

**THE USE OF GRAPHIC ORGANIZER STRATEGY IN
IMPROVING THE STUDENTS' WRITING SKILL**

*(A Pre-Experimental Research at the Tenth Grade Student of SMA
Muhammadiyah 1 Unismuh Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
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Education in English Department*

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTO :

NEVER GIVE UP EVEN THOUGH WHAT YOU FACE IS
HARDSHIP. BELIEVE THAT AFTER HARDSHIP THERE
WILL BE EASE.

THERE WILL BE GLAD TIDINGS FOR THOSE WHO
ARE STEADFAST

*I dedicate this thesis for my beloved parents
and my lovely siblings*

ABSTRACT

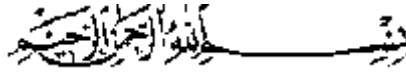
Sitti Muhajirah. 2018. *The Use of Graphic Organizer Strategy in Improving the Students' Writing Skill (A Pre-Experimental Research at the Tenth Grade Student of SMA Muhammadiyah 1 Unismuh Makassar)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Hasnawati Latief and Nurdevi Bte Abdul.

This research aimed to find out the improvement of students' writing skill by using Graphic Organizer in terms of content and organization. The researcher used pre-experimental research design. Therefore, one group pre-test and post-test was used in this research. The subject was the tenth grade students at SMA Muhammadiyah 1 Unismuh Makassar. The number of sample selected was 20 students. The data were obtained through writing test. Then, the students' pre-test and post-test score were compared.

The findings showed that the mean score of students' writing in term of content was 67.1 in pre-test and it was improved to be 90.6 in post-test. While, in term of organization the students' mean score in pre-test was 68.7 and 93.4 in post-test. Therefore, the statistical computation described that Graphic Organizer strategy was effective in improving the students' writing skill both in content and organization in writing recount text. It was supported by the value of t-test that was bigger than the value of t-table ($23.43 > 2.093$). Therefore, the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. Based on the result analysis, the researcher concluded that using Graphic Organizer strategy effective in improving the students' writing skill in term content and organization.

Keywords: *Writing Skill, Recount Text, Content, Organization, Graphic Organizer*

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In the name of Allah, most gracious, most merciful

All praise is to Allah SWT, Lord of the world, who has owed strength and health upon the writer to finishing this thesis. Shalawat and salam are addressed to our prophet Muhammad SAW, his family, companions, and all his followers.

This undergraduate thesis is submitted as the final requirement in accomplishing undergraduate degree at English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

In preparing this thesis, the writer found many problems that could not be solved by her own self. The writer realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, special thanks goes to her parents M Ali Hakka and St Rajiah Rusydi who always pray and give support for the writer.

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Finally, the writer realized that this thesis is still far from perfection and still needs suggestion and critics. Therefore, the improvement of this thesis is needed.

Makassar, Februari 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Background

Graphic Organizer is some of the most effective visual learning strategies, used to improve the students writing skill. The use of Graphic Organizer in the teaching can facilitate the teacher to help the process of the students' writing activities. Graphic Organizers are applied across the curriculum to enhance learning and understanding of subject matter content. Miller (2011), states that Graphic Organizer serve as visual representation of ideas that help learners organize their thoughts and apply their thinking skills to the content in a more orderly manner. In other hand, Graphic organizer can act as instructional tools because it can help students organize their writing process.

Graphic Organizer helps students get their thought in order before they begin to compose a written piece. During the writing process, Graphic Organizer can help young writers generate ideas and plan out what will be written. It allows students to organize information into logical patterns such as sequence, cause and effect, and problem-solution. Sometimes, many students become frustrated when they make errors in their writing and need to erase their work. It makes the task feel overwhelming. Graphic Organizer decrease the need to erase because writers do the writing with a plan.

