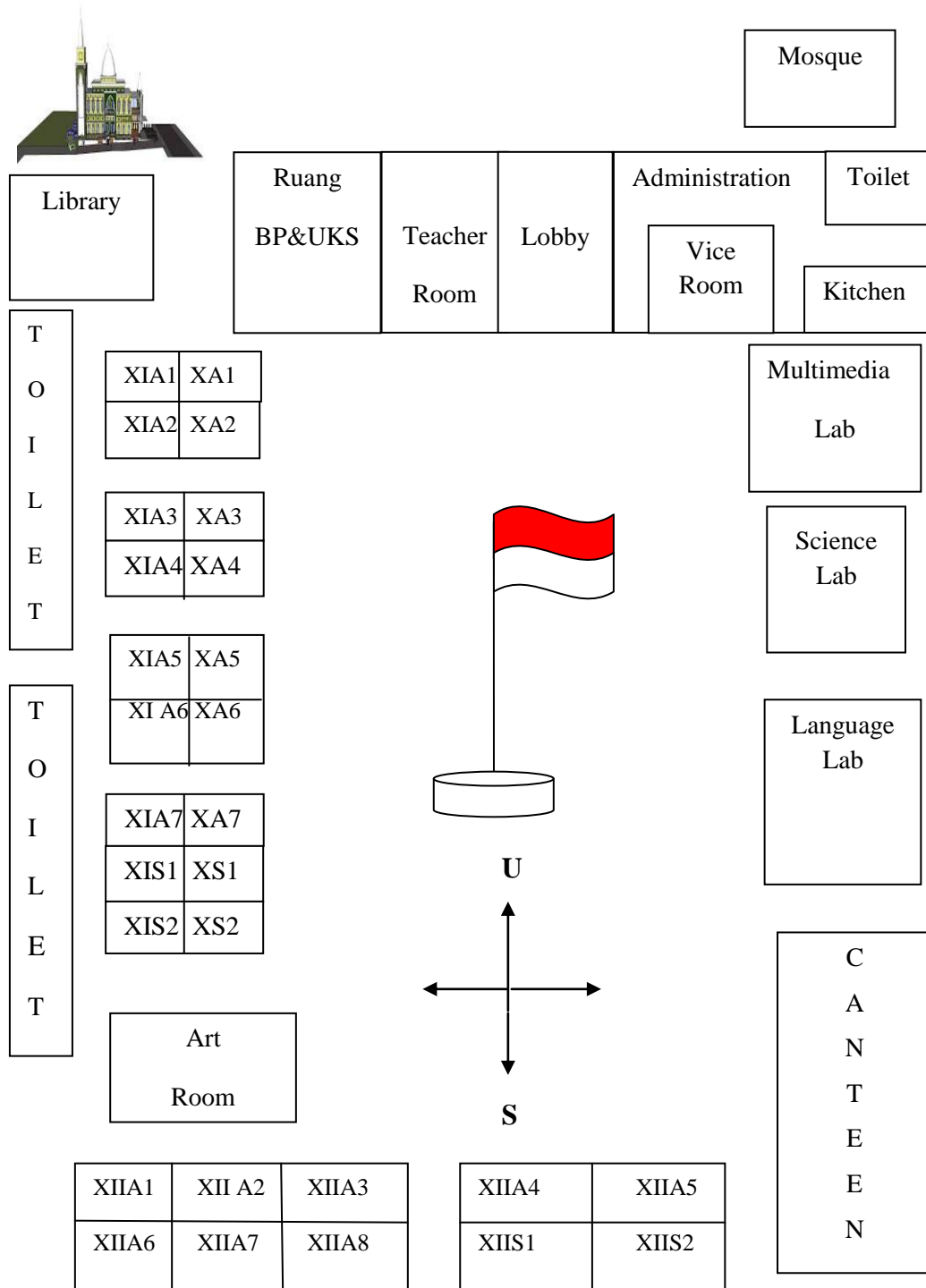
Table 4
Facilities in State Senior High School 1 Metro in academic year 2018/2019

No.	Name of Room	Number of Unit
1.	Classroom	29
2.	Science Laboratory	3
3.	Library	1
4.	Language Laboratory	1
5.	Computer Laboratory	1
6.	School Medical Center	1
7.	OSIS Room	1
8.	Mosque	1
10.	Teacher Room	1
11.	Administration Room	1
12.	Headmaster Room	1
13.	Vice Room	1
14.	Rest Room	13
15.	Guidance and Counseling Room	1
16.	Warehouse	1
17.	Parking Area	2
18.	Canteen	1

19.	Field	1
20.	Garden	1
21.	Coop	1
22.	Security	1
23.	Kitchen	1

Source: Documentation of State Senior High School 1 Metro in the academic year 2018/2019 on July 19th 2018.

The Sketch Location of State Senior High School 1 Metro was illustrated as follow:

Figure 7**The Sketch Location of State Senior High School 1 Metro**

Source: Documentation of State Senior High School 1 Metro in the academic year 2018/2019 on July 19th 2018.

2. Description of the Research

This research was classroom action research, and it was conducted at the Tenth grade of State Senior High School 1 Metro in the academic years of 2018/2019. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing narrative writing was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

a. Pre Test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on July, Thursday, 19th, 2018 at 10.30-12.00 a.m and it took about 90 minutes. In this meeting the resarcher was being an observer and the collaborator was being a teacher.

Firstly, the collabolator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collabolator gave the explanation to the students about narrative writing for 40 minutes. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used essay test which consisted of four topics which had to be

completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

Table 5
The Result of Pre-Test Score of Narrative Writing

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	6	4	4	3	3	50	Incomplete
2	AA	6	4	4	3	3	50	Incomplete
3	AD	6	4	4	3	4,5	54	Incomplete
4	AF	6	4	6	4,5	3	58	Incomplete
5	AW	6	6	6	3	3	60	Incomplete
6	AD	6	4	4	3	3	50	Incomplete
7	BA	9	6	6	4.5	3	71	Complete
8	BR	9	6	6	3	4.5	71	Complete
9	CM	6	4	4	3	3	50	Incomplete
10	CD	6	4	4	3	3	50	Incomplete
11	FM	6	6	4	3	4.5	54	Incomplete
12	GF	6	4	4	3	3	50	Incomplete
13	GR	6	4	4	3	3	50	Incomplete
14	IZ	6	4	6	3	4.5	59	Incomplete
15	KH	9	6	6	4.5	4.5	75	Complete
16	LF	9	6	4	4.5	3	66	Incomplete
17	ML	6	4	4	3	3	50	Incomplete
18	MR	9	4	4	3	3	57	Incomplete
19	NK	6	4	6	4.5	3	54	Incomplete
20	NA	6	4	4	3	3	50	Incomplete
21	OS	9	6	6	3	4.5	71	Complete

22	PW	6	4	4	3	3	50	Incomplete
23	TM	6	4	4	3	3	50	Incomplete
24	VM	9	6	8	3	3	72	Complete
25	ZR	9	6	4	3	4.5	66	Incomplete
High Score							75	
Lowest Score							50	
Average							57,88	

Note :

Cont : Content

Org : Organization

Gram : Grammar

Voc : Vocabulary

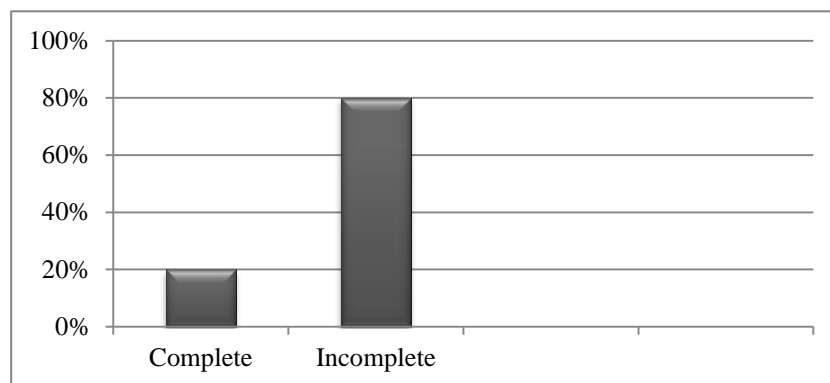
Mech : Mechanic

Table 6
Percentage of Students Writing Narrative writing Pre-Test
Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	5	20%	Complete
≤ 70	20	80%	Incomplete
Total	25	100%	

Then the graph of percentage students Narrative writing pre-test score could be seen as follow:

Figure 8
Percentage of The Students' Narrative Writing Pre-Test Score
in
Cycle I



Based on the result of students' narrative writing pre-test score, it can be inferred that there was only 20% or 5 students for the score among the interval of ≥ 70 who Complete the Minimum Standart Criteria (MSC) at least 70 while 80% or 20 students for the score among the interval of ≤ 70 did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicates that the result of students narrative writing was still low. It was the realson why the researcher used Graphic Organizer Technique to improve the students narrative writing ability. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Cycle I

Cycle 1 is divided into planning, acting, observing and reflecting

1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was narrative writing. The material included the definition, the generic structure, the language features and the example of narrative writing. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 7
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Thursday, July 26 th 2018	10.30 – 12.00 a.m
2 nd	Thursday, August 2 nd 2018	10.30 – 12.00 a.m

a) First Meeting

The first meeting was conducted Thursday, July 26th 2018 and it took about 2x45 minutes or 90 minutes. In this meeting the

researcher was a teacher and Mrs. Emisari, M.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the researcher greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?” Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language.

The researcher explained about the definition, generic structure, and language features of narrative writing. After that, the explanation was continued to the topic about past tense and adverb of time. The researcher also gave the example of narrative writing. Then, the researcher explained about graphic organizer. The researcher guided the students to make graphic organizer that was consisted of some boxes connected by arrow and they filled it with the ideas based on the topic which was given. The students were also guided to transfer and enhance the ideas into complete sentences. The last, the researcher guided the students to check and correct the errors in their narrative writing result.

While the learning process, the studnets were given opportunities to ask about the material and the researcher answered to give feedback to the students. After 2 x 45 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be continued in the next meeting.

b) Second Meeting

The second meeting was conducted on Thursday, August 2nd 2018 at 10.30-12.00 a.m. This meeting was focused to do the post-test I. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity was continued by giving some explanation more about narrative writing. Then, the researcher allowed the students to ask about the material and the researcher gave explanation to answer the students' questions. Afterward, the researcher gave the post-test. The students had to write a narrative writing based on the themes given in 40 minutes. The students did it seriously. The score of post-test in cycle 1 can be seen on the table below:

Table 8
The Result of Students Narrative Writing Post-Test I
Score
in Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	9	8	4	3	4.5	71	Complete
2	AA	9	6	4	3	4.5	66	Incomplete
3	AD	6	6	6	3	6	67	Incomplete
4	AF	9	6	6	3	4.5	71	Complete
5	AW	6	6	6	3	4.5	64	Incomplete
6	AD	9	6	6	4.5	3	71	Complete
7	BA	9	6	6	4.5	4.5	75	Complete
8	BR	9	6	6	4.5	4.5	75	Complete
9	CM	9	6	4	3	3	62	Incomplete
10	CD	6	6	6	4.5	3	64	Incomplete
11	FM	9	6	4	3	3	62	Incomplete
12	GF	9	6	6	3	4.5	71	Complete
13	GR	9	8	6	3	3	72	Complete
14	IZ	6	6	4	3	4.5	59	Incomplete
15	KH	9	6	8	3	6	80	Complete
16	LF	6	8	6	3	4.5	69	Incomplete
17	ML	6	6	4	4.5	3	59	Incomplete
18	MR	9	6	4	3	4.5	66	Incomplete
19	NK	9	6	6	4.5	3	71	Complete
20	NA	9	6	6	3	3	67	Incomplete
21	OS	9	8	6	3	6	72	Complete
22	PW	6	8	6	3	6	72	Complete

23	TM	9	6	6	3	3	67	Incomplete
24	VM	9	6	6	4.5	4.5	75	Complete
25	ZR	9	6	6	3	3	67	Incomplete
High Score							80	
Lowest Score							59	
Average							68,60	

Note :

Cont : Content

Org : Organization

Gram : Grammar

Voc : Vocabulary

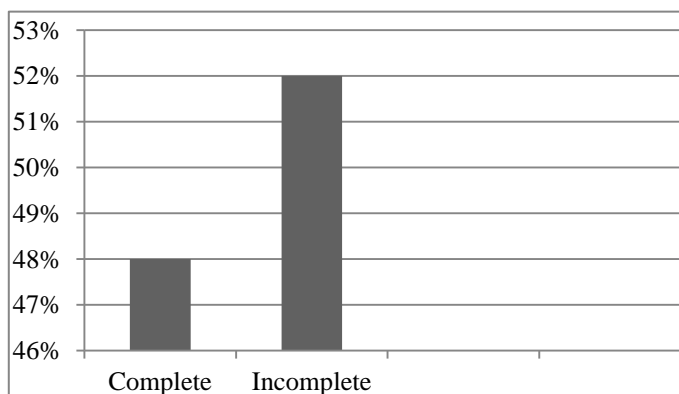
Mech : Mechanic

Table 9
Percentage of Students Narrative Writing Post-Test I
Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	12	48%	Complete
≤ 70	13	52%	Incomplete
Total	25	100%	

Then, the graph of percentage students writing Narrative writing post-test score could be seen as follow:

Figure 9
Percentage of Students Narrative Writing
Post-Test I Score in Cycle I



Based on the result of students' writing narrative writing post-test I score, it can be concluded that there is 52% or 13 students for the score among the interval ≤ 70 did not Complete the Minimum Standard Criteria (MSC) at least while 48% or 12 students for the score among the interval of ≥ 70 Complete the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 68,60. It indicates that the result of students narrative writing is increase that the pre-test score was 57,88 but viewed from the indicator of success of this research that 75% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I is unsuccessful based on the indicator of success.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially narrative writing by using

graphic organizer technique. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students paid attention to the teacher explanation.
- b) The students answered the question from the teacher.
- c) The students were able to do the task.
- d) The students were active in the class.

