AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF GRAPHIC ORGANIZER TECHNIQUE TO IMPROVE RECOUNT TEXT WRITING AT THE EIGHT GRADERS OF SMP N 10 METRO IN THE ACADEMIC YEAR OF 2015/2016

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1437H / 2016 M

THE IMPLEMENTATION OF GRAPHIC ORGANIZER TECHNIQUE TO IMPROVE RECOUNT TEXT WRITING AT THE EIGHT GRADERS OF SMP N 10 METRO IN THE ACADEMIC YEAR OF 2015/2016

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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1437 H/ 2016 M

ABSTRACT

THE IMPLEMENTATION OF GRAPHIC ORGANIZER TECHNIQUE TO IMPROVE RECOUNT TEXT WRITING AT THE EIGHT GRADERS OF SMP N 10 METRO IN THE ACADEMIC YEAR OF 2015/2016

By:
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Writing is one of language skills that should be mastered by the students after following a set of English instruction in school. Writing is one of skills which are important but the students assumed that writing is most difficult activity in learning language. To promote positive attitude toward writing, the teacher must be able to choose affective and interest technique that match the students' level.

The objective of the study is to find out significant increasing ability in writing recount text by using graphic organizer technique. This research was conducted toward 32 students of Junior High School number 10 Metro Pusat, Lampung. The subject of this research is VIII D. This research is classroom action research. It was conducted in two cycles, in cycle 1 was done in three meetings and cycle 2 was done in two meetings. In this research, the students were given pre-test and post-test after treatment.

In this research, the students attended pre-test before having treatment and they should do the post-test of cycle 1 and cycle 2. From the analysis in pre-test and post-test of cycle 1, it showed increase from the students' result score. It is proved from their score 59 in pre-test become 64 in post-test 1. In the first cycle, the researcher found the students' problem in grammar and using language features. In the second cycle, most of students had improved their writing ability. It was proved from their result score from post-test 1 with score 64 become 74 in post-test 2. Furthermore, based on the result score from pre-test until post-test 2, it can conclude that Graphic Organizer technique can increase the students writing recount text ability at the eighth graders of Junior High School number 10 Metro.

ABSTRAK

PENERAPAN TEKNIK *GRAPHIC ORGANIZER* UNTUK MENINGKATKAN KEMAMPUAN MENULIS TEKS *RECOUNT* PADA SISWA KELAS DELAPAN SMP N 10 METRO DI TAHUN AJARAN 2015/2016

Oleh:
FEBRIANI KINANTI PUTRI WARDANI

Menulis adalah salah satu dari keterampilan bahasa yang harus dikuasai oleh siswa setelah mengikuti seperangkat pembelajaran di sekolah. Menulis adalah salah satu keterampilan yang penting dalam pembelajaran, namun siswa beranggapan bahwa menulis adalah aktvitas yang sulit dalam pembelajaran Bahasa Inggris. Untuk meningkatkan sikap positif terhadap menulis dalam Bahasa Inggris, seorang guru harus mampu memilih teknik yang efektif dan menarik yang sesuai dengan tingkatan siswa.

Tujuan utama penelitian ini adalah untuk menemukan signifikan peningkatan kemampuan menulis teks *recount* dengan menggunakan teknik *graphic organizer*. Penelitian ini dilakukan terhadap 31 siswa di kelas delapan SMP N 10 Metro Pusat, Lampung. Subyek penelitian ini adalah siswa kelas VIII D Penelitian merupakan penelitian tindakan kelas, penelitian ini dilaksanakan dalam dua siklus, di siklus pertama dilakukan dalam tiga pertemuan, dan siklus kedua dilakukan dalam dua pertemuan. Dalam penelitian ini siswa diberikan tes awal (pre-test) sebelum melakukan treatment dan tes akhir (pre-test) setelah melakukan treatment.

Dalam penelitian ini. siswa mengikuti pre-test sebelum memperoleh treatment untuk mengetahui kemmpuan awal mereka, kemudian mereka diberi treatment dan setelah itu diberikan post-test di siklus pertama, terdapat peningkatan dari nilai pre-test 59 menjadi 64 saat post-test di siklus pertama. Pada siklus pertama. peneliti menemukan masalah pada tata bahasa dan fitur bahasa. Pada siklus kedua. hampir semua dapat meningkatkan kemmpuan menulis mereka. itu dapat dibuktikan dengannilai rata-rata mereka dari post-test siklus 1. 64 menjadi 74 pada post-test 2. Selanjutnya, berdasarkan hasil dari pre-test sampai dengan post-test 2. dapat disimpilkan bahwa penggunaan teknik *graphic organizer* dapat meningkatkan kemampuan mereka dalam menulis teks *recount* di kelas delapan SMP N 10 Metro

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

Wassalamu'alaikum Wr.Wb

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The undergraduate thesis entittled: THE IMPLEMENTATION OF GRAPHIC ORGANIZER TECHNIQUE TO IMPROVE RECOUNT TEXT WRITING AT THE EIGHTH GRADERS OF SMP N 10 METRO IN THE ACADEMIC YEAR OF 2015/2016, written by FEBRIANI KINANTI PUTRI WARDANI, Student Number 1176167 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department in February 26, 2016 at 13.30-15.30 p.m.

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Examiner I : Ahmad Subhan Roza, M.Pd (.....)

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

Metro, Februari 2016



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Motto

ثُمَّ رَدَدْنَٰهُ أَسْفَلَ سَٰفِلِينَ ۝٥ إِلَّا ٱلَّذِينَ ءَامَنُوا۟ وَعَمِلُوا۟ ٱلصَّٰلِحَٰتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ ۝٦

(5)And then we retrun him to place the lowest (6)except those who believe and work righteous deeds, for them are not breaking breakup reward.

(Qs.At-tin 5-6)

"The most important is what we give to others, not what we get from them"

"Life is about kindness and sincerity"

"I highly dedicate this undergraduate thesis to my beloved family and all whom I love, they who always love me. Thank you for being the important people in my life."

ACKNOWLEDGEMENT

Glory is to Allah SWT, the most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that I could accomplish this Undergraduate thesis. May peace will not stop to be upon or idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitles "The Implementation of Graphic Organizer technique to improve Recount Text Writing at The Eight Graders of SMP N 10 Metro in the academic year of 2015/2016". In this research, the researcher focuses to using Graphic Organizer Technique at the eighth grade of SMP Negeri 10 Metro.

The researcher can not stand alone, there were many persons who contributed their meaningful hands in accomplishing this research proposal that the researcher could not mention one by one. The researcher also would like to say thank you to Mrs. Dra. Umi Yawisah, M.Hum and Mrs. Syahreni Siregar, M.Hum as sponsor and co-sponsor who have given evaluable guidance in directing and motivating. And all the people who involved the researcher directly and indirectly in making this writing.

As human being, the researcher completely realizes that this research proposal still richly needs many corrections. The researcher do apologizes for all mistakes that were made in writing and presentation items. All constructive comments and suggestions are extremely received to lighten up the quality of this undergraduate

thesis. Hopefully, this undergraduate thesis can be a meaningful for the researcher especially and all readers generally.