Some of article found Graphic Organizer may greatly assist students in connecting new material to prior knowledge, identifying main ideas and supporting details, drawing inferences, and creating effective problem-solving

strategies (Dexter:2010). In addition, (Borjalizadeh:2015) state that in teaching writing, the teacher should use one strategy that will improve students writing skill, and Graphic Organizer is the effective strategy to improve students writing skill and it also make students attitudes toward writing and students' participation in writing class increase. So, that is why the teacher should introduce Graphic Organizer to the students, especially in teaching writing because Graphic Organizers is used to illustrate a student's knowledge about a topic that will be written and make the writing activities more effective. Besides, using Graphic Organizer in writing activities can change the students' paradigm that writing is tedious activity.

Using Graphic Organizer is very helpful in writing activity, especially to know students' writing skill. Writing is one of the most essential skills because it is a productive skill. It is considered as an important skill because writing can be a measurement of the students' English competence. Writing lesson in the school is focused on developing the students' competence in written language. The students are expected to be able to use English and communicate with it in daily life. In fact, most of the students' writing skills are relatively low. The main problems are many of them often have difficulties in expressing their ideas in writing. Many students often confuse about what they are going to write and what they should do first to begin their write.

The students at SMA Muhammadiyah 1 Unismuh Makassar also have the same problem in writing. They cannot use their English in writing because they assume that writing English text are difficult and boring. The other difficulties that

the students face in writing are lack of vocabulary and idea. The students are confused about the main idea that they should write in their text. So, when the students are asked to write, they do not know what they must write or what they must do first to begin their writing.

Besides, students also have problems in organize the ideas to become a good writing. Because writing is not only an activity of arranging words into form of sentences, but also should organize some interesting thing, which are experiences or ideas in written form. Students, even the ones with high intelligence, cannot compose a well-organized written work although they have mastered the language components, such as vocabulary and grammar of the language. Lack of clear and specific instructions and also lack of control and monitor from the teacher during the writing process hinder the students from getting the appropriate writing skill needed to fulfill their daily communication need, whereas the scope of teaching of English in the school is to develop competence in understanding and producing oral and written text in functional literacy level. So, that is why the teacher should use Graphic Organizer in the students' writing class, to solve the students' problem in writing.

Based on the explanation above, the researcher is interested in conducting pre-experimental research that entitled "The Use of Graphic Organizer Strategy in Improving the Students' Writing Skill"

B. Problem Statement

Based on the background above, the problem that will be discussed in this research are:

1. Does the use of Graphic Organizer strategy improve the students' writing skill in terms of content at the Tenth Grade student of SMA Muhammadiyah 1 Unismuh Makassar?"
2. Does the use of Graphic Organizer strategy improve the students' writing skill in terms of organization at the Tenth Grade student of SMA Muhammadiyah 1 Unismuh Makassar?"

C. Objective of the Research

Based on the problem statement above, the objective of the research are :

1. To know whether or not the use of Graphic Organizer strategy improve the students' writing skill in terms of content at the Tenth Grade student of SMA Muhammadiyah 1 Unismuh Makassar
2. To know whether or not the use of Graphic Organizer strategy improve the students' writing skill in terms of organization at the Tenth Grade student of SMA Muhammadiyah 1 Unismuh Makassar

D. Significance of the Research

The result of this research is expected to be useful information for the teachers and the learners of English especially for the lecturers/teachers and the students who are involved in writing class. It may also arise the students who have the ability to write, so that they can improve and accelerate their capacity in writing especially in writing recount text.

E. Scope of the research

This research is limited to the application of Graphic Organizer in improving students writing skill. It is applied to improve the students' ability in writing recount text that focus on the writing content in terms of unity and completeness, and organization in terms of coherence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Graphic Organizer is not the new strategy that the teachers use in teaching and learning activity. Graphic Organizer is already used especially in reading activity while in writing activities, there are some teachers who use this strategy, and it proven to be useful and practical in language teaching. That is why, the teacher and educators are still researching about Graphic Organizer in writing.

Majeed (2015) found that Graphic Organizer effective to use to improve students' writing ability and this study proved that the graphic organizers had significantly improved the students' writing ability and had positively impacted their attitudes towards this skill. These results suggest that graphic organizers can be an effective support in teaching writing of learners of English as a foreign language.