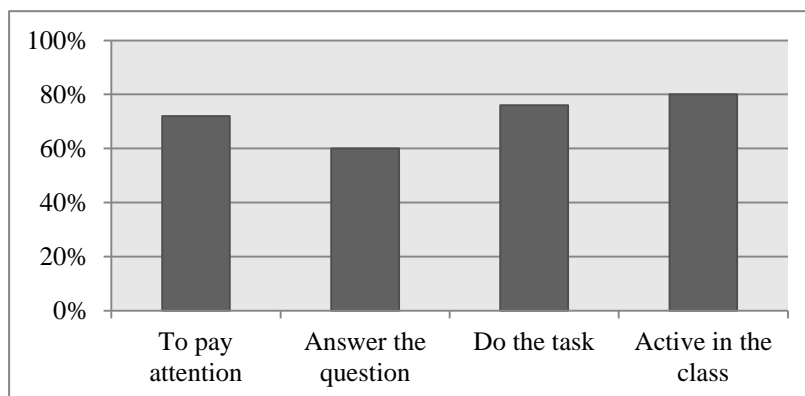
The result of the students' learning activities could be seen as follow:

Table 10
The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention to the teacher explanation	18	72%
2	The students' ask/answer question	15	60%
3	The students able do the task	19	76%
4	The students are active in the class	20	80%
Total Students		25	

Then the graph of students' activities percentage in cycle I as follow:

Figure 10
Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There are 18 students (72%) who give attention to the teacher's explanation, 15 students (60%) who understand the materials, 19 students (76%) who are active in the class, and 20 students (80%) are able to do the task.

4) Field Note

At this stage, the researcher made a note of students' activities. Based on the observation on cycle I, before the researcher used graphic organizer technique most of students still seemed confused in the class, most of students felt difficult to do the test was given, and most of students were not active in learning process.

5) Reflection

From the result observation in learning process in cycle I, it can be concluded that in the learning process has not achieved

Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzes and calculates all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score is as follow:

Table 11
The Comparison between Pre-Test and Post-Test I
Score in Cycle I

NO	Students Code	Pre-test Score	Post-test 1 Score	Increasing Score	Note
1	AR	50	71	21	Increase
2	AA	50	66	16	Increase
3	AD	54	67	13	Increase
4	AF	58	71	13	Increase
5	AW	60	64	4	Increase
6	AD	50	71	21	Increase
7	BA	71	75	4	Increase
8	BR	71	75	4	Increase
9	CM	50	62	12	Increase
10	CD	50	64	14	Increase
11	FM	54	62	8	Increase
12	GF	50	71	21	Increase
13	GR	50	72	22	Increase
14	IZ	59	59	0	Constant
15	KH	75	80	5	Increase
16	LF	66	69	3	Increase

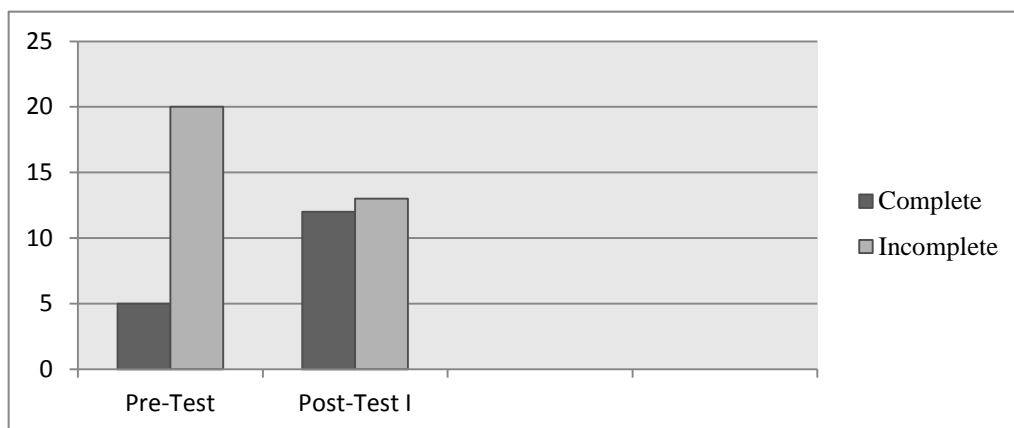
17	ML	50	59	9	Increase
18	MR	57	66	9	Increase
19	NK	54	71	17	Increase
20	NA	50	67	17	Increase
21	OS	71	72	1	Increase
22	PW	50	72	22	Increase
23	TM	50	67	17	Increase
24	VM	72	75	3	Increase
25	ZR	66	67	1	Increase
Total		1447	1715	277	
Average		57,88	68,60		
High Score		75	80		
Low Score		50	59		

Table 12
The Comparison of Students' Pre-Test and Post-Test I Score in
Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	5	12	Complete
≤ 70	20	13	Incomplete
Total	25	25	

Then, the graph of comparison of the students' narrative writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 11
The Comparison of Students' Pre-Test and Post-Test I Score in
Cycle I



Based on the table and the graphic above, in pre-test it could be seen that total from 25 students, it could be concluded that 20% or 5 students among the interval ≥ 70 students, they completed the minimum standard criteria. Then, the students who were incomplete the minimum standard criteria were 80% or 20 students among the interval ≤ 70 . In post-test I, it can be concluded that 48% or 12 students among the interval ≥ 70 students, they completed the minimum standard criteria. Then, who are incomplete the minimum standard criteria are 52% or 13 students among interval ≤ 70 . Average score of pre-test is 57,88 and average score of post-test I is 68,60 and the mean improvement score is 10,72 point. There is improvement between pre-test and post-test I but it does not fulfill the indicator of success. It can be concluded that the result is unsuccessful, because of the indicator of success can not be achieved yet that is 75% of the total students must complete the criteria.

Regarding to the result of students' post-test I score and the observation of student's activities in cycle I the material was not run well, so some students cannot understand the material clearly. Some students are not satisfied because most of the students do not pay attention toward the teacher's explanation and they do not get difficulties to answer the question and some students get failure in test of cycle I. So, the researcher has to continue to cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle II

In order to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I is not successful. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II can be explained on the following sequences:

1) Planning

In the planning of cycle 2, the researcher and collaborator discuss about some of problems that found in cycle 1. Therefore, in this step the researcher will prepare the lesson plan, material and media that will be used in teaching learning process. The material is narrative writing. The material includes the definition, the generic structure, the language features and the example of narrative writing. Then, the researcher also explains the application of Graphic Organizer in narrative writing. Moreover,

the researcher make an observation sheet that consists of list of students' name and list of the students' activities that will be observed during the teaching learning process.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 13

The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1 st	Thursday, August 9 th 2018	10.30 – 12.00 a.m
2 nd	Thursday, August 16 th 2018	10.30 – 12.00 a.m

a) First Meeting

The first meeting was held on Thursday, August 9th 2018 at 10.30-12.00 a.m and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Emisari, M.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. The researcher explained more about the generic structure of narrative writing, past tense, and discourse marker. The

researcher also gave the example of narrative writing. Then, the researcher explained about graphic organizer. The researcher guided the students to make graphic organizer that was consisted of some boxes connected by arrow and they filled it with the ideas based on the topic which was given. The students were also guided to transfer and enhance the ideas into complete sentences based on the sequence of event in the graphic organizer. The last, the researcher guided the students to check and correct the errors in their narrative writing result.

Later on, the researcher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the researcher gave motivation to the students and reminded to study hard at home. The last, the researcher ended the lesson.

b) Second Meeting

The second meeting was conducted on Thursday, August 16th 2018 at 10.30-12.00 a.m. This meeting was focused to do the post-test II in cycle II. In this meeting, before giving the post-test II the researcher explained the instructions to do the test. The researcher explained the the students should arrange their ideas based on one of the topics given. Then, they should transfer and enhance the ideas into complete sentences based on the sequence of the event in the story. Most of the students

could answer well. Then, the result of post-test II could be seen as follow:

Table 14
The Result of Students Writing Narrative writing
Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	9	8	4	4.5	4.5	75	Complete
2	AA	9	8	4	3	3	67	Incomplete
3	AD	9	8	6	4.5	6	84	Complete
4	AF	9	8	6	4.5	6	84	Complete
5	AW	9	6	6	3	3	67	Incomplete
6	AD	9	8	4	3	4.5	71	Complete
7	BA	9	8	6	4.5	6	84	Complete
8	BR	9	8	4	4.5	6	79	Complete
9	CM	9	8	6	3	4.5	76	Complete
10	CD	9	6	6	4.5	4.5	75	Complete
11	FM	6	8	4	4.5	4.5	68	Incomplete
12	GF	9	8	6	3	4.5	76	Complete
13	GR	9	6	6	4.5	4.5	75	Complete
14	IZ	9	6	6	3	3	67	Incomplete
15	KH	9	8	8	4.5	6	89	Complete
16	LF	9	6	6	4.5	4.5	75	Complete
17	ML	9	8	6	3	4.5	76	Complete
18	MR	9	8	6	4.5	4.5	80	Complete
19	NK	6	8	6	4.5	4.5	73	Complete

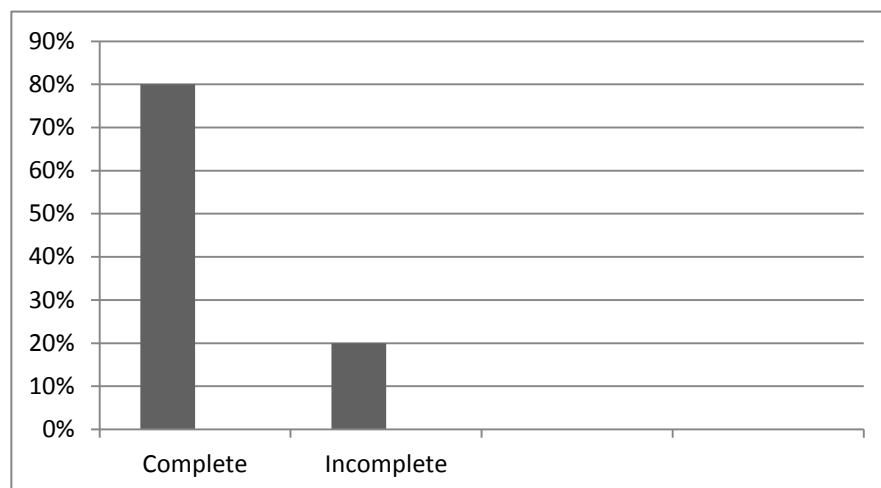
20	NA	9	6	6	3	3	67	Incomplete
21	OS	9	8	6	4.5	6	84	Complete
22	PW	9	8	6	4.5	4.5	80	Complete
23	TM	9	6	6	4.5	4.5	75	Complete
24	VM	9	8	6	4.5	4.5	80	Complete
25	ZR	9	6	6	4.5	4.5	75	Complete
High Score							89	
Lowest Score							67	
Average							76,08	

Table 15
Percentage of Students' Narrative writing
Post-Test II Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥ 70	20	80%	Complete
≤ 70	5	20%	Incomplete
Total	25	100%	

Then, the comparison graph of the students' narrative writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 12
Percentage of Students Writing Narrative writing
Post-Test II Score in Cycle II



Based on the result of students' narrative writing in post-test II, it can be inferred that there is 80% or 20 students for the score among the interval of ≥ 70 who complete the Minimum Standard Criteria (MSC) at least 70, while 20% or students for the score among the interval ≤ 70 who do not complete the Minimum Standard Criteria (MSC) at least 70.

Based on the explanation above, it can be inferred that indicator of success is achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the cycle II was successful.

3) Observing

In observation of the researcher action, the collaborator observes the students' activities. In learning process, there are also four indicators used to know the students' activities like in learning process previously.