Metro, September 2015

The researcher,

Febriani Kinanti Putri Wardani.
ST.N 1176167

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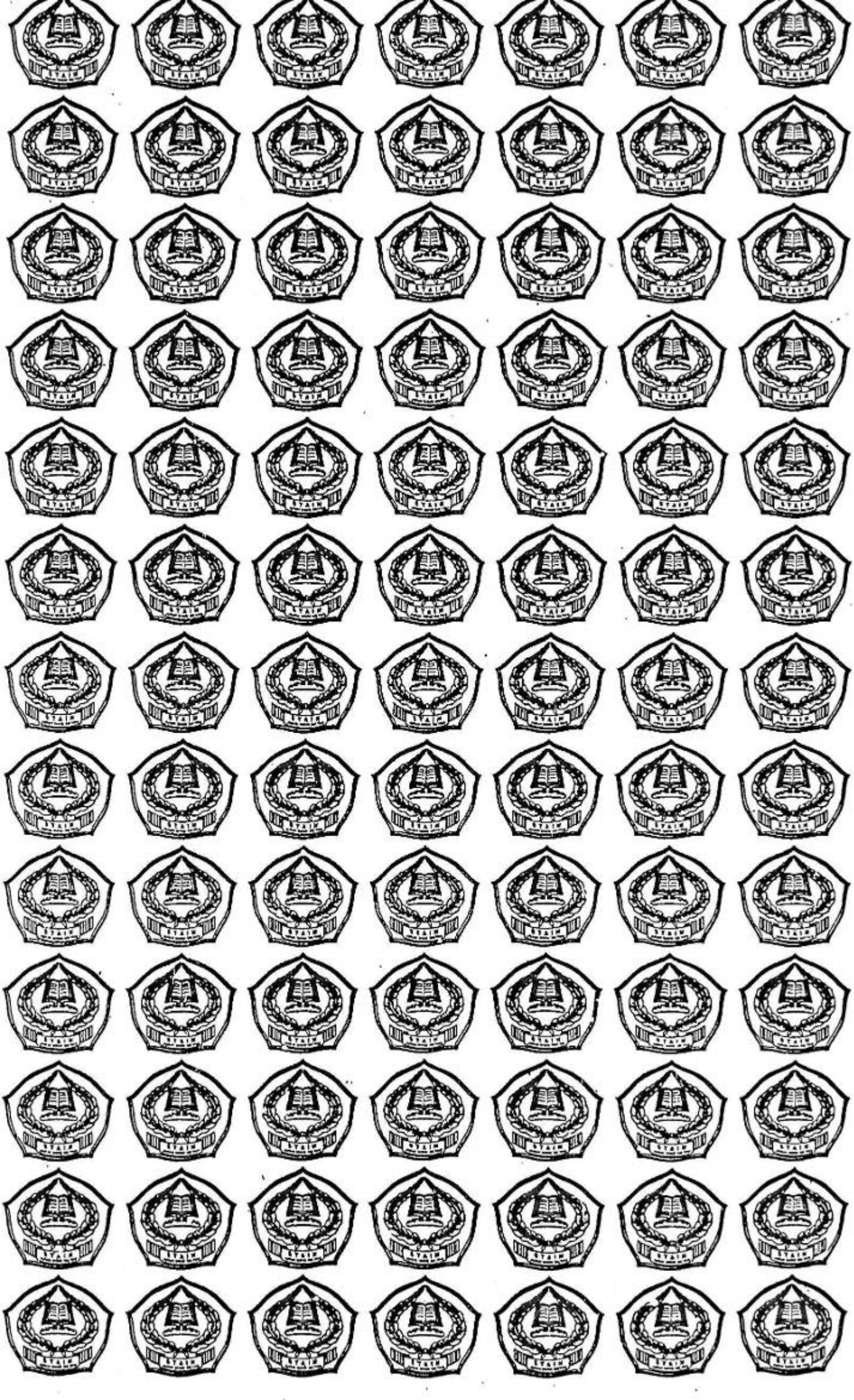
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CHAPTER I

INTRODUCTION

A. Background of Study

English is an important role in this globalization era. English is used in almost all of the fields over the world and be a necessity subject at school. Now, function and the role of English spread out more because English used in many reference books of science, technology and commerce it creates a whole mass of people wanting to learn English.

It is logical that Indonesia government urges its people to master English in order Indonesian to be able to a science and technology and to play the important role in international. That is way; the national education has decided English to be a subject at formal education settings, from elementary school at grade four up to university level in Indonesia.

In teaching English. there are four basic skills to student are expected; listening. speaking. reading. and writing. One of the important skills is writing. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment.

Writing is one of the important skills required by the students when learning language especially English because it dominates the teaching materials in almost English textbooks based on the reason that student are expected to get information for increasing the knowledge which is mostly written in English.

Furthermore, the data of pre survey in the eighth graders of SMP N 10 Metro in academic year 2015/2016 illustrates the result of recount text exercise through 32 students in the eighth graders. It show that only 22% students who can write a recount text correctly and 78% students cannot pass the minimum standard score/ students got low score. Many students confused to arrange the sentence and have low vocabulary. The minimum standard score in SMP N 10 Metro is 70.

The research concluded that students still have difficulties in writing the recount text. Some factors that cause the students difficulties in writing are lack of motivation, lack of background knowledge, lack of vocabulary mastery, and ignoring writing technique. In learning process the students appear monotonous and boring especially in writing performance

In the fact, teaching English writing absolutely requires the teacher to be aware that they must provide effective and applicable technique for the students. The teachers must have innovation in creating the effective techniques that are important to develop students' writing skill. So the students can interest and enjoy in learning process. By doing those way, teacher can attract the student interest in writing so that it can help students to improve their achievement on writing recount text of English. Furthermore, most of the student is visual learner. They will interest to the learning material that consist of picture, full color or other not verbal information Such as diagram, table, graphs, graphic, etc.

Based on this reason the research interest to apply graphic organizer technique in teaching writing recount text in the classroom activity by the reason that graphic organizer can be used visual aids help the students to turn the abstract concept of the recount text and know the purpose of recount and organize supporting facts in the form of diagram, graphic, line, etc. It also helpful study guidance for all student, but they are especially beneficial for student those with are visual learners.

Graphic organizer is basically visual way to represent information on the illustrate concept and relationship between concept in a text or diagram. Most commonly, it employs lines, circle, and boxes to form images which depict four common ways information is typically organized, they are: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences. These graphic serve as visual cues designed to facilitate communication and/or understand the information about a topic organized.

Based on explanation above it has been known that majority of students have the low instrumental orientation because they get low score in writing ability. it is the problems would be investigated ad examined carefully by the researcher. The research would examine how graphic organizer as technique to improve writing recount text, the research assumes that graphic organizer can be used as the effective technique to improve students writing recount text ability

B. Problem Identification

1. The students get difficulties in writing recount text. They get difficulties to arrange the sentence and finding the vocabulary.
2. The students do not have sufficient English skill which makes them lazy to write a recount text.
3. The students' motivation in learning English is still low. So, it is difficult to improve their English ability well.

C. Problem Limitation

Based on the background of the study and the problem identification, the study is limited the problem only in the improving of implementation graphic organizer technique in improving students' writing of recount text at the eighth graders of SMP N 10 Metro in Academic Year of 2015/2016.

D. Problem Formulation

Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem: "Can graphic organizer technique improve the students' writing of recount text at the eighth graders of SMP N 10 Metro in Academic Year of 2015/2016?"

E. Objective and Benefits of The Study

1. The Objective

The object of the study is to find out whether there is significant increasing of using Graphic Organizer technique at the eighth grades of SMP N 10 Metro in Academic Year of 2015/2016.

2. The Benefits

a. For Reader

It will be useful for the reader to know the importance of graphic organizer to improve their writing skills.

b. For Students

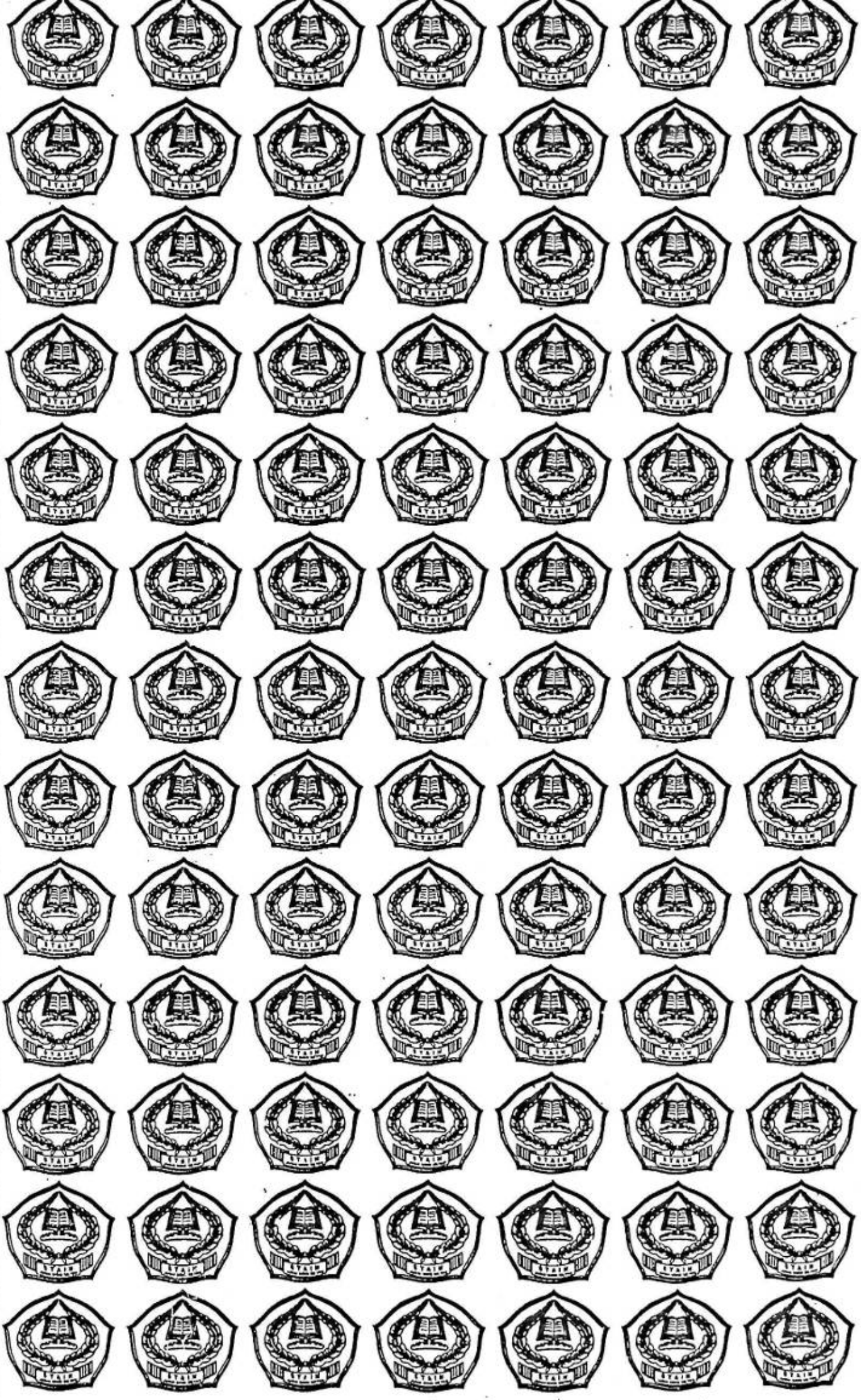
The students can improve their ability in writing skill by using graphic organizer.

c. For Teacher

They can improve their teaching of writing through graphic organizer.

d. For Research

This study will be one of her experiences in writing English while she is studying in the English Department.



CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. English Language Instruction

"Language is a set of rules that is used by its native speakers as the tool of the communication. Linguistics is the theory of language. It studies how the native speakers to produce and interpret the language."[1] It means that language is very important for the language teaching and the purpose is how they understand about what the meaning. Listening, speaking, reading and writing as the four basic skills are very important to master and understood by the students and the teacher of study in the English Language Learning and Teaching.

Brown says that "the human has fashioned two form of productive performance, oral and written. Then, two forms or receptive performance, aural (or auditory) and reading."[2] It means that four basic skills are completely exact to recognize language performance. In the other word all the language performance that have relationship by two parameters. bnincluding mode of communication (oral and written) and direction of communication (receiving the message and producing the message). The English language instructions are the important one in mastering English.

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[1] Siahaan. Sanggam, *ISSUES in LINGUISTICS* Yogyakarta [illegible] P.214

[2] Dougles Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed). New York: Addison Wesley [illegible] P.323

2. The Concept of Writing

a. Definition of Writing

"Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading."[3] Writing is one of four language skills. According to the Key Hyland, writing is among the most important skills that second language student need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher.[4] Writing is perhaps the most demanding skill of English. It is skill which has been develop in civilized society to past on knowledge or messages beyond constrains of here and now.

Heaton states that "writing is complex and sometimes difficult to teach and also to learn, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements."[5] In the other word writing convert the mastery of language. mechanical skill, treatment of content, stylistic skill and evaluative skills.

Writing is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers (s) effectively.[6]

From the quotations. the researcher can conclude that writing is the activity transfer the information to the others written form. Writing is very complex. It is neither an easy as spontaneous activity. Writing

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[3] Nation I.S.P. *Teaching ESL/EFL Reading and Writing*. New York and London: Taylor and Francis Group. 2009. P.113

[4] Hyland, Ken. *Second Language Writing*. New York: Cambridge University Press, 2003), P.16

[5] Heaton J.b. *Writing English Language Test*. New York: Longman Group, 1975. P. 135

[6] Siahaan, Sanggam. *The English Paragraph*. Yogyakarta: Graha Ilmu, 2008.P.2

needs some mental efforts that must be combined and arranged. The emphasis throughout is on the process involved in producing complete, conceptualized, pieces of writing. The focus is especially on why the writing is being done (a serve of purpose) and how it is being written for a (a scene of audience). The activity that which offers are both highly practical based as they are or her long and varied experienced and interesting to do. Writing is one-way of making meaning experience for students and for other.

b. Requirement of a Good Writing

Writing is, in fact, a process. It is done not in one easy step but in a series of steps, and seldom at one sitting.[7] It means that here are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares him turn attention to something new. According to the Kate Grenville, in writing there are some process to make a good writing or how these steps lead to four standards. or bases. you can use in evaluating and revising paragraphs.

1. Getting ideas (in no particular order).
2. Choosing (selecting the ideas you think will be most useful).
3. Outlining (putting these ideas into the best order – making a plan).

[7] Langan, John. *Exploring Writing Sentences and Paragraphs second edition*. New York: Mc Graw-Hill Companies. 2009. P.11

4. Drafting (doing a first draft from beginning to end, without going back).

5. Revising (cutting, adding or moving parts of this draft where necessary).

6. Editing (proofreading for grammar, spelling and paragraphs).[8]

C. Genre of Writing

There are some genres of writing based on Professional Development cheer, they are:

1. Narrative

It entertains and engages the reader in to an imaginative experience. Narrative texts are organized according to setting, event leading to problem solution.[9] Narrative is an account or description of events in the past, which entails following a time sequence or chronological order.[10] It illustrates that narrative is to retell about fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, legends, historical narratives, ballads, personal experience, and slice of live. The generic structures of narrative text are orientation, complication and resolution.

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[8] Grenville Kate, *Writing from Start to Finish: A Six Step Guide* Australia : National library of Australia, 2001 P 8

[9] Professional Development Service for Teacher *Writing Genres: Text Structure Approach* Education Department of Western Australia 2003 P 3

[10] Jordan R.R. *Academic Writing Course, Third Edition*, Pearson Education Limited, England: 1999. P 27

2. Procedure

It is written to explain how something is done, in a series of sequenced steps. They are organized by goal, material, method and evaluation.[11] It is writing text that has purpose to tell how make and do something.

3. Report

It is written to describe or classify the way things are or seem to be. The organize and record information.[12] It is a writing text that has purpose to describe the ways things are, with reference to a range of natural, manmade and social phenomenon in our environment.

4. Explanation

It is written to explain how something works or the process involved in actions, events or behavior. Explanation texts are organized by: a definition or statement, and sequenced explanation.[13] It means that explanation is written to explanation the process involved in the formatting or working natural or socio cultural phenomenon.

5. Persuasive

It is written to argue or persuade. They promote the researchers point of view. Persuasive texts are organized with: Proposition to be argued, arguments in logical order, reiteration.[14] It explained

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[11] Professional Development Service for Teacher. Ibid, P.11
[12] Professional Development Service for Teacher. Ibid, P.14
[13] Ibid, P.17
[14] Ibid, P 20

that persuasive is a written text that have purpose to persuade the readers.

6. Recount

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal, factual and imaginative recounts. Recount writing is organized by setting, events in chronological order and a concluding statement. The main features of recount writing are specific participants, action verbs and past tense.[15]

3. The Concept of Recount Text

A. The Definition of Recount Text

A recount recall reconstructs events, experiences and achievements from the past in a logical sequence.[16] Recount is a piece of text that retells past events, usually in the order in which they happened.

According to the journal of Department of education and child Development. Recount 'can be personal recount, factual and imaginative:

1. Personal recount is retelling activity that the writer has been personally involved in and may be used to build the

[15] Ibid. P.8

[16] Wood, Katrina and Sue Stubbs. *Targetting Text, Recount, Information Report & Explanation* Sidney: 2000 P.8

relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

2. Factual recount is reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recount.
3. Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events.[17]

B. The Purpose of Recount Text

A recount has social function. Recount "tell what happened". The purpose of a social recount is to reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.[18] According to the Derewianka states that 'the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order)'.[19] The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

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[17] http://www.decd.sa.gov.au literacy/files/links/Recount_Writing_June_2102. diunduh pada 15 juli 2015

[18] Wood, Katrina and Sue Stubbs. *Targetting Recount, procedure, Exposition Middle Primary*. Singapore: Blake Education P. 4

[19] Dody Mulyadi, "Implementasi Pembelajaran Teks Recount:(Studi Kasus Kelas VIII Smp N 8 Bandung", dalam www.google.co.id diunduh pada 10 Februari 2015

C. Constructing written A Recount Text

Recount has some generic structure they are:

1. Orientation

   Setting scene and giving the necessary background information such as, who, when, where, what, and why.

2. Events

   Retelling the event in chronological order or logical sequences, usually in past (there is no complication in recount)

3. Reorientation

   This is an optional stage and is often used to complete the writing by rounding of the series of the events.[20]

D. Language Features of Recount

Sudarwati explains that there are six language features which is used in recount text. The language features are as follows[21]:

1. Using nouns and pronouns (e.g : David, we, his)
2. Using action verbs (e.g.: went, played, spent)
3. Using past tense (e.g.: We went for a trip to the zoo.)
4. Using time conjunctions (e.g.: and, but, after, finally)
5. Using adverb and adverb of phrases (e.g.: in my house, slowly)
6. Using adjectives (e.g.: beautiful, sunny)

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[20] Ibid. P.5

[21] Th. M. Sudarwati, Eudia Grace. *Look Ahead 1*, (Jakarta: Erlangga, 2007). p. 30

5. Using adverb and adverb of phrases (e.g.: in my house, slowly)
6. Using adjectives (e.g.: beautiful, sunny)

4. The Concept of Graphic Organizer Technique

A. The definition of Graphic Organizer Technique

Graphic organizers (GOs) are visual devices that depict information in various ways.[22] Graphical organizer is composed of boxes (or the closed figures) and lines that show the basic expository pattern of the text. The boxes contain the basic ideas of the text and lines show the connections among ideas. Ellis assumed that "Graphic Organizer is communication devices that show the organization or structure of concepts as well as relationship between concepts."[23] It means that graphic organizer illustrates concept and relationships between concepts in a text or diagrams.