Borjalizadeh (2015) show that during the introduction to both kinds of graphic organizers, i.e. generic format and discourse structure, the students increased their writing skills. The students' writing skill improved after they were taught instruction on two kinds of graphic organizers. This could be because graphic organizers have been proven to help students increase comprehension. Writing test was administered prior to and at the end of the graphic organizer training showed an increase in the knowledge of most participants. This may be due to the fact that graphic organizers give the students a visual representation and

help enhance learning. Graphic organizers help develop, organize, and communicate ideas.

Brown (2011) also found that when using graphic organizer interventions and technology to organize ideas and thoughts during the pre-writing process student achievement increased in writing. Through instructional experience of teaching the writing process, the researcher had found that the pre-writing process was the most important stage of writing. Students, who struggled with the pre-writing process or hurried through it, produced an essay lacking cohesiveness and quality. Students with learning disabilities struggled with the pre-writing process most. It was also a stage they routinely spent the least amount of time on. Students received explicit instruction on the use of graphic organizers to organize thoughts and ideas, create outlines, transfer learned knowledge into an analysis, and write a cohesive essay. The result of this research proven that by using Graphic Organizer, students achievement in writing increased, and it is show that not only useful in reading, Graphic Organizer also useful in writing learning.

All of the research findings above are expected to be useful information to the researcher. There are some relationship among those researches and this research especially in skill and the methodology. In contrary, the differences are the sample, populations, and the instrument of the research. Based on the research findings above, the students need an interesting strategy in writing so the researcher wants to try one strategy namely Graphic Organizer in order to improve the students' writing skill especially recount text. This strategy is one of a good strategy because can help students in organize their idea and thought.

B. Some Pertinent Ideas

1. Theory of Writing

a. Definition of Writing

According to Byrne in Rahman (2012) writing is the act of forming graphic symbols, that is letter or combination of letters in which relate to the sounds when the writers make in speaking. In this sense, the symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences.

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities (Harmer, 2004). This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

Based on the definitions above, it can be concluded that writing learning can help the students to involvethinking, composing and teaching students in making the use of standard written forms. Besides, through writing, the students can inform others and tell what they feel.

b. The Component of Writing

Jacob in Saiful (2012) points out five main component of writing. They are content, organization, grammar, vocabulary and mechanics.

1) Content

In general, content is useful information that conveys a story presented in a contextually relevant manner with the goal of soliciting an emotion or engagement. Delivered live or asynchronously content can be expressed using a variety of formats including text, images, video, audio and/or presentations. In other hand, content is a compilation of information, ideas, and messages that are translated into some kind of written, visual, or audible format that has context for others to consume.

In writing, content is the information to warrant being a paragraph. The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. In making the content of writing should be clear for the readers. So, they can understand what the messages convey and gain information from it.

A Paragraph is generally between 4 and 12 lines in length. If a paragraph is shorter than this, it is usually not a developed idea. Look to see if it can be removed or put into another paragraph as a sub-point. If it is much longer than 12 lines, it will normally have more than a single idea. Besides, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

a) Unity

Paragraph unity is perhaps the most important characteristic for good paragraphs. A reader quickly loses direction and ends up frustrated when confronted with paragraphs having multiple aims. A unified paragraph leaves a reader feeling secure that the writer is in control of her argument and able to lead the reader toward a clear and satisfying conclusion.

Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A good controlling idea is a key to a strong paragraph, and the key to a good controlling idea is the author's sense of purpose. All too often developing writers start drafting their essays without a clear sense of what their paragraphs are there for—what each paragraph is supposed to be about and how it will support the essays.

A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.

Besides, the supporting sentence should relate to the topic sentence (Boardman, 2008). Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to

consider order as direction. Thus order chronological steps to express the idea the written form.

b) Completeness

Complete means everything is there, all in place. When you are talking about a paragraph, completeness means that having all your information there. According to oxford dictionary, completeness is the quality of being whole of perfect and having nothing missing. Completeness means a paragraph is well-developed. If all sentences clearly and adequately support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your essay, then the paragraph is incomplete.