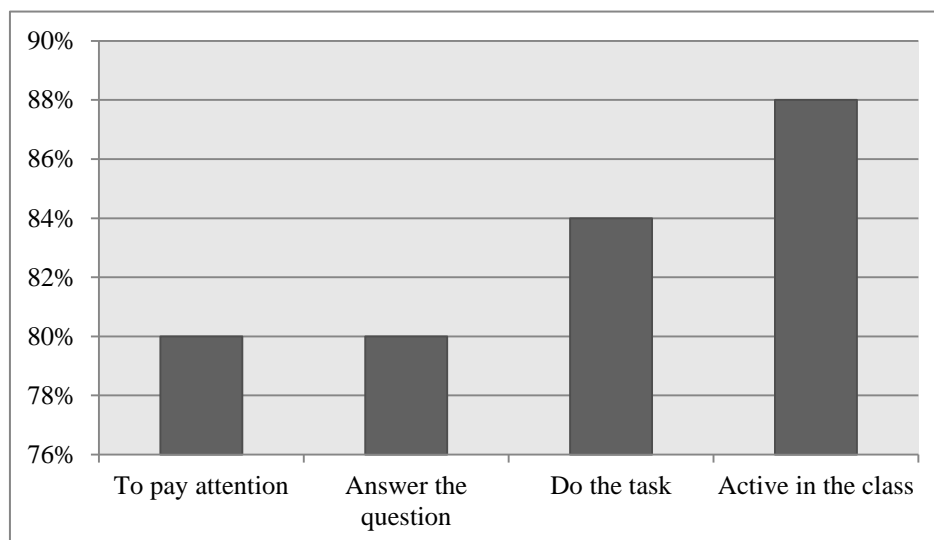
Based on the result of the observation sheet in cycle II, the researcher indicates that learning process in cycle II is successful. The result score of students' learning activities observation, as follow:

Table 16
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	20	80%
2	The students' ask/answer question	20	80%
3	The students able do the task	21	84%
4	The students active in the class	22	88%
Total Students		25	

Then, the graph of students' activities percentage in cycle II is as follow:

Figure 13
Percentage of Students Activities in Cycle II



The table above showed that the students' activity in cycle II is increase. The students' activities that have high percentage are the students able do the task 84%, the percentage of students who pay attention of the teacher explanation was 80% and the students active in the class 88%, and the last the students ask/answer the question from the teacher 80%. Based on the result above, the researcher indicates that learning process in cycle II is successful because the students' activity got percentage $\geq 75\%$.

4) Field Note

From the observation on cycle II, most of the students are interested to follow the lesson, most of the students can practice

well and correctly, most of the students are active during the teaching learning process.

5) Reflection

At the end of this cycle, the researcher and the collaborator analyze and calculate all the processes like student's post-test II score and observation of student's learning activities. The comparison between students' post-test I score and post-test II score can be compared on the following table:

Table 17
The Comparison between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

NO	Students Code	Post-test I Score	Post-test II Score	Increasing Score	Note
1	AR	71	75	4	Increase
2	AA	66	67	1	Increase
3	AD	67	84	17	Increase
4	AF	71	84	13	Increase
5	AW	64	67	3	Increase
6	AD	71	71	0	Constant
7	BA	75	84	9	Increase
8	BR	75	79	4	Increase
9	CM	62	76	14	Increase
10	CD	64	75	11	Increase
11	FM	62	68	6	Increase
12	GF	71	76	5	Increase
13	GR	72	75	3	Increase
14	IZ	59	67	8	Increase

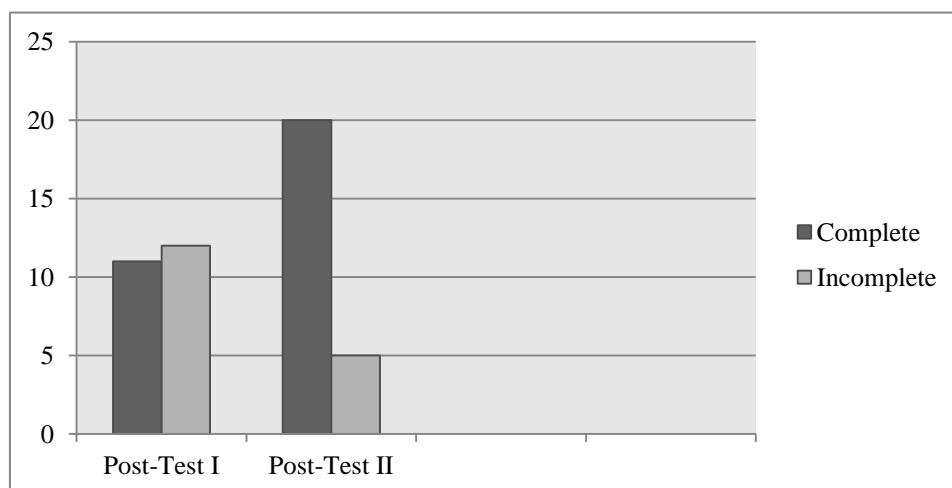
15	KH	80	89	9	Increase
16	LF	69	75	6	Increase
17	ML	59	76	17	Increase
18	MR	66	80	14	Increase
19	NK	71	73	2	Increase
20	NA	67	67	0	Constant
21	OS	72	84	12	Increase
22	PW	72	80	8	Increase
23	TM	67	75	8	Increase
24	VM	75	80	5	Increase
25	ZR	67	75	8	Increase
Total		1715	1902	187	
Average		68,60	76,08	7,48	
High Score		80	89		
Low Score		59	67		

Table 18
The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	11	20	Complete
≤ 70	12	5	Incomplete
Total T	25	25	

hen, the graph of comparison students writing narrative writing post-test I and post-test II score in cycle II can be seen as follow:

Figure 14
The Comparison of Students Writing Narrative writing
Post-Test I Score and Post-Test II Score in Cycle II



From the table above, it can be seen that the score of the students in post-test II was various. The highest score is 89 and the lowest score is 67. The average score of post-test II is 76,08. Besides, the percentages of students' success in post-test II score is 80% or 20 students of the total students complete the minimum standard criteria and 20% or 5 students do not pass the minimum standard criteria at least 70. It means that the indicator of success of this research has been achieved that is $\geq 75\%$ students was gotten score 70. It indicates that the students' writing narrative writing was increased.

Regarding to the result above, it can be inferred that this Classroom Action Research (CAR) is successful and it will not be continued in the next cycle because of the learning process and the product of learning entirely complete the indicators of success and it

means that graphic organizer technique can increase the students' narrative writing ability.

B. Interpretation

Narrative writing will be easier to be understood when it was supported by the right technique, because the lesson will take more concrete for students and the students has complete understanding. During the research, the researcher observed that the students were enthusiastic to pay attention to the teacher explanation in learning process.

The researcher assumes that teaching writing by using graphic organizer technique can improve the students' narrative writing ability. Graphic organizer is kind of figure, scheme, or graphic which can help the students to organize the information and get deep understanding about the material. When Graphic Organizer is done correctly, students are encouraged to arrange develop their ideas and information about the material. So, it has proved that Graphic Organizer technique can be one the interesting techniques to teach narrative writing.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 90 minutes. It was done on Thursday, July

19th 2018. The result of pre- test shows that most of the students got difficult for doing the test. Based on the table 7 the students average is 57,88 , it showed that most of the students had not completed yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 5 students of 25 students complete the the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing descriptive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Wednesday, November, 22th, 2017. Based on the table 9 the students average is 68,60 it shows that most of the students had not completed yet in achieved the minimum standard criteria at least 70. In this stage there are 12 students of 25 students completed of the minimum standard criteria. It can be concluded that most of the students were incomplete in comprehending the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that is only 48% of students who completed the minimum standard criteria. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data trough test in the from of essay

which completed for 90 minutes. It was done on Thursday, August 16th, 2017. Based on the table 15, the students' average is 76,08. It showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In this phase, 20 students of 25 students of 80% students completed of the minimum standard criteria and the research is successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process is successful in cycle I but the students' average score is low. While, the score of the students in post-test I is higher than pre-test. Moreover, in cycle II, the students' average score is higher than cycle I. the following is the table of illustration score in cycle I and cycle II.

Table 19
The Comparison of Writing Narrative writing of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	50	71	75
2.	50	66	67
3.	54	67	84
4.	58	71	84
5.	60	64	67
6.	50	71	71
7.	71	75	84

8.	71	75	79
9.	50	62	76
10.	50	64	75
11.	54	62	68
12.	50	71	76
13.	50	72	75
14.	59	59	67
15.	75	80	89
16.	66	69	75
17.	50	59	76
18.	57	66	80
19.	54	71	73
20.	50	67	67
21.	71	72	84
22.	50	72	80
23.	50	67	75
24.	72	75	80
25.	66	67	75
Total	1447	1715	1902
Average	57,88	68,60	76,08
Complete	5	12	20

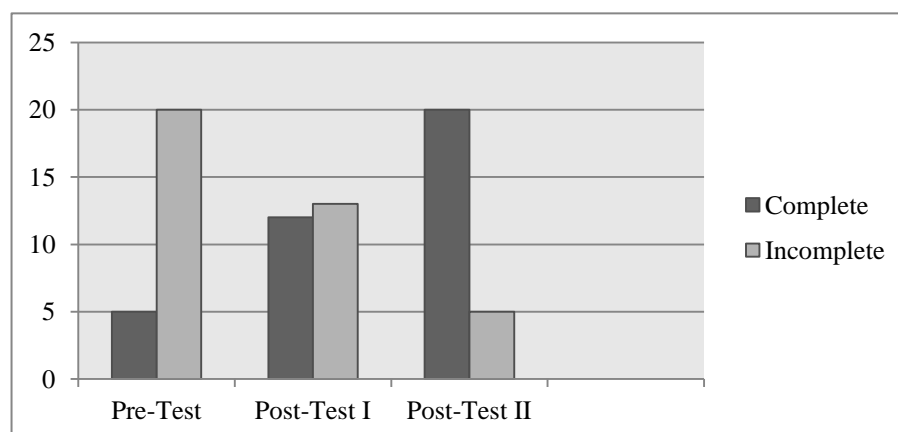
Table 20
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	5	12	20	Complete
≤ 70	20	13	5	Incomplete
Total	25	25	25	

Based on the result of the pre-test, post-test I and post-test II, it is known that there is a positive significant increasing of the students' score. It can be seen from the students' score. Therefore, the researcher concludes that the research is successful because the indicator of success in this research has been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 15
The Comparison Score of Students Writing Narrative writing
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it can be inferred that graphic organizer technique can increase the students' narrative writing

ability. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

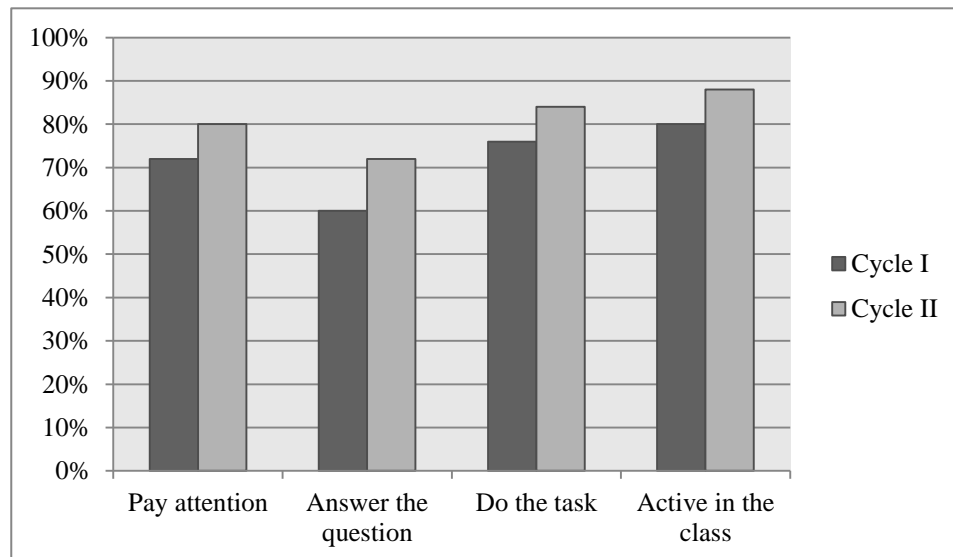
3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 21
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	18	72%	20	80%	8%
2	The students' ask/answer question	15	60%	18	72%	12%
3	The students able do the task	19	76%	21	84%	8%
4	The students active in the class	20	80%	22	88%	8%

Figure 16
The Students' Result of Learning Activity in Cycle I and Cycle II



a) The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I is only 72% and in cycle II 80%, it improves 8%

b) The students ask/answer question from the teacher

The students who ask/answered question to the teacher are increased from the first meeting to next meeting. It shows when the teacher gave the question to the students they were brave to answer although not all the question could be answered well. This activity is increased 12%, from cycle I 60% and cycle II 72%.

c) The students able do the task

The students who had done the task are increased. It can be seen on the cycle I 76% and cycle II 84%, it increases 8%.

d) The students active in the class

The active students in class are increased. It could be seen on the cycle I 80% and cycle II 88%, it increased 8%. Based on the data above, it can be concluded that the students feel comfort and active in the learning process because most of the students shows good increasing in learning activities when graphic organizer technique was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it can be inferred that the use of graphic organizer technique increased the students' narrative writing ability. There is progress average score from 57,88 to 68,60 and to 76,08.

From the graph 10, it can be seen that there is an increasing on the average score and total of the students who complete the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test is 57,88 and only 5 students or 20% complete the test.

Moreover, in the post-test I and II there is 12 students or 48% students get score ≥ 70 with average 68,60, 20 students or 80% who complete indicator ≥ 70 with average 76,08. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got score 70 is reached.

C. Discussion

In teaching writing in the State Senior High School 1 Metro especially on students of XA2 class, based on the pre survey some students feel difficult to express and organize their ideas in writing. The researcher chooses Graphic Organizers technique to improve the students' narrative writing ability.

The researcher uses this technique to organize the students' ideas and make students more active in writing especially narrative text in learning English. There is positive increasing about students learning activities using graphic organizer technique. Therefore, graphic organizer technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be inferred that the use of graphic organizer technique can improve the students' narrative writing ability. There is progress that can be seen from the students' writing result. The standard criteria is 70 in this research, in the post-test I there are 12 students or 48% who complete the test with the average 68,60 and in the post-test II there are 20 students or 80% who complete the test with average 76,08. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success that is 75% of students got score ≥ 70 is reached.