B. The Types of Graphic organizer Technique

Graphic Organizer Technique is known by different names. They are called by different names such as knowledge maps, concept maps, story maps, cognitive organizers or concept diagrams.[24] It is basically visual way to represent information. Although there are many

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[22] Ellis, Edwin and Howard, Pam.2004.q&A: graphic *organizer: power tools for teaching students with learning disabilities*. The university of Alabama. Retrieved at 23 June 2015

[23] Ibid

[24] Worksheet library *What is a Graphic Organizer and How are they Helpful?* 1540. 2015

variations and possible combinations of graphic organizers used in the classrooms, most of them fall into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers.[25] The Graphic Organizer can be created to arrange information:

- According to main ideas, subtopics, and details,
- In sequence,
- Showing the relationship between the different parts,
- According to the similarities and differences between two or more concepts
- Along with are components, as in the elements of a story.

In accordance with Ellis graphic organizer basically can be divided into two categories: those that depict the six basic information structures (wholes to part, cause, and affect, to compare or contrast information, chart the story structure. etc.) and those that serve specialized needs (i.e., graphic which structure project planning. goal setting, etc.).[26]

Graphic Organizer helps students comprehend information through visual representation of concept. ideas and relationship.[27] Regardless of the table, graphic organizer can help readers focus on the concepts and how they are relating the other concepts. The researcher

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[25] Education Departement. *The Use of Graphic Organizers to Enchance Thinking [illegible] the Learning of Economics*. 2001. P5

[26] Ibid. Ellis, Edwin and Howard

[27] Thompson. Max and Julia 2004 . *learning – focused strategies notebook teacher material* . 2004. Boone: learning concept, inc. P.3

focused on the Newspaper Model Graphic Organizer. Prewriting phase in the writing process is probably the most important. It is in this phase that the students must harvest their ideas and begin to commit them to paper.

The Five W's are foundational for any journalist. This organizer prompts students to identify the Five Ws. It has been my experience that students are often stumbled by "Why" they are writing about this particular event. Once the student writer is able to identify the "why" it springboards them into writing because they have identified the purpose/importance of the story.[28]

From the quotations, the researcher can conclude that with Newspaper Model Graphic organizer make the student easy to write recount text because the students identify the story and make conclusion from the ideas by using Newspaper Model Graphic organizer.

Tabel 1

Middle Grade Example (Newspaper model)[29]

Who	What	Where	When	How	Why
Summary-Using the information from this form write aparagraph .					

[28] Mcknight S. Katherine. *The Teachear's Big Book of Graphic Organizers*. San Francisco. P.88

[29] Bellanca, James. *A Guide to Graphic Organizer* second edition. Corwin Press California. P 58.

This questions answered in the lead of a conventional newspaper article: who, what, when, where, why and how. Information questions are also called "Wh-" questions because many of the words that are used to ask this type of question begin with Wh-.

Make an outline of theoverall or main ideas and then select details from your lists that are important and write these under the main ideas from answer the 5w1h questions. You dont have to include every detail that you identified. You may want to use different colored pens (or fonts if you are word processing) and write the main idea in one color (green), the who details in another (blue), etc. This helps you see the relationship between all the information. When you complete your outline, you should have a conclusion or summary (make recount text). It might also be helpful the students to make recount text.

C. The advantage of using Graphic Organizer

Using Graphic Organizer to supplement your own writing or other test is easier to help the student. Based on Education Departement benefits or advantage of using graphic organizers[30]:

To Students :

1. Understand the concept of part of whole
2. Record relationship
3. Clarify and organize ideas

[30] Department, Education. *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics*. 2001. P.10

4. Improve memory
5. Comprehend texts
6. Recognize and assimilate differents point of view

To Teacher :

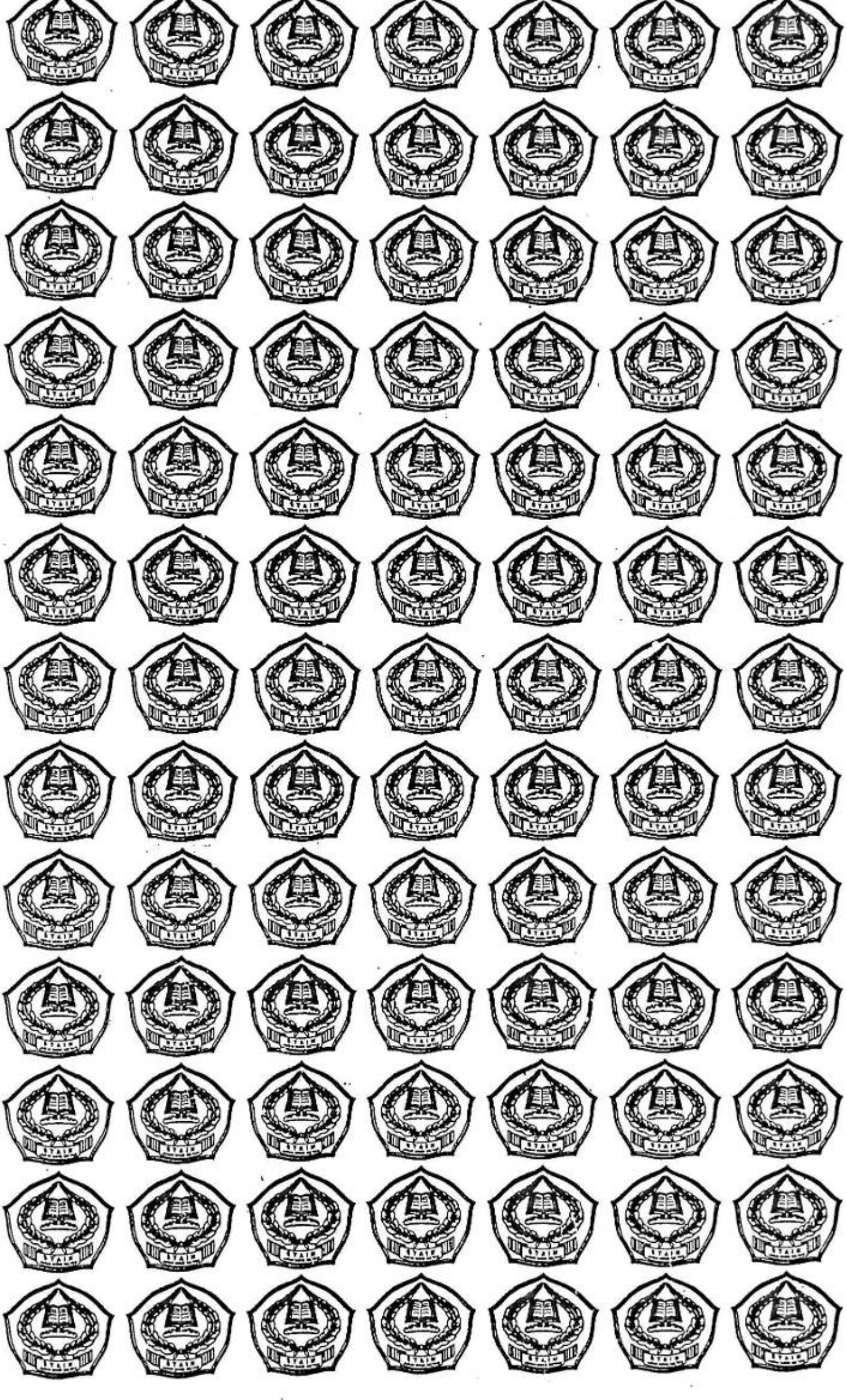
1. Show and explain relationship between and among content
2. Make your lesson interactive
3. Help visual learners to acquire information more easily
4. Motivate students
5. Assist students in prewriting techniques

D. The Disadvantages Of Using Graphic Organizer

Linkages may be more difficult to see as the concept maps get more involved, therefore this demands using other data analysis in combination with concept maps. It may be complicated for the students to agree on what concepts are of significant importance and which ones are less important.

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the action hypothesis "Graphic Organizer technique can improve the students' writing recount text at the eighth graders of SMP N 10 Metro in the Academic Year of 2015/2016."



CHAPTER III

RESEARCH METHODOLOGY

A. Setting

This research will be conducted at SMP N 10 Metro where located in JL. Wolter Mangonsidi, Kelurahan Hadimulyo Timur, Kecamatan Metro Pusat, Lampung. The head master of the school is Marsidi. S.Pd. There are six classes for the eighth grades. However, the researcher chooses class D with the 13 male students and 19 female students. total students are 32 students because their ability in writing recount text had low skill. In this research, the writer applies the classroom action research. This research is about improving the students' writing recount text by using Graphic Organizer technique at the eighth graders of SMP N 10 Metro in Academic Year of 2015/2016.