In an essay, a complete paragraph consists of a topic sentence, at least three supporting details and a concluding sentence. The sentences that follow the topic sentence explain or support the ideas stated in the topic sentence so well that the idea is thoroughly understood by the reader. To determine whether a paragraph is complete, look at the topic sentence. By identifying the controlling ideas in the topic sentence, you can decide what the paragraph should be about.

While in a story, a complete paragraph usually deals with what happens in a particular place or at a specific time. So, that is why the completeness become one of the point to make a great

paragraph or essay, because when a paragraph is complete, the information will be clear and the reader will easily understand the information that submitted by the writer.

2) Organization

Organization is the structural framework for writing. Organization is important to effective writing because it provides readers with a framework to help them fulfill their expectations for the text. A well-organized piece of writing supports readers by making it easy for them to follow, while a poorly organized piece leads readers through a maze of confusion and confounded or unmet expectations.

For the writer, a well-organized outline of information serves as a blue print for action. It provides focus and direction as the writer composes the document, which helps to ensure that the stated purpose is fulfilled. For the reader, clear organization greatly enhances the ease with which one can understand and remember the information being presented. People seek out patterns to help make sense of information. When the reader is not able to find a pattern that makes sense, chaos and confusion abound. Effective communication, then, begins with a clearly organized set of ideas following a logical, consistent pattern. Thus, one of the most important decisions a writer makes concerns the pattern of organization that is used to structure and order information.

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should

present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order. The purpose of the organizing the material in writing involves coherence, order of impotence, and general of specific to general chronological order that happened from the beginning to the end.

a) Coherence

An important quality in any good text, especially essays, is coherence. Coherence is the “glue” of writing. Sentences within a paragraph need to be connected (or glued) to each other, as cars on a train are connected to each other (Sweeney, 2004). Coherence is the quality that makes your writing understandable to the reader. The coherence of a text means how well its parts, its words, sentences and paragraphs work together and contribute to the text as a whole.

Coherence means stick together. Writer makes paragraph coherence by connecting ideas to another one. A paragraph has coherence when the supporting sentences are ordered according to a principle (Boardman, 2008). The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing.

Coherence can be achieved in several ways. First, use the transition words. These words create bridges from one sentence to

the next. The transition words serve as indicators of the different relationships that need to be connected to be able to establish coherence in the paragraph. We can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact).

Second, be consistent in using verb tenses and point of view. Verb tenses should all be consistently present tense, or consistently past tense and point of view should write with the same person throughout the whole paragraph. These two ways should be applied, because it will make the paragraph work as a whole unit, with everything working together.

3) Language Use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific noun and strong verbs give a reader a mental image description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in use of verb and mistake in arrangement are very common. Mistake in written work and however, are much serious, and science we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun. So, that is why grammar plays important

roles in the writing, it governs utterances that we produce to be right and orderly. Therefore it also has great influence on the quality of writing.

4) Vocabulary

Vocabulary is one of language aspects dealing with the process of writing. The writer always thinks about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. It is happened because to express ideas, the writer always deals with vocabulary. The lack of vocabulary makes someone falls to compose what they are going to say, because he/she feels difficult to choose the writing and also to make readers easy to understand.

5) Mechanics

Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

From the five components of writing above the researcher only focused on content and organization, it is because of the subject of the research in the tenth grade of senior high school where they are still

beginner. Therefore, the researcher decided to focus on the two components only in order that the students are able to create their ideas on their writing paragraph and then how to organize it in a good paragraph.

c. Components of Writing Process

According to Oak (2016) writing is an art. It involves creative thinking and an effective use of words to express ideas. To compose a good essay or an article, you need to organize your thoughts, plan the structure of the write-up, and then express your ideas using the right words. There are some steps that make the components of the writing process. Those are:

1) Pre-Writing

This is the step that helps you find the right words for your expression. It involves a thorough research on the subject to write on and the gathering of all the information about it, from all the available sources (books or online). This is an important component of the process of writing, as it includes the gathering and organizing of information that would be going into your write-up. It may include talking to people or taking interviews in order to gather relevant information. It includes choosing a topic, becoming aware of the audience, brainstorming and/or discussing your idea, and organizing your thoughts and the information obtained. At this step, you create an

outline of your essay/article. In case of a story, prewriting will also involve sketching of its characters.