The result of the students' activities in cycle I and cycle II is increase. Pay attention of the teacher's explanation from 72% become 80%, the students ask/answer question from 60% become 72%, the students able do the task from 76% become 84%, and the students active in the class from 80%

become 88%. The result of students' activities in cycle I and cycle II, there is increase on the students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the students' narrative writing ability could be increased through Graphic organizer technique as follows:

1. Graphic Organizer technique can be used as an alternative way in learning process of writing. The students' activities in the implementation of cycle I and II are very active. It means that graphic organizer technique can improve the students' activeness. The average of students' activities in cycle I is 80%, then increase to be 88% in cycle II.
2. Graphic organizer technique helps the students to understand the narrative writing ability. While, Graphic organizer technique is also able to develop the narrative writing score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 57,88 and in cycle I is 68,60 while in cycle II is 76,08.

Based on the table above, it can be inferred that graphic organizer technique can improve the students' narrative writing ability. It can be seen that there was an increasing score of the students' narrative writing.

B. Suggestion

Based on the result of the research, the researcher would like to give constructive suggestions as follows:

1. It is suggested to the teacher to use graphic organizer as the teaching learning technique because it can improve the students' writing ability.
2. It is suggested to the English teacher to include graphic organizer technique in teaching process. The teachers should be creatively used graphic organizer technique in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

BIBLIOGRAPHIES

- Amrizal, Zohri. M, "Apllied Jigsaw Technique in Increasing Narrative Writing Ability" in Ahmad Dahlan Journal of English Studies (ADJES), (Lampung: Muhammadiyah Lampung University), Vol. 4, No.2, September 2017, p. 27-28
- Anne Burns, *Doing Action Research in English Language Teaching*, New York: Routledge, 2010.
- Dini, U. Mulyaningsih, "An Analysis of Students' Ability in Writing Narrative Texts" in *Journal of English and Education*, Indonesia: Indonesia University of Education, Vol.1, No.2/2013.
- Donald Ary, *Introduction to Research in Education*, USA: Wadsword. 2010.
- H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Langueage Pedagogy*, New York: Addison Wesley Longman. Inc, 2001.
- Karen. B, et.al, *50 Graphic Organizes for Reading, and More*, USA: Scholastic Professional Books, 1999.
- Katherine S. McKnight, *The Elementary Teacher's Big Book of Grphic Organizers*, San Francisco: John Wiley & Sons, Inc, 2013.
- Sandra P. Mercuri, "Using Graphic Organizers as a Tool for the Development Scientific Language" in *Gist Education and Learning Research Journal*, Brownsville: University of Texas, Vol.10, No.1/ November 2010.
- Seirbhis T, Dara L, *Using Graphic Organisers in Teaching and Learning*, Navan: Costello Print, 2008.

Syaza Hazwani Z, et.al., "The Effect of Graphic Organizer on Students' Learning In School" in *Malaysian Journal of Educational Technology*, Malaysia: University Putra Malaysia, Vol.10, No.1/ June 2010.

Tanskanen, S. Kaisa, *Collaborating towards Coherence: Lexical Cohesion in English Discourse*, (Philadelphia: John Benjamins Publishing, 2006.

Tara Mccarty, *Narrative Writing*, New York: Scholastic Professional Books, 1998.

Weigle. S. Cushing, *Assessing Writing*, Cambridge: Cambridge University Press, 2002.

APPENDICES



SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN)
(SMA/MA/SMK/MAK)

MATA PELAJARAN
BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016

KELAS : X

Alokasi waktu : 76 JP

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none">• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan• Struktur Teks Dapat mencakup:<ul style="list-style-type: none">- Orientasi- Komplikasi- Resolusi- Orientasi ulang• Unsur Kebahasaan<ul style="list-style-type: none">- Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan- Kosakata: terkait karakter, watak, dan setting dalam legenda- Adverbia penghubung dan penunjuk waktu- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	<ul style="list-style-type: none">- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya- Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan- Melakukan refleksi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		tentang proses dan hasil belajar.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 1 Metro
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Narrative Text
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti (KI)

As a reminder

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut

KI 3

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat dengan konteks penggunaannya.
	3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaannya.
	3.8.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks naratif.
	4.8.2 Menulis teks naratif secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara

Kompetensi Dasar	Indikator
	<p>tulis maupun lisan.</p> <p>4.8.3 Mempresentasikan teks naratif yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.</p>

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik dapat membedakan dan menangkap makna sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu mengidentifikasi dan menyimpulkan informasi terkait dengan teks naratif.

D. Materi Pembelajaran

- **Fungsi Sosial**

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

- **Struktur Teks**

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

- **Unsur Kebahasaan**

- Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Cooperative Learning, Diskusi, tanya jawab dan Presentasi

F. Media/alat/bahan/sumber

1. Media/alat : Laptop dan LCD
2. Bahan : PPT dan Buku Paket
3. Sumber Belajar:
 - Buku Siswa Bahasa Inggris Kelas X SMA/MA/SMK/MAK

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

Indikator:

- 3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat dengan konteks penggunaannya.
- 3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaannya.
- 3.8.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda sesuai dengan konteks penggunaannya.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran



CHARACTER BUILDING

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks naratif terkait legenda rakyat.

- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari



- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.



b. Kegiatan Inti

- Membaca beberapa teks yang berisi *narrative text*.
- Bertanya dan mempertanyakan terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks naratif.
- Membahas sebuah contoh analisis teks *narrative* terkait fungsi sosial, struktur teks dan unsur kebahasaan.



- Secara berkelompok, membaca dan mendiskusikan *narrative text*.



- Masing- masing kelompok menyampaikan hasil diskusi terkait fungsi sosial, struktur teks, dan unsur kebahasaan



c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active.

I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

- Menyimpulkan apa yang dipelajari hari ini
- Pemberian tugas berupa mencari teks naratif.

LITERACY

- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

2. Pertemuan Kedua (2JP)

Indikator

- 4.8.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks naratif.
- 4.8.2 Menulis teks naratif secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara tulis maupun lisan.
- 4.8.3 Mempresentasikan teks naratif yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

a. Kegiatan Pendahuluan

CHARACTER BUILDING

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

LITERACY

- Mereview pembahasan pada kegiatan sebelumnya.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

b. Kegiatan Inti

- Secara individu membaca sebuah teks naratif berdasarkan *graphic organizer* yang telah dibuat kemudian menyimpulkan informasi



CRITICAL THINKING

- Membuat *graphic organizer* mengenai topik *narrative text*.



COLLABORATION & CRITICAL THINKING

- Secara individu menulis teks naratif dengan menggunakan *graphic organizer*.
- Masing-masing siswa menyampaikan hasil diskusi teks naratif yang telah ditulis.



COMMUNICATION

c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?”



CHARACTER BUILDING

- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial

- Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa *narrative text*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat *narrative text*. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks naratif.

Collaborator



EMISARIS Pd

NIP: 197805052005012016

Metro, Juli 2018

Researcher



RATNA PUSPITA SARI

NPM: 14121997

H. Rubrik

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Supporting Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Orientation - Complication - Resolution	4	The generic structure is complete and the sentences are arranged with proper connectives	2x
	3	The generic structure is complete and the sentences are arranged with almost proper connectives	
	2	The generic structure is not complete and the sentences are arranged with few misuse of connectives	
	1	The generic structure is not complete and the sentences are arranged with misuse of connectives	
Grammar (G) 20% - Past Tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous gramatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies or word forms but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN
CYCLE 1**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA	✓	✓		✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓	✓	4
5	AW		✓	✓	✓	3
6	AD		✓	✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓		✓	✓	3
9	CM		✓	✓		2
10	CD	✓	✓	✓	✓	4
11	FM	✓		✓		2
12	GF	✓		✓		2
13	GR	✓	✓	✓	✓	4
14	IZ			✓	✓	2
15	KH		✓	✓	✓	3
16	LF	✓			✓	2
17	ML	✓	✓	✓	✓	4
18	MR			✓	✓	2
19	NK	✓	✓	✓		3
20	NA	✓			✓	2
21	OS	✓	✓		✓	3
22	PW	✓		✓		2

23	TM	✓		✓	✓	3
24	VM		✓	✓	✓	3
25	ZR	✓		✓	✓	3
TOTAL		18	15	19	20	72

NOTE :

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students ability to do the task.
4. The students active in the class.

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN
CYCLE 2**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA		✓	✓	✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓		3
5	AW	✓	✓		✓	3
6	AD	✓		✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓	✓	✓	✓	4
9	CM	✓		✓	✓	3
10	CD	✓	✓		✓	3
11	FM		✓	✓	✓	3
12	GF		✓	✓	✓	3
13	GR	✓	✓	✓		3
14	IZ	✓		✓	✓	3
15	KH	✓		✓	✓	3
16	LF	✓	✓	✓	✓	4
17	ML	✓	✓	✓		3
18	MR		✓	✓	✓	3
19	NK	✓	✓		✓	3
20	NA	✓		✓	✓	3
21	OS	✓	✓		✓	3
22	PW		✓	✓	✓	3

23	TM	✓	✓	✓	✓	4
24	VM	✓	✓	✓	✓	4
25	ZR	✓	✓	✓	✓	4
TOTAL		20	20	21	22	81

NOTE :

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students ability to do the task.
4. The students active in the class.

TEST INSTRUMENT IN PRE-TEST

NAME :

CLASS :

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

TEST INSTRUMENT IN POST-TEST I

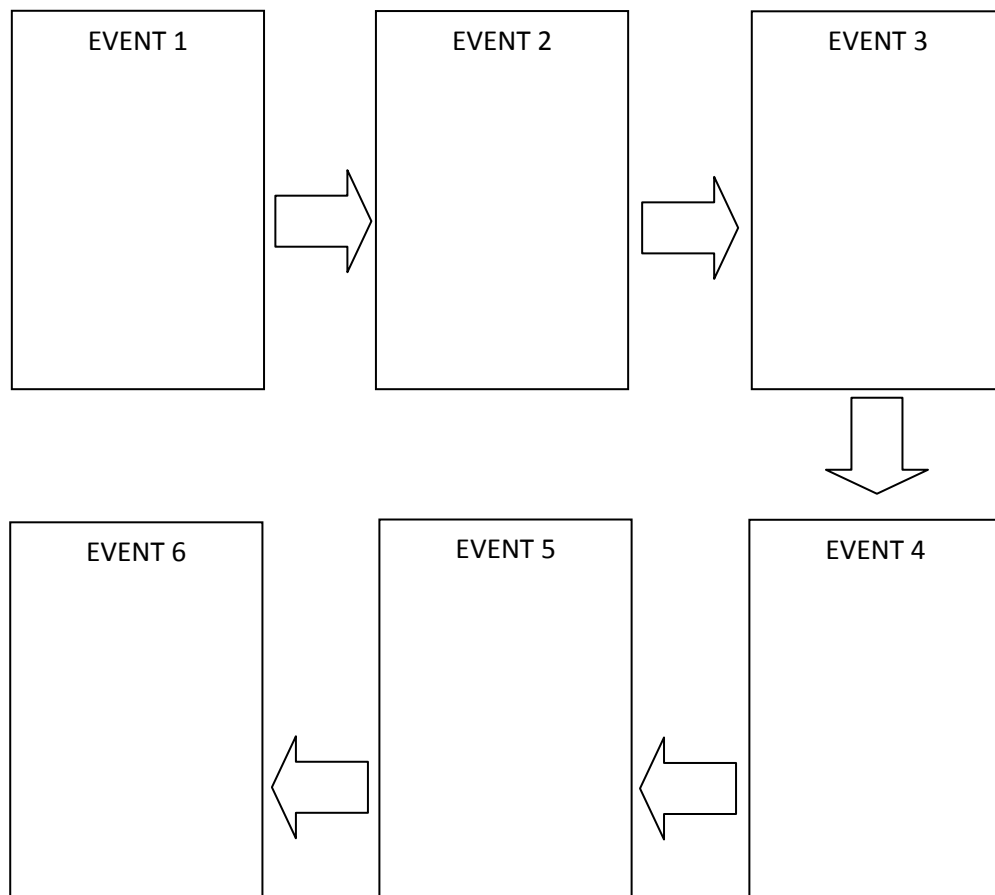
NAME :

CLASS :

Direction:

1. Choose one of the titles below!
 - a. The Story of Toba Lake
 - b. The Lion and The Mouse
 - c. Timun Emas
 - d. Snow White
2. Write your ideas based on the topic you have chosen in the graphic organizer below!
3. Write a Narrative text based on the graphic organizer you have made!