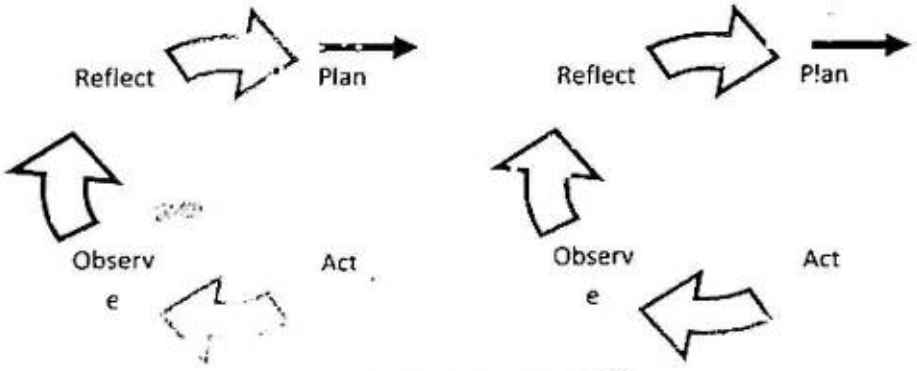
B. Object of the Study

The object of this research is ability in writing recount text. The teacher or researcher should choose the material appropriately to teach writing ability in the classroom. In this research, the researcher chooses recount text. because it is one of many kinds of text that easy. but the students got difficulties to write recount text. The students are practiced to retell and write based on the graphic organizer.

C. Action Plan

The kind of this research is classroom action research. Yogesh describes that action research is a way for improving and modifying the learning process of a classroom in school.[28] It can be inferred that classroom action research is the research which is conducted in the class by using specific method to improve the quality of learning process.

In this research, the researcher will conduct in some cycles. If the first cycle is failed, it will be continued in the second cycle and so on. It is conducted until there is an increasing on the students' ability in writing recount text. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:



Jean McNiff's Model [29]

From the illustrated above, the explanations about four steps of action research procedure are conducted in each cycle

[28] Yogesh K[illegible] *[illegible] and Statistics* (New Delhi: New Age International [illegible] 2006) p. [illegible]

[29] Jean McNiff and [illegible] Whitehead, *[illegible] Principles and Practice*, (London and New York: Routledge [illegible] 2006) p. [illegible]

1. **Cycle 1**

a. Planning

In this research, the researcher conducts some plans, namely:

1) Preparing lesson plan.
2) Preparing the material, and media of learning.
3) Making observation sheets and list of students' name.
4) Making test which will be used in pre-test and post-test.

b. Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follows:

Pre Teaching Activities

1) Pray and greets the students.
2) Check the attendant list.
3) Asks the students condition.
4) The teacher chooses the appropriate with the material going to be taught.

While Teaching Process

1) The teacher explains about kind of texts, recount text, sentence, and [illegible]
2) The teacher [illegible] graphic organizer as technique

3) The teacher shows the graphic organizer to the student as the main activity.

4) The teacher asks the students to make a recount text through graphic organizer.

5) The teacher gives evaluation.

Post Teaching Activities

1) The teacher asks to the students to answer some question related to the topic.

2) The teacher greeting for the students.

c. Observing

While observing, the researcher and collaborator use observation sheet to write down the important things as long as the learning process is happen. From the observation sheet the researcher and collaborator will know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator analyze how the effect of the acting, what thing which have to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting will be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

1) Preparing lesson plan.

2) Preparing the material and the graphic organizer as technique.

3) Making test which will be used in post-test.

b. Acting

Pre Teaching Activities

1) Pray and greets the students.

2) Check the attendant list.

3) Asks the students condition.

4) The teacher chooses the appropriate with the material going to be taught.

While Teaching Process

1) The teacher reviews the material.

2) The teacher gives explanation to the student how to link ideas. to express ideas about the material by using graphic organizer.

3) The teacher shows the graphic organizer to the student as the main activity.

4) The teacher asks the students to make a recount text through graphic organizer given.

5) The teacher gives evaluation.

Post Teaching Activities

1) The teacher asks to the students to answer some question related to the topic.

2) The teacher greeting for the students.

c. Observing

The collaborator observes and collects the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflect all the acting which had been conducted and identify the result of observation in the learning process by comparing the score of pre-test and post-test.

D. Data Collection Method

In this research. the researcher collects the data by using test. observation and documentation.

1. Test

To collect the data. the writer used the test in order to know the student's ability in understanding the material given by the teacher.

a. Pre test

After observing the activities. the writer gave pre test to know [illegible] tar the student's ability to write recount text before giving treatment. This test will be conducted before presenting the special treatment

b. Post test

After treatments the writer gave them post test. It was done to know the students' result in learning to write recount text by using graphic organizer after giving twice treatment.

2. Observation

The researcher will observe the students, whether they get bored or not with activities given. The students' activities will be observed and will be noticed by observer.

3. Documentation

The researcher will use the documentation method to get the data about the story of the school, the sum of teacher, the official employee, and students of Junior High School 10 Metro.

E. Analysis

1. To analysis of the study result

In this research, the researcher will use the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the researcher also compare between pre-test and post-test score. Then, the results will be matched with the minimum mastery criteria (KKM) in the school. At the eighth grade of Junior High School 10 Metro the minimum mastery criteria (KKM) for English subject is 70.

If some students are not successful in cycle 1 it mean [illegible] researcher has to conduct the cycle 2. If in the cycle 2 there are [illegible]

The formula for counting the average score is as follow:

$$z = \frac{X - \mu\sigma}{}$$

Notes:

X = raw score

μ = population mean

σ = population standard deviation[33]

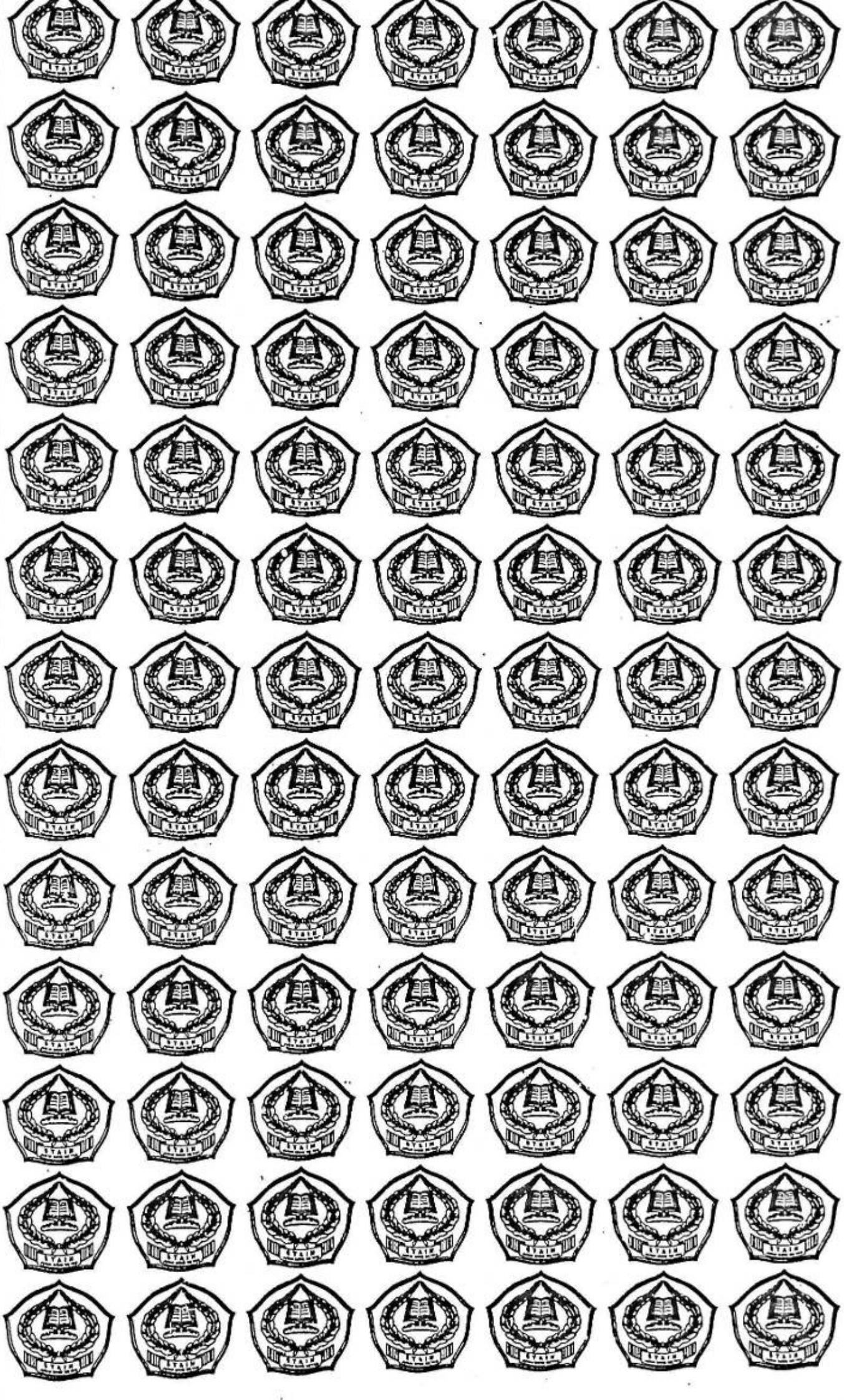
2. Indicator of Success

The indicator of the success is taken from the process and the result of the action research. This research is called success if 80% of students get score ≥70 and in the learning process the students can fulfill these criteria:

a. The students can write recount text based on the graphic organizer technique.

b. The students can comprehend the recount text especially can write recount text using structure and language features correctly.