2) Drafting

After the information is gathered and once your thoughts are organized, the next step is to make a systematic draft of the same. It requires you to organize the gathered information in a systematic manner, such that one idea is discussed per paragraph or similar ideas are given under the same section of the write-up. If you are writing a story, the incidents have to be mentioned in the right order and in such a way that the story gets a flow. The organizing of information when writing, requires the use of logic. The draft should be such that the message you want to give to the readers is conveyed in an effective way. So that the draft is comprehensive, you may need to include different perspectives of the subject you are handling and ensure that all its aspects are properly covered.

3) Revising

The next important component of the process of writing is revising the draft. It is the phase in which you need to correct the errors in the draft and also think of ways to improve your writing. You may like to revise the way you have conveyed certain ideas or the words you have chosen to say a certain thing. You may wish to revise your style of writing or the manner in which the information has been laid out. It might include rearranging content, replacing certain parts

of the write-up, adding or removing of content, etc. For revising, you may choose to involve responses from peers or evaluate the write-up yourself. Revising is an important constituent of writing as it requires you to give another thought to your own writing and change it as and where needed. This is the step in which you decide on the approach to take and the views or opinions to express.

4) Editing

The process of editing is another important component of writing. When you are satisfied with your essay/article, you can take it through the process of editing. It is the opportunity to get your writing look at from a totally different perspective and change or improve it if needed. This is the step at which the write-up gets its finishing touches. In editing, your writing will be scrutinized for errors in grammar, spelling, punctuations, formatting, and use of language. Mistakes, if any, can be corrected at the editing stage, before the write-up is published.

5) Publishing

When your writing is published, it becomes open to reader feedback. Depending on the quality of your written work, you may be appreciated or criticized by the readers. Getting the work published is the goal of a writer and also the final step in the process of writing. Publishing of the work gives you the opportunity to connect with your

readers and receive their feedback. Their response determines the popularity of your work and helps you improve for the better.

From explanation above we know that in writing, the writer should do some step in writing process. This step can help the writer to build their writing, because this step start from when the writer gather the information, make an outline until when they publish their writing. so that is why the why this step is very useful for the writer.

2. Recount Text

Recount text is one of the kinds of text that learned in the school. Basically, the students write recount text to tell their experience that ever happened to the other. Here the detailed explanations of recount text:

a. Definition of Recount Text

According to Knapp in Saragih (2014) recount text is written out to make a report about an experience of a series related event. The aim of the text is retell the past event or to tell someone's experience in chronological order. So, recount text is text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other.

Recount text is similar with narrative text. Both are telling something in the past. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict

or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

Based on the definitions above, it can be inferred that recount is a text which tell what had happened or tell an incident in the past in chronological order to inform or entertain the readers.

b. Constructing in Written Recount Text

Boardman in Saragih (2014) stated that the steps for constructing of written recount text are:

- 1) The First paragraph that give background information about who, what, where and when. It is called on orientation.
- 2) A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- 3) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- 4) A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

c. Language Features of Recount Text

Boardman in Saragih (2014) states that the language features usually found in a recount text are:

- 1) Use of nouns and pronouns to identify people, animals or things involved.

- 2) Use of past action verbs to refer the events.
- 3) Use of past tense to located events in relation to speaker`s or researcher`s time.
- 4) Use conjunctions and time connectives to sequence the event.
- 5) Use of adverb and adverbial phrases to indicate place and time.
- 6) Use of adjectives to describe nouns.