TOPIC :



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

TEST INSTRUMENT IN POST-TEST I

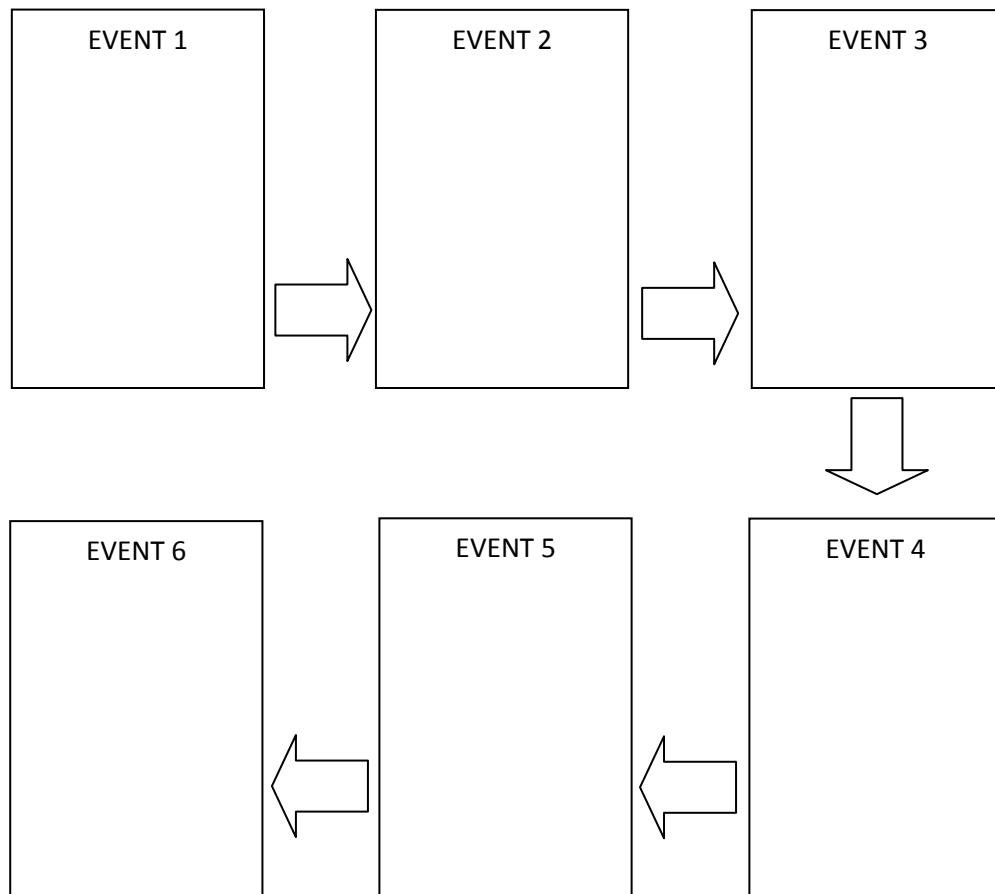
NAME :

CLASS :

Direction:

1. Choose one of the titles below!
 - a. Beauty and The Beast
 - b. Sangkuriang
 - c. Malin Kundang
 - d. Cinderella
2. Write your ideas based on the topic you have chosen in the graphic organizer below!
3. Write a Narrative text based on the graphic organizer you have made!

TOPIC :



[illegible]

**OBSERVATION SHEET OF STUDENTS' NARRATIVE
WRITING SCORE IN PRE-TEST**

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	6	4	4	3	3	50	Incomplete
2	AA	6	4	4	3	3	50	Incomplete
3	AD	6	4	4	3	4,5	54	Incomplete
4	AF	6	4	6	4,5	3	58	Incomplete
5	AW	6	6	6	3	3	60	Incomplete
6	AD	6	4	4	3	3	50	Incomplete
7	BA	9	6	6	4.5	3	71	Complete
8	BR	9	6	6	3	4.5	71	Complete
9	CM	6	4	4	3	3	50	Incomplete
10	CD	6	4	4	3	3	50	Incomplete
11	FM	6	6	4	3	4.5	54	Incomplete
12	GF	6	4	4	3	3	50	Incomplete
13	GR	6	4	4	3	3	50	Incomplete
14	IZ	6	4	6	3	4.5	59	Incomplete
15	KH	9	6	6	4.5	4.5	75	Complete
16	LF	9	6	4	4.5	3	66	Incomplete
17	ML	6	4	4	3	3	50	Incomplete
18	MR	9	4	4	3	3	57	Incomplete
19	NK	6	4	6	4.5	3	54	Incomplete
20	NA	6	4	4	3	3	50	Incomplete
21	OS	9	6	6	3	4.5	71	Complete
22	PW	6	4	4	3	3	50	Incomplete
23	TM	6	4	4	3	3	50	Incomplete
24	VM	9	6	8	3	3	72	Complete
25	ZR	9	6	4	3	4.5	66	Incomplete
High Score							75	
Lowest Score							50	
Average							57,88	

WRITING SCORE IN POST-TEST I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	9	8	4	3	4.5	71	Complete
2	AA	9	6	4	3	4.5	66	Incomplete
3	AD	6	6	6	3	6	67	Incomplete
4	AF	9	6	6	3	4.5	71	Complete
5	AW	6	6	6	3	4.5	64	Incomplete
6	AD	9	6	6	4.5	3	71	Complete
7	BA	9	6	6	4.5	4.5	75	Complete
8	BR	9	6	6	4.5	4.5	75	Complete
9	CM	9	6	4	3	3	62	Incomplete
10	CD	6	6	6	4.5	3	64	Incomplete
11	FM	9	6	4	3	3	62	Incomplete
12	GF	9	6	6	3	4.5	71	Complete
13	GR	9	8	6	3	3	72	Complete
14	IZ	6	6	4	3	4.5	59	Incomplete
15	KH	9	6	8	3	6	80	Complete
16	LF	6	8	6	3	4.5	69	Incomplete
17	ML	6	6	4	4.5	3	59	Incomplete
18	MR	9	6	4	3	4.5	66	Incomplete
19	NK	9	6	6	4.5	3	71	Complete
20	NA	9	6	6	3	3	67	Incomplete
21	OS	9	8	6	3	6	72	Complete
22	PW	6	8	6	3	6	72	Complete
23	TM	9	6	6	3	3	67	Incomplete
24	VM	9	6	6	4.5	4.5	75	Complete
25	ZR	9	6	6	3	3	67	Incomplete
High Score							80	
Lowest Score							59	
Average							68,60	

OBSERVATION SHEET OF STUDENTS' NARRATIVE WRITING SCORE IN POST-TEST II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	9	8	4	4.5	4.5	75	Complete
2	AA	9	8	4	3	3	67	Incomplete
3	AD	9	8	6	4.5	6	84	Complete
4	AF	9	8	6	4.5	6	84	Complete
5	AW	9	6	6	3	3	67	Incomplete
6	AD	9	8	4	3	4.5	71	Complete
7	BA	9	8	6	4.5	6	84	Complete
8	BR	9	8	4	4.5	6	79	Complete
9	CM	9	8	6	3	4.5	76	Complete
10	CD	9	6	6	4.5	4.5	75	Complete
11	FM	6	8	4	4.5	4.5	68	Incomplete
12	GF	9	8	6	3	4.5	76	Complete
13	GR	9	6	6	4.5	4.5	75	Complete
14	IZ	9	6	6	3	3	67	Incomplete
15	KH	9	8	8	4.5	6	89	Complete
16	LF	9	6	6	4.5	4.5	75	Complete
17	ML	9	8	6	3	4.5	76	Complete
18	MR	9	8	6	4.5	4.5	80	Complete
19	NK	6	8	6	4.5	4.5	73	Complete
20	NA	9	6	6	3	3	67	Incomplete
21	OS	9	8	6	4.5	6	84	Complete
22	PW	9	8	6	4.5	4.5	80	Complete
23	TM	9	6	6	4.5	4.5	75	Complete
24	VM	9	8	6	4.5	4.5	80	Complete
25	ZR	9	6	6	4.5	4.5	75	Complete
High Score							89	
Lowest Score							67	
Average							76,08	

OBSERVATION SHEET IN PRE-TEST

Meeting : 1 (satu)

Day/Date : Thursday / July 19th 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability		✓	
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability		✓	
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



EMISARI.S.Pd

NIP: 197805052005012016

Metro, Juni 2018

Researcher,



RATNA PUSPITA SARI

NPM: 14121997

OBSERVATION SHEET IN POST-TEST 1

Meeting : 3 (Tiga)

Day/Date : Thursday, August 3rd 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses GO as a technique	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



EMISARLS.Pd

NIP: 197805052005012016

Metro, Juni 2018

Researcher,



RATNA PUSPITA SARI

NPM: 14121997

OBSERVATION SHEET IN POST-TEST 2

Meeting : 5 (lima)

Day/Date : Thursday, August 16th 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses GO as a technique	✓		
c. Guiding the students to follow the lesson		✓	
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



EMISARLS Pd

NIP: 197805052005012016

Metro, Juni 2018

Researcher,



RATNA PUSPITA SARI

NPM: 14121997

DOCUMENTATION IN CYCLE II





DOCUMENTATION IN CYCLE I







KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
(0726) 41507; Fax (0725) 47296 Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

No : B-2042/In.28.1/J/TL.00/10/2017
Lamp : -
Prihal : IZIN PRA-SURVEY

17 Oktober 2017

Kepada Yth.,
Kepala SMA Negeri 1 Metro
Di-
Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Ratna Puspita Sari
NPM : 14121997
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : The Use of Graphic Organizers Technique to Improve The Students' Narrative Writing Ability at The Tenth Grade Of SMA Negeri 1 Metro

Untuk melakukan pra-survey di SMA Negeri 1 Metro

Demikian permohonan disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb



Amran Subhan Roza, M.Pd
19750610 200801 1 014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 METRO
Jalan Jenderal AH. Nasution No. 222 Kota Metro Lampung
Kode Post 34111, Telp./fax. 0725 41629. www.smansa-metro.sch.id

SURAT REKOMENDASI/IZIN

Nomor : 421.3/009/587/V.01/SMA1/2017

Menindaklanjuti surat Institut Agama Islam Negeri (IAIN) Metro Lampung, nomor : B-2041/In.28.1/J/TL.00/10/2017, tertanggal 17 Oktober 2017, perihal : izin Pra Survey, dengan ini Kepala SMA Negeri 1 Metro memberikan rekomendasi/izin kepada :

Nama : Ratna Puspita Sari
NPM : 14121997
Fakultas : Tarbiyah dan Ilmu Keguruan
jurusan : Tadris Bahasa Inggris (TBI)

Untuk melaksanakan pra survey dalam rangka penyusunan skripsi di SMA Negeri 1 Metro pada tanggal 20 Oktober 2017.

Demikian Surat rekomendasi ini di berikan untuk dapat dipergunakan sebagaimana mestinya.

20 Oktober 2017
KEPALA SEKOLAH
SMAN 1 METRO
Dra. PURWANINGSIH
NIP. 19650420 199103 2 011



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 METRO
Jalan Jenderal AH. Nasution No. 222 Kota Metro Lampung
Kode Post 34111, Telp./fax. 0725 41629. www.smansa-metro.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/423.10/693/V.01/SMA1/2017

Menindaklanjuti surat Institut Agama Islam Negeri (IAIN) Metro Lampung, nomor : B-2041/In.28.1/J/TL.00/10/2017, tertanggal 17 Oktober 2017, perihal : izin Pra Survey, dengan ini Kepala SMA Negeri 1 Metro Yang bertanda tangan di bawah ini Kepala Sekolah SMAN 1 METRO dengan ini menerangkan bahwa :

Nama : Ratna Puspita Sari
NPM : 14121997
Fakultas : Tarbiyah dan Ilmu Keguruan
jurusan : Tadris Bahasa Inggris (TBI)

Mahasiswa tersebut telah melaksanakan penelitian di SMAN 1 METRO pada tanggal 20 Oktober 2017 untuk menyusun skripsi dengan judul :

"THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH GRADE OF SMA NEGERI 1 METRO"

Demikian surat keterangan ini di berikan untuk di pergunakan sebagai mana mestinya





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 1634 /In.28.1/J/PP.00.9/5/2018
Lamp : -
Hal : BIMBINGAN SKRIPSI

16 Mei 2018

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag
 2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Ratna Puspita Sari
NPM : 14121997
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use of Graphic Organizers Technique to Improve The Students' Narrative Writing Ability at The Tenth Grade of SMA Negeri 1 Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1992/In.28/D.1/TL.01/06/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : RATNA PUSPITA SARI
NPM : 14121997
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 08 Juni 2018





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1993/In.28/D.1/TL.00/06/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala SMA NEGERI 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1992/In.28/D.1/TL.01/06/2018, tanggal 08 Juni 2018 atas nama saudara:

Nama : RATNA PUSPITA SARI
NPM : 14121997
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Juni 2018

Wakil Dekan I,



Isti Fatonah MA

NIP. 19620531 199303 2 0034



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 METRO
Jalan Jenderal AH. Nasution No. 222 Kota Metro Lampung
Kode Post 34111, Telp./fax. 0725 41629. www.smansa-metro.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/423.10/639/V.01/SMA1/2018

Menindaklanjuti surat Institut Agama Islam Negeri Metro nomor: B-1992/In.28/D.1/TL.01/06/2018, tertanggal 08 Juni 2018, perihal: Surat Tugas, dengan ini Kepala SMA Negeri 1 Metro menerangkan bahwa:

Nama : Ratna Puspita Sari
NPM : 14121997
Program Study : Pendidikan bahasa Inggris
Fakultas : Tarbiyah Dan Ilmu Keguruan

Mahasiswa tersebut telah melaksanakan Penelitian di SMAN 1 METRO pada 19 Juli 2018 s.d selesai dalam rangka Penyusunan Skripsi dengan judul: "THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE THE STUDENTS NARRATIVE WRITING ABILITY AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO".

Demikian surat keterangan ini di berikan untuk di pergunakan sebagai mana mestinya

Metro, 06 September 2018
Kepala Sekolah


Dra. R. B. WANINGSIH
NIP. 19650420 199103 2 011



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0662/ln.28/S/OT.01/09/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Ratna Puspita Sari
NPM : 14121997
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121997.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 September 2018
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808211981031001



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : RATNA PUSPITA SARI

NPM : 19121997

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul: Essential Teaching Skills.