[33] Urdan C.Timothy.*Statistics in Plain English*, (New Jersey: Lawrence Elbaum Assosiates, 2005), p. 34.



CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. The Description of Data

1. The Profile of SMP N 10 Metro

SMP N 10 Metro where located on Wolter Monginsidi Street , Kelurahan Hadimulyo Timur, Kecamatan Metro Pusat, Kota Metro, Propinsi Lampung. SMP N 10 Metro was built on the area ± 618 m and the surface area is ± 9.750 m. Now, The head master of the school is Mr. Marsidi, S.Pd. The secretary is Yusri, SE and the treasurer is Ir. Cahyo N. SMP N 10 Metro there were three levels of class.

2. Short Story About The Establishment of SMP N 10 Metro

SMP N 10 was established on 2006 and still riding at SDN 7 Metro Pusat. In 2007. on the initiative and good cooperation between city government and Hadimulyo Timur then stand Unit Sekolah Baru (USB) SMP N 10 Metro. This school was accepted the students since 2006 and the learning activities were doing in SD N 7 Metro Pusat in afternoon with 3 class and 108 students.

Inspired by law Number 20 Year 2003 about national education system and to more increase realization of education city by decision of the mayor number: 174/KPTS/d-3/2006 date 13 Jule 2006. by the decision

letter SMP N 10 Metro was established and designate Drs. Hargunawan, NIP: 196400410 199103 1 005 as the principle.

The enthusiastic residents to send the children school at SMP N 10 Metro high enough, this proved on the first year registration was reach 176 registrant whereas seats available only 108 students because limited space and facilities available.

B. The Description of the research

1. Pre Test

In the first meeting the researcher conducted pre-test on Saturday, November 21, 2015. The pre-test was conducted to know the students' performance in writing especially recount text before giving treatment. The students were asked to compose a recount text based on the activity that the students did yesterday. After finishing pre-test, the teacher asked them to submit the answer sheet. The result of pre-test could be seen on the table below:

Table 2

Students' score of the pre-test on Monday, 21 November 2015

No.	Name	Score	Note
1	A A S	72	**Passed**
2	A F S	56	Failed
3	A A A	60	Failed
4	A S	53	Failed

5	A A	30	Failed
6	A N H	75	**Passed**
7	A L	59	Failed
8	B S	56	Failed
9	D D A	84	**Passed**
10	D D S N	57	Failed
11	D Y P	63	Failed
12	F K	59	Failed
13	F W P	55	Failed
14	F Y	60	Failed
15	F Z	67	Failed
16	F C C	82	**Passed**
17	F D F	47	Failed
18	M S H	59	Failed
19	I A	58	Failed
20	I A H	30	Failed
21	N S A	59	Failed
22	N F F S	40	Failed
23	N F H	63	Failed
24	R A R	46	Failed
25	R A P	45	Failed
26	R R		**Passed**

27	R A	59	Failed
28	W S	57	Failed
29	S Y	55	**Passed**
30	Y Y	67	Failed
31	Y E	79	**Passed**
32	R D A	55	Failed
	Total score	1877	
	Average	58.65625	
	Highest score	82	
	Lowest score	30	

Based on the table, the researcher concluded that only 7 students or 22 % of students who passed the pre-test and 25 students were failed on the test. In this pre-test, the lowest score was 30, the highest score was 82, the total score was 1877 and the average score was 58.65625. It means that most of the students of the eighth graders of SMP N 10 Metro did not fulfill the minimum mastery criteria or KKM at the school yet. The minimum mastery criteria or KKM of English Subject at SMP N 10 Metro is 70. Because of this case the researcher used Graphic Organizer in teaching and learning process to increase the students writing performance on recount text.

2. Cycle 1

a. Planning

Planning was the first step that had to be conducted in each cycle. This step was conducted before doing an action. In this first step of cycle 1 the researcher prepared the lesson plan, material and media that would be used in the learning process. The material was recount text. The researcher made the resume of material of recount text. The material are included the definition, the generic structure and the example of recount text. It was made in order to the students could learn the material clearly. Moreover, the researcher made observation sheets that contains of list of the students' name and list of the students' activity as long as the teaching and learning process. Furthermore, the researcher made the test for the students which would be used in pre-test and post-test. In the post test the students were asked to compose a recount text based on the topics given but between the topics given in the pretest, post test 1 and post test 2 are different.

b. Acting

In the implementation of this step, the researcher conducted two meetings (2 x 45 minute each meeting), namely: treatment and post test 1

Furthermore, the researcher held the second meeting (after pre test). The second meeting was the treatment. The researcher conducted the treatment on Monday, November, 23 2015. In this meeting, the

researcher played as the teacher and Mr. Mahyuddin Effendi S.Pd (English teacher) played as the collaborator in the classroom. In teaching and learning process, the researcher used Newspaper Model Graphic Organizer technique.

Firstly, the researcher opened the meeting by praying and greeting, checking the attendance list and asking the students' condition, motivating the students, reviewing the students by giving question related with the pre-test that was conducted before, explaining the purpose of study and topic would be learned.

After opening, the researcher gave the material about recount text and explained clearly in front of the class. After explaining the material about recount text that was included the definition, generic structure, language future and the example of recount text clearly. The researcher also explained detailed information about Graphic Organizer, the type and how to using Graphic Organizer especially in using Newspaper Model Graphic Organizer to help the students compose a recount text. After that, the researcher asked the students to learn the material.

In class, the students discussed about recount text. The researcher guided the students to be active and the researcher went around the class, listened how they worked, and gave praise to the students. After discussing, the research gave the topic and the student had to compose a recount text individually, but if the students faced the difficult in composing the text they could ask to the friend before asking

to the researcher. After finishing the task, they changed the worksheet to other students and they correct the work sheet together.

In the end of meeting, the researcher gave feedback of the learning process. The researcher gave the explanation about the student's error in making the text. The researcher also gave explanation because some students did not understand the material yet. Then, the researcher also informed the activities in the next meeting and asked to the students to learn the material harder. Finally the researcher closes the meeting by praying together.

After treatment, the researcher gave post-test to the students. Post test is the test that used in each cycle. The post-test was conducted on Wednesday, November, 25, 2015. It was conducted to know how the students' writing performance on recount text after doing the treatment.

After giving post test, the researcher analyzed the students' answer sheet then corrects the error from the students' text. After analyzing, the answer sheet was given score.

Below was the list of the students' score from the Post-test in cycle 1:

Table 3

The students' score in post test of cycle 1 on Wednesday, 25 November 2015

No.	Name	Score	Note
1	AAS	70	**Passed**
2	AFS	60	Failed

3	A A A	70	**Passed**
4	A S	60	Failed
5	A A	57	Failed
6	A N H	72	**Passed**
7	A L	62	Failed
8	B S	58	Failed
9	D D A	80	**Passed**
10	D D S N	59	Failed
11	D Y P	67	Failed
12	F K	60	Failed
13	F W P	60	Failed
14	F Y	70	**Passed**
15	F Z	70	Passed
16	F C C	75	**Passed**
17	F D F	50	Failed
18	M S H	60	Failed
19	I A	60	Failed
20	I A H	50	Failed
21	N S A	60	Failed
22	N F F S	52	Failed
23	N F H	70	**Passed**
24	R A R	70	**Passed**

25	R A P	70	**Passed**
26	R R	75	**Passed**
27	R A	62	Failed
28	W S	65	Failed
29	S Y	62	Failed
30	Y Y	72	**Passed**
31	Y E	80	**Passed**
32	R D A	70	**Passed**
	Total score	2078	
	Average	64.9375	
	Highest score	80	
	Lowest score	50	

From the table, the researcher got the conclusion, namely: the students' average score (mean) was 64.9375, the total score was 2078, the highest score was 80 and the lowest score was 50. Besides, it could be analyzed that there were only 14 students or 44% of students that had passed post test 1 or got score ≥ 70 and 18 students were failed on the test. It means that in cycle 1 the students' achievement could increase enough, but it was not successful yet.

c. Observing

While the treatment was given, observation was also conducted. The researcher was as teacher and the English teacher was

as a collaborator who observes the students' activities during the learning process.