3. Graphic Organizer

If we are talking about graphic, it means a diagram, charts, etc. While, for organization is about a structural framework for writing. So, graphic organizer is a tools or diagram that helps to organize information or ideas. Here the detailed information of graphic organizer:

a. Definition of Graphic Organizer

According to Bishop, et al (2015) Graphic Organizers are a type of planning tool that used by novice writers to help them organize their thoughts and structure their essays correctly. Graphic organizers or concept maps help students sort, simplify, show relationships, make meaning, and manage data quickly and easily (Crawford&Carnine in Link 2008).

In other hand, Bromley, DeVitis&ModloinMahmudah (2015) state that Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. The main function is to help present information in concise ways that highlight the organization and

relationships of concepts. From this statement we can conclude that a graphic organizer, referred to as a concept organizer, a map, or a web, has been defined as a visual representation of knowledge. It is a way of structuring information, or arranging important aspects of a concept or topic into a pattern using labels. The use of modified graphic organizers can arouse motivation and attract student's attention in writing class. They also can be used as tools to plan writing projects. Through graphic organizers, the students can explore their imagination and explore their creativity in writing. Next, they also can be used to help students in developing and organizing the ideas.

Besides, Graphic organizers are defined by Bishop in Majeed (2015) as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose (Hall &Strangman, 2002).

Based on the explanation above, it can be explained that Graphic Organizer can help the students to solve their problem in writing. By using Graphic Organizer, the students will be easier to organize their ideas and thought into the writing form.

b. Types of Graphic Organizers

There are many variations and possible combinations of graphic organizers used in the teaching and learning process. Baxendell (2003) propose four most common graphic organizers that are used in language

teaching. They are cause and- effect diagrams, sequence chart, main idea and detail charts, and compare and contrast diagrams.

1) Cause-and-effect diagrams

A cause-and-effect diagram highlights the direct relationship between different events or concept. It can be used to visualize a major event that has multiple causes-and-effects. Majeed (2015) says that cause-and-effect diagram is widely used to assist students identify the major causes of certain events and their effects on surrounding atmosphere. Delrose (2011) suggests that cause-and-effect diagram assists students in visualizing the relationship between a single cause and a single effect, or the focus can be on a single main event and its primary causes and effects. This format allows students to organize thought before writing by displaying abstract relationships in a graphic representation where the relationships are clearly displayed. Baxendell (2003) states that cause-and-effect graphic organizer is one of the most common and beneficial instructional tools in their classroom. This format comes in various types, for example: problem-solution map, sequential episodic map, etc.

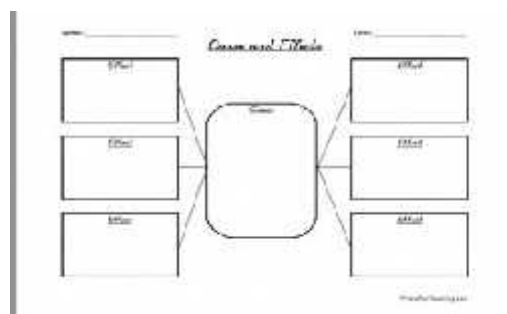


Figure 2.1. Cause and Effect Graphic Organizer

2) Sequence chain

Sequence chain are used to illustrate a series of events. Delrose (2011) says that the chart flow in one direction, either right to left or top to bottom, and are often connected by arrows and numbered boxes to ensure clear understanding of the relationships of the sequence of events. This is quite useful in helping students organize information or events according to the stages or steps of their occurrence. Baxendell (2003) uses sequence chart in writing to organize “how to” paragraphs or short stories, and in social studies to create timelines. Moreover, he also uses this chart in pre- and post-field trip activities. This chart is useful in telling a series of event such as in recount text. Sequence chart come in various types such as series of event chain, flowchart, story map, timeline, etc.