Metro, 25 oktober, 2018

Ketua Jurusan TBI



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : RATNA PUSPITA SARI

NPM : 19121997

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul: Essential Teaching Skills.

Metro, 25 Oktober 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin/23-10-2017		✓	Review ch. I Background of Study about the problem!	
2.	Senin/20/11/2017		✓	Review Problem Identification.	
3.	Senin/12/11/2017		✓	Acce Ch. I Continue to ch. II.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jenin 11/12-17		✓	Revise the using of Article "the"	
2	21/12-17		✓	Revise Figure II, Venn Diagram, and Cokun chart	
3	Senin 26/2-18		✓	Revise spelling in typing!	
4	Rabu 14/3-18		✓	Acc ch. II Continue to ch. III	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metroiniv.ac.id E-mail: iainmetro@metroiniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 21-3-18		V	please make clear the Research procedure	
	Rabu 20/3-18.		V	Acc ch. III Continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47298; Website: www.metro.univ.ac.id E-mail: iainmetro@metro.univ.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu / 28 Maret 2018	✓		Revise table of content Revise chapter II Insert the steps of Graphic Organizer's Technique.	
2.	Kamis / 29 Maret 2018	✓		Insert the abilities to write narrative writing.	
3.	Senin / 2 April 2018	✓		Explain more about the abilities to write narrative writing.	
4.	Rabu / 4 April 2018	✓		Revisi Skema, ke di sematkan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : VIII / 2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	31 Mei - 2018		✓	Revise IPD	
2	Rabu, 6 Juni 2018		✓	-Revise RPP -Revise Scoring Rubric	
3	Kamis, 5 Juli 2018		✓	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Raza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : VIII / 2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 24/Mei 2018	✓		Revisi test instrument	
2.	Jumat 25/Mei 2018	✓		Revisi Skripsi & Operasional	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121997

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 10/09-18		✓	Revise ch-IV	
2.	Senin 17/09-18		✓	Revise grammar	
3.	Senin 24/09-18		✓	Acc ch-IV continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0726) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ratna Puspita Sari
NPM : 14121799

Jurusan : TBI
Semester : IX/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 24-09-2018	✓		- Revise table of Content - Revise CH.II	
2.	Kamis, 27-09-2018	✓		- Revise the principles of G.O - Revise table of content - Revise dedrcatron page	
3.	Senin, 01-10-2018	✓		- Revise abstraks to write narrative for tenth grade.	
4.	Rabu, 03-10-2018	✓		- Revise steps of Graphic Organizers	
5.	Senin, 08-10-2018	✓		- Revise sketches of School	
6.	Kamis, 10-10-2018	✓		- revise the description of Action in Cycle I & II - Revise Discussion	
7.	Selasa, 23-10-2018	✓		Revisi Abstrak & Kesimpulan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd
NIP. 197506102008011 014

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

ATTENDANCE LIST OF PRE TEST

CLASS :

DATE :

NO	NAMA	SIGNATURE
1.	AISYAH RAHMA DINI PUTRI	1. 
2.	AKHSAL KSHASHILA S	2. 
3.	AMANDA DYAH MEILANI PUTRI	3. 
4.	ANNISA FARADIBA	4. 
5.	ASTI WULANDARI	5. 
6.	ATHAYA DHIYA AULIA KIRANA	6. 
7.	BAGAS SATRIA PRABOWO	7. 
8.	BAGUS ROBIANTO	8. 
9.	CAHAYA MAHATMA SEMBAHEN	9. 
10.	CAHYA DWI SAPUTRA	10. 
11.	FADIL MUCHLISIN	11. 
12.	GALANG FAJAR KUSUMA	12. 
13.	GUSTI RAHMADI	13. 
14.	INTAN ZAVIRA	14. 
15.	KHAIRUNNISA HUSAINI	15. 
16.	LULU FARADINA	16. 
17.	M. LUTFI DEVENDRA	17. 
18.	M. RIFKI HAWARI	18. 
19.	NI KM. AGITIA SELVIANA D	19. 
20.	NUR AFIFAH F	20. 
21.	OKTANIA SARI	21. 
22.	PUTRI WULANDARI	22. 
23.	THORIQ MUSTAFA AKMAL	23. 
24.	VIA FEBYANA MR	24. 
25.	ZAHRA RAMADHAN KARIZKI	25. 

ATTENDANCE LIST OF POST TEST I

CLASS :





DATE :

NO	NAMA	SIGNATURE
1.	AISYAH RAHMA DINI PUTRI	1. 
2.	AKHSAL KSHASHILA S	2. 
3.	AMANDA DYAH MEILANI PUTRI	3. 
4.	ANNISA FARADIBA	4. 
5.	ASTI WULANDARI	5. 
6.	ATHAYA DHIYA AULIA KIRANA	6. 
7.	BAGAS SATRIA PRABOWO	7. 
8.	BAGUS ROBIANTO	8. 
9.	CAHAYA MAHATMA SEMBAHEN	9. 
10.	CAHYA DWI SAPUTRA	10. 
11.	FADIL MUCHLISIN	11. 
12.	GALANG FAJAR KUSUMA	12. 
13.	GUSTI RAHMADI	13. 
14.	INTAN ZAVIRA	14. 
15.	KHAIRUNNISA HUSAINI	15. 
16.	LULU FARADINA	16. 
17.	M. LUTFI DEVENDRA	17. 
18.	M. RIFKI HAWARI	18. 
19.	NI KM. AGITIA SELVIANA D	19. 
20.	NUR AFIFAH F	20. 
21.	OKTANIA SARI	21. 
22.	PUTRI WULANDARI	22. 
23.	THORIQ MUSTAFA AKMAL	23. 
24.	VIA FEBYANA MR	24. 
25.	ZAHRA RAMADHAN KARIZKI	25. 

ATTENDANCE LIST OF POST TEST II

CLASS :

DATE :

NO	NAMA	SIGNATURE
1.	AISYAH RAHMA DINI PUTRI	1. 
2.	AKHSAL KSHASHILA S	2. 
3.	AMANDA DYAH MEILANI PUTRI	3. 
4.	ANNISA FARADIBA	4. 
5.	ASTI WULANDARI	5. 
6.	ATHAYA DHIYA AULIA KIRANA	6. 
7.	BAGAS SATRIA PRABOWO	7. 
8.	BAGUS ROBIANTO	8. 
9.	CAHAYA MAHATMA SEMBAHEN	9. 
10.	CAHYA DWI SAPUTRA	10. 
11.	FADIL MUCHLISIN	11. 
12.	GALANG FAJAR KUSUMA	12. 
13.	GUSTI RAHMADI	13. 
14.	INTAN ZAVIRA	14. 
15.	KHAIRUNNISA HUSAINI	15. 
16.	LULU FARADINA	16. 
17.	M. LUTFI DEVENDRA	17. 
18.	M. RIFKI HAWARI	18. 
19.	NI KM. AGITIA SELVIANA D	19. 
20.	NUR AFIFAH F	20. 
21.	OKTANIA SARI	21. 
22.	PUTRI WULANDARI	22. 
23.	THORIQ MUSTAFA AKMAL	23. 
24.	VIA FEBYANA MR	24. 
25.	ZAHRA RAMADHAN KARIZKI	25. 

TEST INSTRUMENT IN PRE-TEST

NAME : Zahra Ramadhan K.
CLASS : XI PA 2

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

Bawang Putih & Bawang Merah

Once upon a time (life) 3 human. The first very good (Bawang Putih). Second is very evil and the third is a stepmother from Bawang Putih who is very evil. One time when Bawang Putih wanted to go to a party a stepmother king wanted to frustrate her to go to the kingdom. Bawang Putih is told by a fairy to choose a small or large pumpkin. It turns out Bawang Putih chooses a small pumpkin. The pumpkin turns into a royal horse carriage and it becomes beautiful using a very luxurious dress and glass shoes. Before 12 o'clock at night Bawang Putih must leave kingdom. At 12 o'clock at night Bawang Putih left the kingdom until the glass shoes were cut next to it.

C	:	3	$\times 3$:	9
O	:	3	$\times 2$:	6
G	:	2	$\times 2$:	4
V	:	2	$\times 1,5$:	3
M	:	3	$\times 1,5$:	4,5
					26,5
					$\frac{26,5}{40} \times 100 = 66$

$$\frac{26.5}{40} \times 100 = 66$$

TEST INSTRUMENT IN PRE-TEST

NAME : Khoirunnisa Hvsaini
CLASS : X IPA 2

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

Bawang Putih dan Bawang Merah

In a village ~~live~~ a happy little family. They ~~have~~ a very beautiful daughter, she ~~is~~ Bawang Putih. One day the mother of Bawang Putih was seriously ill and finally died. After the mother of Bawang Putih died, her father remarried the widow who had a daughter named Bawang Merah. Initially the nature of stepmother and stepbrother Bawang Putih behaved well with Bawang Putih. But, it ~~turns~~ out, the true nature of them ~~is~~ visible. ~~Garne~~ is always tortured by them.

→ One day Bawang Putih washed clothes in the river. ~~And~~ accidentally the stepmother's clothes were carried away by the river. Then Bawang Putih tried to follow the shirt and arrived at a hut, it turned out that the clothes were in the old grandmother. To take the clothes, Bawang Putih was ordered to weave for 1 night. ~~And~~ tomorrow the grandmother's clothes were given to Bawang Putih. Then ~~the~~ Bawang Putih was ordered by the grandmother to choose one of the 3 pumpkins. ~~And~~ Bawang Putih ~~chooses~~ a small pumpkin. When ~~he~~ ~~go~~ to home the pumpkin is split. And it ~~turns~~ out the contents ~~are~~ jewelry.

Then, Bawang Merah and his mother ~~do~~ as Bawang Putih ~~does~~. But it ~~turns~~ out the pumpkin they ~~choose~~ contains bees. ~~And~~ then they ~~are~~ chased by bees to the outside of the village.

C	=	3	x	3	=	9
D	=	3	x	2	=	6
G	=	3	x	2	=	6
V	=	3	x	1.5	=	4.5
M	=	3	x	1.5	=	4.5
						30
						30 x 106 = 75
						40

TEST INSTRUMENT IN PRE-TEST

NAME : BAGUS ROBIANTO
CLASS : X IPA 2

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

BAWANG PUTIH and BAWANG MERAH

Once a time, there was a mother with two girls, the first one called Bawang Merah, and the second called Bawang Putih, they both look similar but their attitude is very very different. Bawang Merah is so evil, she likes to bully her sister Bawang Putih. Different with Bawang Putih Bawang Putih is so kind, she likes to help each other. One day when Bawang Putih was her clothes in the river, and her clothes got flow by wind, she run after the river to catch her clothes. Unfortunately her clothes was found by old grandfather, he said that I will give the clothes to you if you help me. After Bawang Putih run the farm, he looked happy and then he give one pumpkin to Bawang Putih. When Bawang Putih open it, it was every one's (it filled with) gold. Bawang Putih got very rich of Bawang Putih. One day when the grandfather that Bawang Putih told when he got what she want, she bring it to her mother and open it together. Unfortunately the pumpkin full with poison snake.

C	= 3	x 3	= 9
O	= 3	x 2	= 6
G	= 3	x 2	= 6
V	= 2	x 1,5	= 3
M	= 3	x 1,5	= 4,5
			20,5
	20,5 x 100	= 71	
	40		

TEST INSTRUMENT IN PRE-TEST

NAME : Thoriq Mustafa Akmal
CLASS : X IPA 2

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

Bawang Putih and Bawang Merah

Once upon a time, (two) two siblings, Bawang Putih and Bawang Merah. Bawang Putih (have) good character while Bawang Merah (have) bad character. They have a mother. Their mother (have) bad character like Bawang Merah.

One day, Bawang Putih told by her mother to wash clothes in river. When (going) to river, she (looks) a small chest. Then she (open) the chest. Evidently, the (fill) in chest (is) golds. Then, she (bring) it to home.

Bawang Merah knewed it. Then, tomorrow, she (goes) to river. (And) she (find) (looks) the chest again. She (open) the chest. Evidently, the (fill) in chest is snakes. This matter (make) Bawang Merah angry to Bawang Putih who (have) lied to her. Then, Bawang Merah (back) home. (And) she told to her mother that she (look) snakes. She (cry) (And) (Finish) (Yes).

$$C = 2 \times 3 = 6$$

$$O = 2 \times 2 = 4$$

$$G = 2 \times 2 = 4$$

$$V = 2 \times 1,5 = 3$$

$$M = 2 \times 1,5 = 3$$

$$20$$

$$\frac{20}{40} \times 100 = 50$$

TEST INSTRUMENT IN PRE-TEST

NAME : VIABEYANA MARIAH RAHMA
CLASS : X IPA 2

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

Bawang Putih dan Bawang Merah

In ancient times, Bawang Putih (now) new stepmother and new step sister. her stepmother treated her very badly and also her stepmother (but) in front of Bawang Putih's father, they treated Bawang Putih very well. Bawang Putih's stepsister name is Bawang Merah.