There were five indicators that observed as follows:

a) Giving respond to the teacher's explanation and question

b) Answering the question from teacher

c) Giving attention to the teachers' explanation

d) Making note from the material

e) Doing the task

The observation was conducted by making an observation sheet. If the students do the activities, the students would get tick mark and if the students do not the activities, the students would not get tick mark in table. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 4

The Students' Activities in Cycle I

No	Students' Activities	Total	Percentage
1	Giving respond to the teacher's explanation	27	84,37%
2	Active in learning process	19	59,37%

3	Answering the teacher's question	12	37,5%
4	Making note from the material	19	59,37%
5	Doing the task	32	100%
Total Students		32	

From the observation result table, it could be seen that in cycle 1 there are 27 students who give respond to the teacher's explanation and questions, 19 students were active in learning process, 12 students who answered the questions from the teacher, 19 students made a note from the material and all students in the class did the task from the teacher. This research was conducted toward 32 students.

d. Reflecting

After analyzing the students' score in the pre test and post test of cycle 1, it can be inferred that cycle 1 was not successfully because most of the students in the class did not get the standard score.

From the result of observation that conducted in the cycle 1, there were some problems that found, as follow:

a) There were some students that did not understand the material yet.

b) There were some students were not active in learning process

c) There were some students did not respond the teacher's instructions and not active in asking to the teacher questions.

had to compose a recount text individually, but if the students faced the difficult in composing the text they could ask to the friend before asking to the researcher. After finishing the task, they changed the worksheet to other students and they correct the work sheet together.

In the end of meeting, the researcher gave feedback of the learning process. The researcher gave the explanation about the student's error in making the text. The researcher also gave explanation because some students did not understand the material yet. The researcher asked the student to make a questions if the student not understand the material yet. Then, the researcher also informed the activities in the next meeting and asked to the students to learn the material harder. To refresh the students, the researcher asked the student to sing a song and played a game together. Finally the researcher closes the meeting by praying together.

After treatment, the researcher gave post-test to the students in the next meeting. The post-test was conducted on Saturday, November 28, 2015. It was conducted to know how the students' writing performance on recount text after doing the treatment.

After giving post test, the researcher analyzed the students' worksheet. After analyzing the students' worksheet the researcher gave score to the students' text on the worksheet.

The following table was the table of the students' score of the post-test in cycle 2.

Table 5

The students' score in post test of cycle 2 on Saturday, 28 November 2015

No.	Name	Score	Note
1	A A S	82	**Passed**
2	A F S	70	**Passed**
3	A A A	82	**Passed**
4	A S	72	**Passed**
5	A A	67	Failed
6	A N H	82	**Passed**
7	A L	70	**Passed**
8	B S	65	Failed
9	D D A	85	**Passed**
10	D D S N	68	Failed
11	D Y P	75	**Passed**
12	F K	72	**Passed**
13	F W P	70	**Passed**
14	F Y	80	**Passed**
15	F Z	80	**Passed**
16	H C C	84	**Passed**
17	H D F	58	Failed

18	M S H	70	**Passed**
19	I A	70	**Passed**
20	I A H	60	Failed
21	N S A	70	**Passed**
22	N F F S	64	Failed
23	N F H	78	**Passed**
24	R A R	78	**Passed**
25	R A P	80	**Passed**
26	R R	85	**Passed**
27	R A	70	**Passed**
28	W S	74	**Passed**
29	S Y	70	**Passed**
30	Y Y	80	**Passed**
31	Y E	85	**Passed**
32	R D A	80	**Passed**
	Total score	2382	
	Average	74.4375	
	Highest score	85	
	Lowest score	58	

Based on the table above, it showed that the students' average score (mean) in post-test II was 74.4375, the highest score was 85 and the lowest score was 58. On the table we could see that there were 26

students or 81% of students passed the examination because they got the score ≥ 70 and only 6 students were failed on the test in the examination or post test on cycle 2. From the conclusion, we could know that most of students could increase their writing performance on recount text. It means that cycle II was successful.

4. Observing

In this step, the researcher presented the material by using Newspaper Model Graphic Organizer technique to improve recount text writing of the students and the English teacher observed the students' activities during the learning process in the class. This step was similar to the step in cycle 1, there were also four indicators used to know students' activities like in learning process.

Furthermore, the result score of students' learning activities observation in cycle 2 could be analyzed in the table below:

Table 6

The Students' Activities in Cycle II

No	Students' Activities	Total Students	Percentage
1	Giving respond to the teacher's explanation	29	90.62%
2	Active in learning process	28	87.5%

3	Answering the teacher's question	22	68,75%
4	Making note from the material	20	62,5%
5	Doing the task	32	100%
Total Students		32	

The table above showed that four students' activities in cycle II increased. The students' activities that had the highest total was doing the task because all students did the task, then was giving respond to the teacher explanation, then active, answering the teachers' question, and the last was making note from the material.

Based on the result, the researcher indicated that learning process in cycle II was successful.

5. Reflecting

Based on the observation of learning process in cycle II. it could be inferred that the result of cycle II was successful. There were 81% of students passed the examination or there were 26 students get . It meant that the students' writing performance on recount text had improved. So, the researcher concluded that this research was successful and the research could be stopped in the cycle 2.

3. INTERPRETATION

a. Cycle I

Table 7

The increasing of students' score at pre-test and post-test of cycle 1

No.	Student's name	Pre-test score	Post-test 1 Score	Increasing	Explanation
1	A A S	72	70	-2	Decreased
2	A F S	56	60	4	Increased
3	A A A	60	70	10	Increased
4	A S	53	60	7	Increased
5	A A	30	57	27	Increased
6	A N H	75	72	-3	Decreased
7	A L	59	62	3	Increased
8	B S	56	58	2	Increased
9	D D A	84	80	-4	Decreased
10	D D S N	57	59	2	Increased
11	D Y P	63	67	4	Increased
12	F K	59	60	1	Increased
13	F W P	55	60	5	Increased
14	F Y	60	70	10	Increased
15	F Z	67	70	3	Increased
16	F C C	82	75	-7	Decreased

17	F D F	47	50	3	Increased
18	M S H	59	60	1	Increased
19	I A	58	60	2	Increased
20	I A H	30	50	20	Increased
21	N S A	59	60	1	Increased
22	N F F S	40	52	12	Increased
23	N F H	63	70	7	Increased
24	R A R	46	70	36	Increased
25	R A P	45	70	35	Increased
26	R R	70	75	5	Increased
27	R A	59	62	3	Increased
28	W S	57	65	8	Increased
29	S Y	55	62	7	Increased
30	Y Y	67	72	5	Increased
31	Y E	79	80	1	Increased
32	R D A	32	55	23	Increased
Total		1877	2078	247	Increased
Average		58.65625	64.49375	7.71875	Increased

In this classroom action research the researcher did the pre-test and post-test for the students individually. It was conducted for the purpose of to know the students' writing performance before and after

doing the treatment. From the result of pre-test and post-test on cycle 1, we could know that there was an increasing from the students' score in the pre-test to the pos-test. We could know the increasing from the average score. The average score in the pre-test was 58, 65625 and it became 64, 49375 in the pos-test on cycle 1.

b. Cycle II

Table 8

The increasing of students' score at post-test of cycle I (post-test I) and post-test of cycle II (post-test II)

No.	Student's name	Post-test 1 score	Post-test 2 Score	Increasing	Explanation
1	A A S	70	84	14	Increased
2	A F S	60	70	10	Increased
3	A A A	70	82	12	Increased
4	A S	60	72	12	Increased
5	A A	57	67	10	Increased
6	A N H	72	82	10	Increased
7	A L	62	72	10	Increased
8	B S	58	65	7	Increased
9	D D A	80	85	5	Increased
10	D D S N	59	68	9	Increased

11	D Y P	67	75	8	Increased
12	F K	60	72	12	Increased
13	F W P	60	70	10	Increased
14	F Y	70	80	10	Increased
15	F Z	70	80	10	Increased
16	F C C	75	84	9	Increased
17	F D F	50	58	8	Increased
18	M S H	60	70	10	Increased
19	I A	60	72	12	Increased
20	I A H	50	60	10	Increased
21	N S A	60	70	10	Increased
22	N F F S	52	64	12	Increased
23	N F H	70	80	10	Increased
24	R A R	70	78	8	Increased
25	R A P	70	80	10	Increased
26	R R	75	85	10	Increased
27	R A	62	70	8	Increased
28	W S	65	74	9	Increased
29	S Y	62	70	8	Increased
30	Y Y	72	80	8	Increased
31	Y E	80	85	5	Increased
32	R D A	70	80	10	Increased