One day, her stepmother told Bawang Putih to wash clothes in the river. One of her stepsister's clothes was washed away by swift river water, suddenly arrived a goldfish carrying her stepsister's clothes, then approached her. The goldfish will return the clothes but Bawang Putih must go somewhere with the goldfish. Then Bawang Putih follows the goldfish to a very old house, in which (her) is asked to choose the pumpkin. There are two pumpkin choices there, there are large and small pumpkin. (Her) chose a small pumpkin and brought the pumpkin to her house. When (her) got home, her stepmother and step sister took the pumpkin and opened the pumpkin, it turns out the pumpkin contains gold jewelry. They were all shocked and began to suspect Bawang Putih of stealing. Then the jewelry is entitled to 7

C	=	3	x3	=	9
D	=	2	x2	=	6
G	=	4	x2	=	8
V	=	2	x1,5	=	3
M	=	2	x1,5	=	3
				29	

$$29 \times 100 = 2900$$

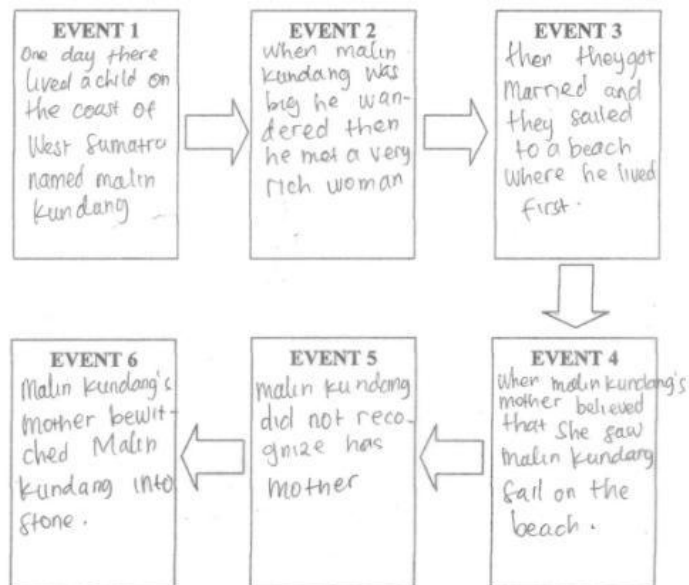
TEST INSTRUMENT IN POST-TEST I

NAME : *Alvaro Ramadhan K*
CLASS : *X A 2*

Direction:

1. Choose one of the titles below!
 - a. Beauty and The Beast
 - b. Sangkuriang
 - c. Malin Kundang
 - d. Cinderella
2. Write your ideas based on the topic you have chosen in the graphic organizer below!
3. Write a Narrative text based on the graphic organizer you have made!

TOPIC :



Malin Kundang

Once upon a time, there (is) a fisherman family in a village on the coast of West Sumatra. (The) family (has) a son named (Malin Kundang). Due to poor financial condition of the family, the father decided to make a living in the country by wading across a vast ocean. When Malin Kundang was big, he migrated to make money because he was born in a poor condition. After a while he met a woman who was very rich. After a while (Malin Kundang) married with the woman and then they sailed to a beach in West Sumatra he lived first. Malin Kundang's mother saw Malin Kundang sailed to the shore and then he went straight to him and said "Malin Kundang, my son, why did you go so long without sending message for me?" (Malin Kundang) But (seem) an old woman dressed (is) shabby and dirty hug him, Malin Kundang became angry even though he knew that the old woman (was) her mother, because she was embarrassed when it's known to his wife.

Received such treatment from her son, Malin Kundang's mother was furious. She had not expected her son to be rebellious. Not long after (Malin) Kundang again go sailing and on the way came a violent storm destroys the ship (Malin) Kundang. (Malin) Kundang's mother was praying. Because of so anger, she shouted, "Lord, if (he) was Malin, my son, I curse (him) (become) A Rock!"

Right after that Malin Kundang body slowly (become) rigid and in time he finally shaped into a rock.

C	=	3	x3	=	9
O	=	3	x2	=	6
G	=	3	x2	=	6
V	=	2	x1,5	=	3
N	=	2	x1,5	=	3 +
27					

$$\frac{27}{40} \times 100 = 67$$

Malin Kundang

Once upon a time, in a village, there lived a boy and his mother who lived poor. The boy was named Malin. He is a good child, he always help his mother work to fulfill their daily needs.

A few years later, when Malin grew up he decided to leave his village and find work in the city. He asked his mother for permission. With a heavy heart the mother allowed Malin, her only child to leave the village. Malin went away with a prayer from his mother.

For years his mother awaits Malin's return. For many year his mother prayed for success and could return safely again.

Someday, his mother heard the news that a merchant ship was landed. The mother rushed to the port to confirm the news. The mother (hoped) that there will be a Malin on the ship. And it turns out right Malin is the own of merchant ship.

The mother approached ~~to~~ Malin happily. She said "My son, this is your mother". He said with a happy cry. But because he felt ashamed, he ignored his mother and replied him, "Impossible, my mother isn't bad".

His mother was hurt and cursed him into stone.

$$\begin{array}{rclcl} C & = & 3 & \times 3 & = 9 \\ D & = & 3 & \times 2 & = 6 \\ G & = & 4 & \times 2 & = 8 \\ V & = & 2 & \times 1,5 & = 3 \\ M & = & 4 & \times 1,5 & = 6 \\ & & & & \hline & & & & 32 \end{array}$$

$$\frac{32 \times 100}{40} = 80$$

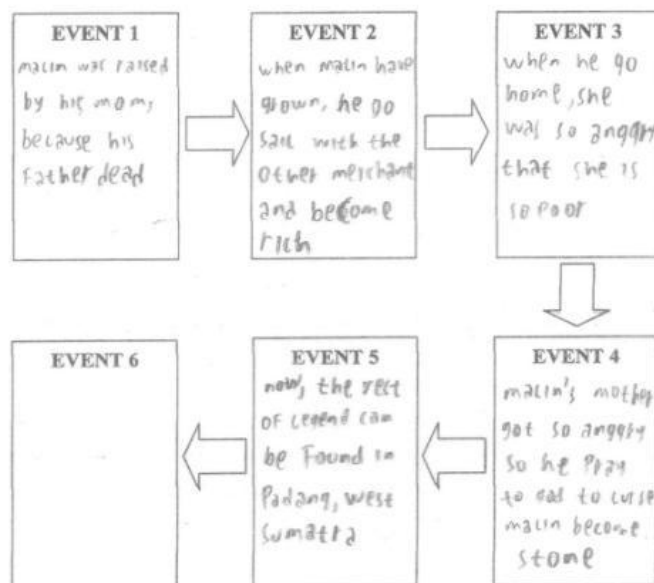
TEST INSTRUMENT IN POST-TEST I

NAME : Bagus Roberto
CLASS : X IPA 2

Direction:

1. Choose one of the titles below!
 - a. Beauty and The Beast
 - b. Sangkuriang
 - c. Malin Kundang
 - d. Cinderella
2. Write your ideas based on the topic you have chosen in the graphic organizer below!
3. Write a Narrative text based on the graphic organizer you have made!

TOPIC :



Malin Kundang

One day, young Malin Kundang was found alone in forest after go hunting with his father. Next day Malin and his mother sad because Malin's father found dead in forest. When Malin became adult, Malin choose to make decision to go with the other merchant to get some money. When Malin have become rich, he choose to go to his hometown with his wife. On his hometown he got so embarrassed to his wife that his mother is so poor, he ignore his own mother, and got so angry when his mother try to talk with him. Malin's mother got so angry, she curse Malin to become stone, and now in this time, the rest of Malin Kundang story can be found in Padang, Sumatra Barat, and become one of many destination for Indonesia and foreign tourist.

C	=	3	x	3	=	9
O	=	3	x	2	=	6
G	=	3	x	2	=	6
V	=	3	x	1,5	=	4,5
M	=	3	x	1,5	=	4,5
					=	30

$$\frac{30 \times 100}{40} = 75$$

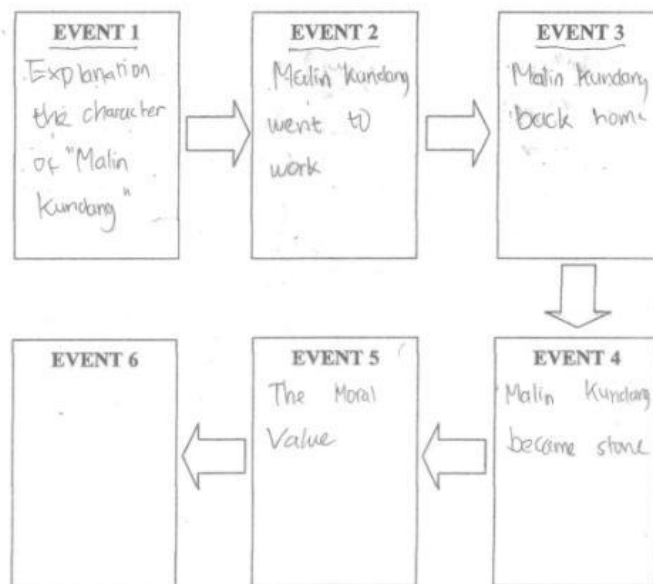
TEST INSTRUMENT IN POST-TEST I

NAME : Thoriq Mustaga Akmal
CLASS : X.A.2

Direction:

1. Choose one of the titles below!
 - a. Beauty and The Beast
 - b. Sangkuriang
 - c. Malin Kundang
 - d. Cinderella
2. Write your ideas based on the topic you have chosen in the graphic organizer below!
3. Write a Narrative text based on the graphic organizer you have made!

TOPIC :



Malin Kundang

Once upon a time, I lived child and mother in Village. His Mother was a salted fish seller. They was simple families. His dad ~~wasn't~~ know where. Since childhood, Malin Kundang was an orphan. Malin Kundang was a child who was devoted to parents.

One day Malin Kundang went to (worked). He went ~~use~~ by ship. He left long enough. One time, Malin Kundang went home. He came home with his wife. His wife was pretty. Now he (has) become a rich man. He came home using a luxury ship.

When he got off, his mother welcomed him. His mother immediately hugged him. But what happened. When his wife asked who was she. Malin Kundang answered she was nobody. Then, Malin Kundang ~~pushed~~ his mother. His mother was crying.

Then, his mother prayed to Allah to punish him. Suddenly the sky darkened. Malin Kundang also prostrated to his mother. But what (can) do. Malin Kundang was struck by lightning to stone. †

The moral value we can take is don't be ungodly to parents. Even though it has been successful, he is the one who gave us birth. So, ~~that~~ we have to worship our parents.

$$C = 3 \times 3 = 9$$

$$O = 3 \times 2 = 6$$

$$G = 3 \times 2 = 6$$

$$V = 2 \times 1.5 = 3$$

$$M = 2 \times 1.5 = 3 +$$

27

$$27 \times 100 = (69)$$

40

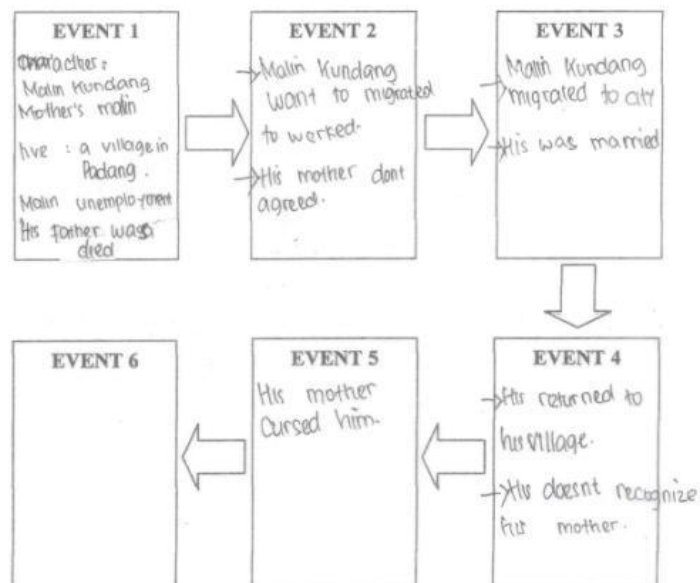
TEST INSTRUMENT IN POST-TEST I

NAME : Viofebiana Mariatur Rahma
CLASS : X IPA 2.

Direction:

1. Choose one of the titles below!
 - a. Beauty and The Beast
 - b. Sangkuriang
 - c. Malin Kundang
 - d. Cinderella
2. Write your ideas based on the topic you have chosen in the graphic organizer below!
3. Write a Narrative text based on the graphic organizer you have made!

TOPIC :



Malin Kundang.

One day, in a village at Padang. There lived a young man named Malin Kundang with his mother. Malin Kundang was an unemployed, and his mother worked in market. His father was dead. Then, he had an idea, Malin wants to migrate to city for worked. Malin said to his mother "Mom, I want to migrate for worked to city." His mother was shocked "No son, I don't agree." But Malin still wanders and does not obey the word his mother.

In city, Malin worked hard. And then, he became a wealthy merchant and he falling in love with a beautiful women. One day, Malin goes home to his village using large ship. When he arrived in the village. Residents were surprised by the arrived of Malin Kundang. And then, mother's Malin Kundang is (his) Malin Kundang (returns) to the village with his beautiful wife. His mother's hurried to meet him. When (met) with his child. Mother's Malin Kundang said "Hey son, how are you? Is this your wife? Very beautiful" (and then) his mother's hug Malin Kundang. Malin Kundang shocked, his embarrassed to admit his old mother. Malin Kundang said "Who are you the old mother? I don't know about you? -Yes, she is my beautiful wife, any problem?"

His mother's shocked by Malin's statement, his mother don't expect Malin Kundang to forget her. His mother said "In your mother, Malin. In the women who gave birth to you, dear. Why are you forgetting me?" Malin Kundang said "No, my mother was dies, no need to admit confessing". His mother was angry at Malin's statement. His mother said "I curse Malin into stone." Suddenly the sky turned dark, and Malin turned to stone.

	C	:	3	x	3	=	9
	O	:	3	x	2	=	6
Finish. LKF ^ ^	G	:	3	x	2	=	6
	V	:	3	x	1.5	=	4.5
	M	:	3	x	1.5	=	4.5
						30	
						20 x 100 =	(75)
						40	

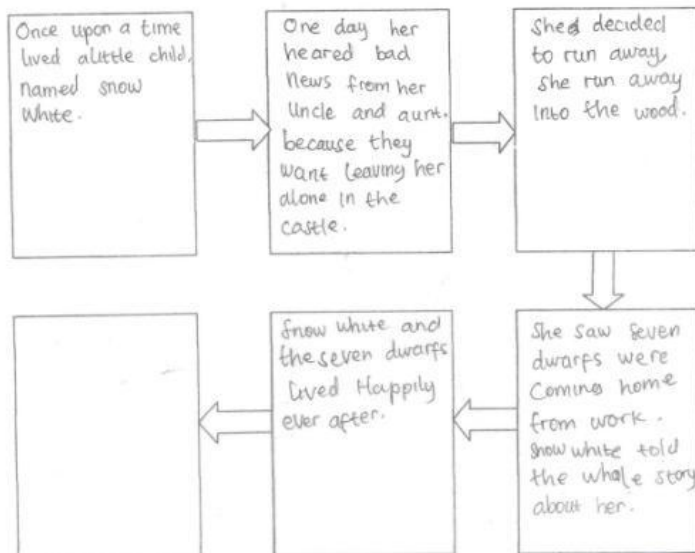
NAME : Zahra Ramadhan 1<

CLASS : X IPA 2

INSTRUMENT TEST IN POST-TEST II

Instruction:

1. Choose one of the titles below!
 - a. The Story of Toba Lake
 - b. The Lion and The Mouse
 - c. Timun Emas
 - d. Snow White
2. Make a graphic organizer based on the topic you have chosen!
3. Write the Narrative text based on the graphic organizer you have made!



Snow White.

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her aunt & uncle talking about leaving Snow White in the Castle because they wanted to go to America. and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said: "What is your name?" Snow White said: "My name is Snow White."

One of the dwarfs said: "If you wish, you may live here with us!" Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

$$C = 3 \times 3 = 9$$

$$O = 3 \times 2 = 6$$

$$G = 3 \times 2 = 6$$

$$V = 3 \times 1.5 = 4.5$$

$$M = 3 \times 1.5 = 4.5$$

30

$$\frac{30 \times 100}{40} = 75$$

40

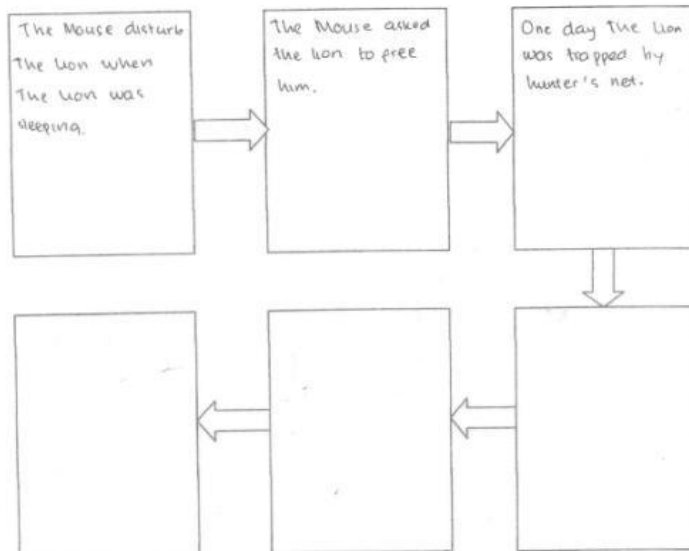
NAME : Khairunnisa Hutaani

CLASS : X A 2

INSTRUMENT TEST IN POST-TEST II

Instruction:

1. Choose one of the titles below!
 - a. The Story of Toba Lake
 - b. The Lion and The Mouse
 - c. Timun Emas
 - d. Snow White
2. Make a graphic organizer based on the topic you have chosen!
3. Write the Narrative text based on the graphic organizer you have made!



The Lion and The Mouse

A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away ^{passed} ~~ran~~ across the lion's nose. Roused from his nap, the lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor mouse. "Please let me go and some day I will surely repay you." The lion was much amused to think that a mouse could ever help him. But he was generous and finally let the mouse go.

Some days later, while stalking his prey in the forest, the lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The mouse knew the voice and quickly found the lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the lion was free.

"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

$$C = 3 \times 3 = 9$$

$$O = 4 \times 2 = 8$$

$$G = 4 \times 2 = 8$$

$$V = 3 \times 1.5 = 4.5$$

$$M = 4 \times 1.5 = 6 +$$

$$35.5$$

$$\frac{35.5 \times 100}{40} = 89$$

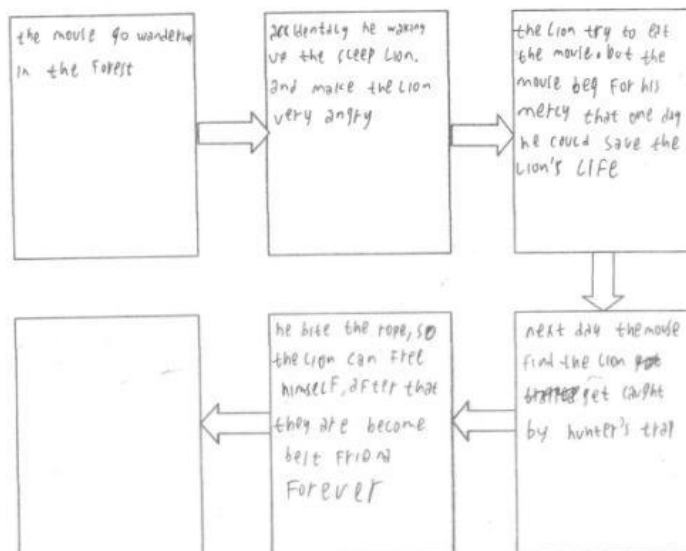
NAME : BAGUS ROBIANTO

CLASS : X IPA 2

INSTRUMENT TEST IN POST-TEST II

Instruction:

1. Choose one of the titles below!
 - a. The Story of Toba Lake
 - b. The Lion and The Mouse
 - c. Timun Emas
 - d. Snow White
2. Make a graphic organizer based on the topic you have chosen!
3. Write the Narrative text based on the graphic organizer you have made!



The Lion and The mouse

Once upon a time, there was a lion and the mouse in the jungle. The lion was sleeping. Accidentally the mouse woke up him. The lion was very angry. Then the lion caught the mouse and he wanted to eat him. "forgive me please, I will repay you someday!" The mouse begged. "Ha... Ha... Ha... how can you repay me?" The lion laughed. "I promise I will help you!" Finally, the mouse was released by the lion. One day, the lion was trapped in the net and the mouse came to help him. After that, they become friends.

C	=	3	x 3	=	9
D	=	3	x 2	=	6
G	=	2	x 2	=	4
V	=	3	x 1.5	=	4.5
M	=	4	x 1.5	=	6
					31.5 +

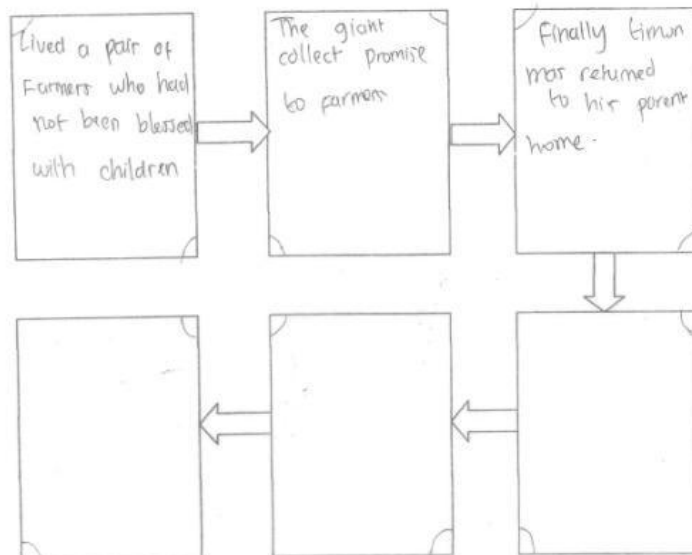
$$\frac{31.5}{40} \times 100 = 78.75$$

NAME : Thoria Mustofa Akmal
CLASS : X A 2

INSTRUMENT TEST IN POST-TEST II

Instruction:

1. Choose one of the titles below!
 - a. The Story of Toba Lake
 - b. The Lion and The Mouse
 - c. Timun Emas
 - d. Snow White
2. Make a graphic organizer based on the topic you have chosen!
3. Write the Narrative text based on the graphic organizer you have made!



Timun Emas

Once upon a time, in a village near the forest lived a pair of farmers who had not been blessed with children for a long time. They every day ask god to be given children and one day their prayer was help to a pair of farmers if they would get a child from the cucumber fruit they planted in their fields. But the giant submitted the conditions. If their child was 17 years old they had to hand it over to the giant. The pair of farmers agreed without thinking. The child was given the name Timun mas.

They also lived happily until when Timun Mas was 17 years old the giant came to collect his promise that a pair of farmers forgot his promise and fear. They told Timun Mas to save themselves by carrying a magic object, namely salt, cucumber seeds and shrimp needle.

Then Timun Mas spread cucumber seeds which then turned into cucumber fields. When the giant approached, Timun mas spread the needles which later became a dense thorny bamboo forest. When almost overtake back, Timun mas spread salt which immediately turned into the sea. The giant swim and chased Timun Mas to Exhaustion and finally sunk into the mud. Finally Timun Mas returned to his parent home safely and ~~he~~ was edited by prince.

$$C = 3 \times 3 = 9$$

$$O = 3 \times 2 = 6$$

$$G = 3 \times 2 = 6$$

$$V = 3 \times 1,5 = 4,5$$

$$M = 3 \times 1,5 = 4,5 +$$

$$\frac{30}{40} \times 100 = \textcircled{75}^{30}$$

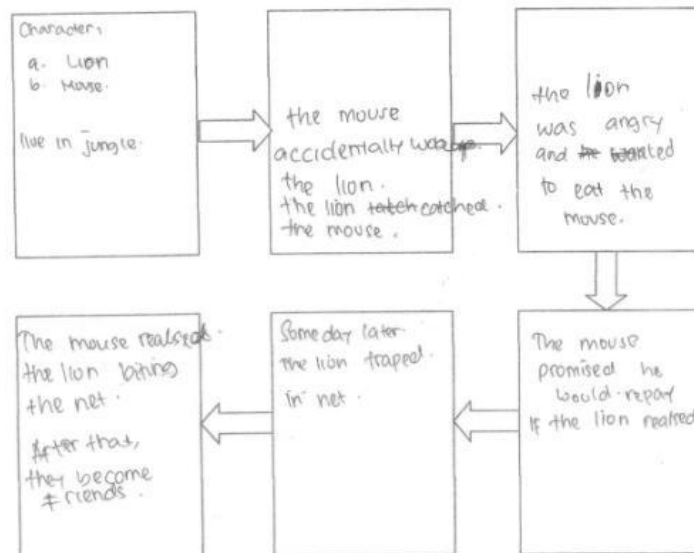
NAME : VIAREB YANA M.R.

CLASS : X IPA - 2.

INSTRUMENT TEST IN POST-TEST II

Instruction:

1. Choose one of the titles below!
 - a. The Story of Toba Lake
 - b. The Lion and The Mouse
 - c. Timun Emas
 - d. Snow White
2. Make a graphic organizer based on the topic you have chosen!
3. Write the Narrative text based on the graphic organizer you have made!



The Lion and The mouse

One day, a lion (is) taking a nap in the forest. Accidentally, a little mouse ran on his face. He wakes up and felt angry. The lion wanted to eat the mouse. Then, the mouse begged for his forgiveness. "Help me, please! let me go! I (would) help you next time!" the mouse said. The lion realised the mouse. Next day, the mouse find the lion in the hunter's trap. He helped the lion so he could be free. After that, they become best friend forever.

C	=	3	x 3	=	9
D	=	4	x 2	=	8
G	=	3	x 2	=	6
V	=	3	x 1.5	=	4.5
M	=	3	x 1.5	=	4.5
				+	32

$$\frac{32}{40} \times 100 = 80$$

CURRICULUM VITAE



The name of the researcher is Ratna Puspita Sari. She was born in Metro Kibang, East Lampung on November 16th 1996. She is the only child from happy couple namely Mr. Sunarto and Mrs. Sri Sulistyowati.

She was enrolled her study in Elementary School at SD N 4 Margototo, Metro Kibang, East Lampung on 2003 until 2008. She continued her study in Junior High School at SMP Negeri 1 Kibang, East Lampung on 2008 and graduated on 2011. In line with her focus on the study, she decided to continue her study in Senior High School at SMA Negeri 1 Kibang, East Lampung on 2011 until 2014. Then, at the same year, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2014 until now. Many things she has gotten in the classroom and she hoped get job soon after graduate.