Total	2078	2382	306	Increased
Average	64,9375	74,4375	9,5625	Increased

Based on the table of students' score above, it could be concluded that Graphic Organizer technique could increase the students' writing performance on recount text because there was an increasing or progress from the students result score that could be seen from the average score. In the post-test I, the average score was 64.93 and became 74.43 in the post-test II.

c. Students' Learning Activities Data

Table 9

The result of the students' activity in cycle I and cycle II

No.	Students' Activities	Cycle I		Cycle II		Increasing	
		T	P	T	P	T	P
1	Giving respond to the teacher's explanation	27	84,37%	29	90,62%	2	6,25%
2	Active in learning process	19	59,37%	28	87,5%	9	28.13%
3	Answering the teacher's question	12	37,5%	22	68,75%	10	31.25%
4	Making note from the material	19	59,37%	20	62,5%	1	3.13%
5	Doing the task	32	100%	32	100%	0	0%

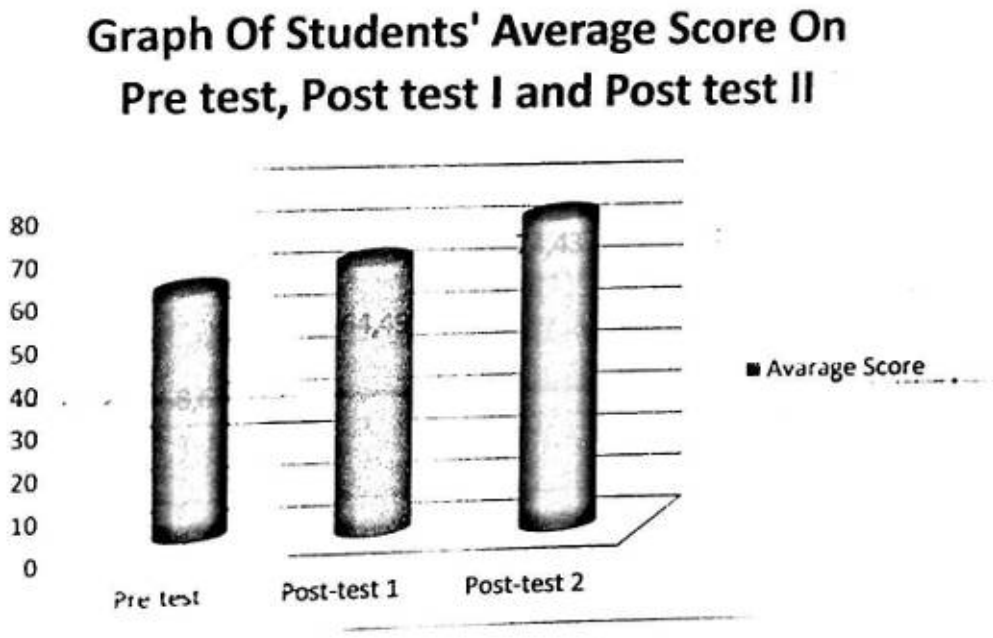
From the table, it could be concluded that there was improvement on the students' activities in the learning process. In the cycle II, the students' activities were increased at four indicators. So, the cycle II was success.

d. The Comparison of Pre-Test and Post-Test

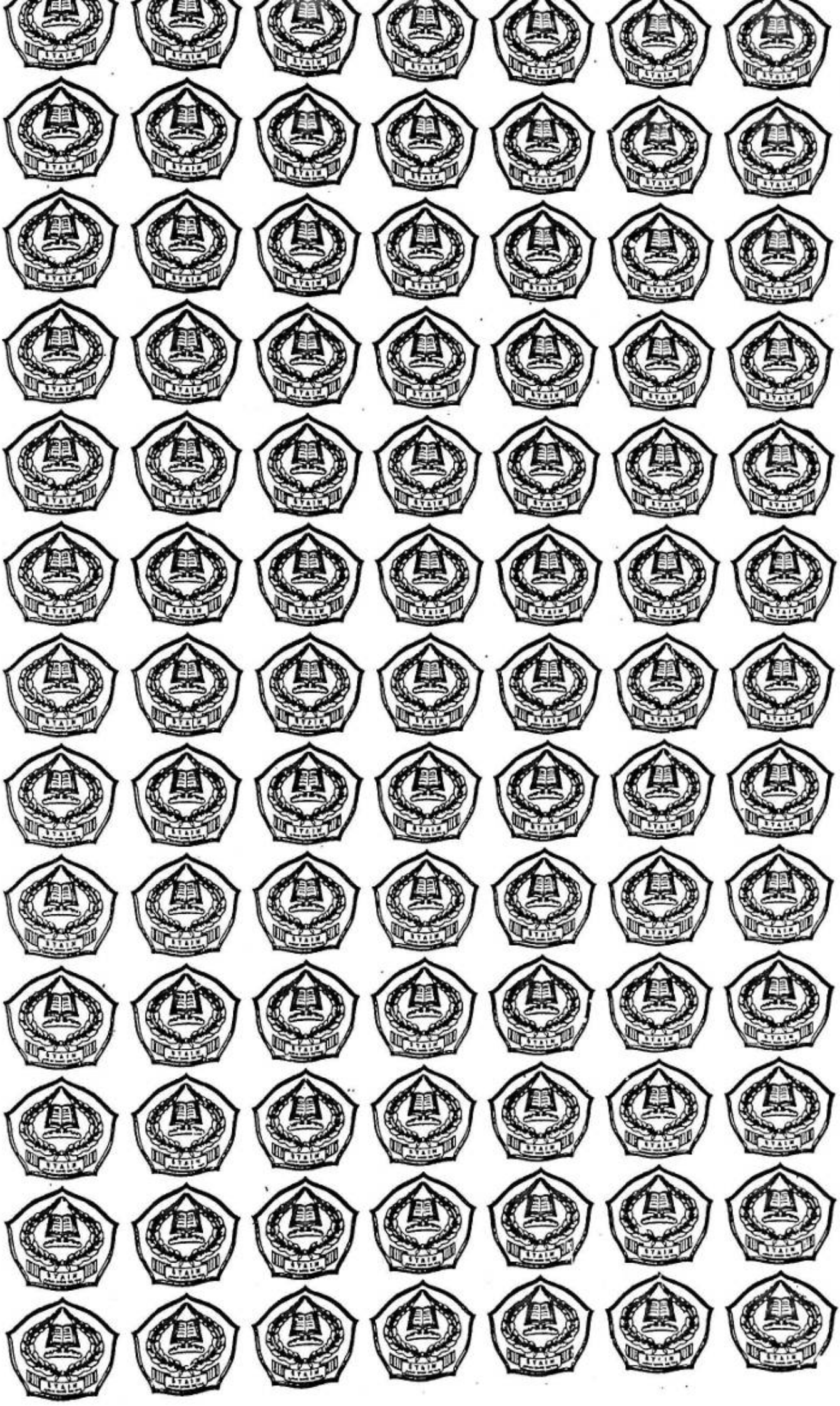
Based on the explanation of cycle I and cycle II, there were most of students passed the examination, it meant that the students' writing performance on recount text had increased. It can be inferred that, there was an increasing on the students' writing performance on recount text with using Graphic Organizer technique in learning process.

Figure 1

Students' Average Score on Pre test, Post test I and Post test II



There was a progress on the students' average score, from 58, 65 (with 19% of students who passed the exam) to 64, 49 (with 47% students who passed the exam) and to 74, 43 (81% students who passed the exam there were 26 students got the score $\geq$ 70 and only 6 students were failed on the test in the examination or post test on cycle 2).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process and test on two cycles by using Newspaper Model Graphic Organizer technique in teaching and learning process, it could be concluded that there was a significant increasing on the students' writing ability on recount at the eighth graders of SMP N 10 Metro in Academic Year of 2015. The students were involved to be active in the teaching and learning process. Furthermore, the Graphic Organizer of Learning was effective technique because this technique made the students more active in the learning process and the students were easier to understand the material. It made students can increase their writing ability. So, the Graphic Organizer could be an effective technique used in teaching English especially teaching writing.

Furthermore, the students' increasing on learning process and result could be seen by increasing of students' average score from pre test 58.65 to post test I 64,49 became 74,43 in post test II. In cycle 1. there were 14 students passed the test. Moreover, in cycle II there were 26 students who got score ≥ 70. Based on the description, It means that the students' result on post test of cycle II had already reached the indicator of success that was 81 % students fulfill the standard mastery criteria (KKM). It was clear that Graphic Organizer technique increase the students writing ability

B. Suggestion

Based on the result of the research above, the researcher would like to give some suggestions as follow:

1. The English teacher was expected to use various type of Graphic Organizer in teaching writing because this technique was effective to increase the students' especially in writing ability.
2. The researcher is suggested the students to be more focus, more active and more interest in English learning process in order to improve the students' ability in writing recount text.
3. The researcher suggested the school to support the English teacher to use variation of Graphic Organizer technique in learning process and to give more contribution for developing of institution.

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CURRICULUM VITAE



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