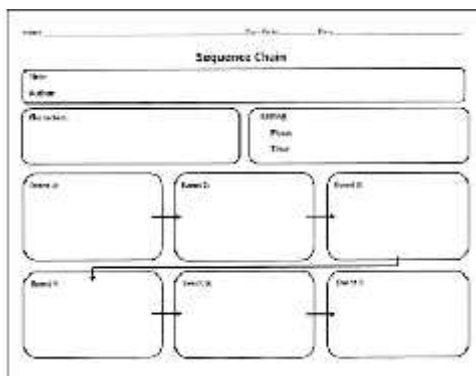


Figure 2.2 Sequence Chain of Events Graphic Organizer

3) Main idea and detail chart

The main idea and detail chart helps to generate main idea and supporting details of the topic. Baxendell (2003) proposes that a main idea and detail graphic organizer is beneficial tool to use in all

subjects areas to help students with this vital academic skill. Once main idea has been established, students then provide supporting details which highlight the main idea's importance. According to Miller (2011), this chart generally has one circle in the center with smaller circles branching off it with connecting lines or arrows. The middle circle is designed to hold the main idea, while the branches are intended to hold the details about the main idea. Ellis & Howard in Delrose (2011), describe the main idea and detail chart help to extract the main ideas and supporting details from extraneous information, allowing the focus to remain on relevant information. This format comes in many varieties such as cluster diagram, sketch, character map, spider diagram.



Figure 2.3 Main Idea Graphic Organizer

4) Compare and contrast diagram

Compare and contrast diagram help students to visualize similarities and differences across main idea. A compare and contrast diagram can be any diagram, chart, or outlined figure that asks the

writer to compare two different topics by finding what they have in common, and what differences they own (Miller, 2011). Compare and contrast diagram is widely used to assist students compare and contrast concept according to their main features or quality (Hall &Strangman, 2002). The examples of this diagram format are Venn diagram, compare and contrast matrix, comparative and contrastive map, etc.

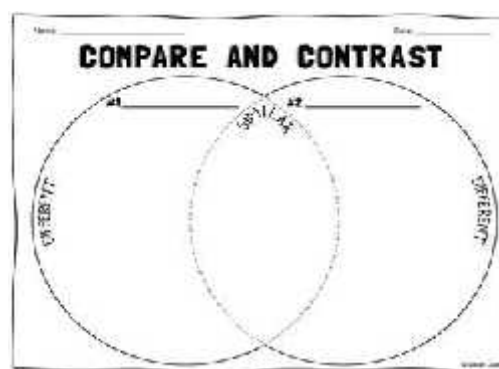


Figure 2.4 Compare and Contrast Graphic Organizer

Among those types of graphic organizer, one of them will be considered as a model to enhance the students writing skill of recount text. The researcher will chose the sequence chain graphic organizer because it is appropriate to apply in recount text which deals with some events.

c. Reasons for Using Graphic Organizers

There are three compelling reasons why you should use graphic organizers, those are:

1) Content easier to understand and learn.

Students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less “fuzzy” and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information.

2) Reduced information processing demands

Because of the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding.

3) Students become more strategic learners

Students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

d. Benefits of Graphic Organizers for Writing

Graphic organizers are very useful in helping the students to finish their writing project. There are some benefits that the students get when using graphic organizers in the writing process.

1) Graphic organizers help to generate ideas

When students are in charge of organizing information, they do not only develop skills in establishing relationships between concepts but are also giving brains a stretch. When exposed to different types of graphic organizers, they devise ways to attack the demands of the task at hand. As they deepen understanding of concepts, lessons are internalized, making it a part of schema. As ideas are visually represented, brainstorming is made easier. So, graphic organizers can help students brainstorm their ideas. Lancaster (2013) states that it can be used to encourage students to plan and brainstorm their topic before beginning to write. The students will have a clear sense of direction when they are writing if they are using graphic organizers in pre-writing stages.

2) Graphic organizers help to organize ideas / information

Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information. Graphic organizers are useful for students who have difficulty organizing information. It is useful because it provides a visual representation of key details and ideas of the text that will be written (Baxendell, 2003). So, it makes the students easy to write their idea or thought and organize it into the good write.

3) Graphic organizers promote creativity

Graphic organizers help students focus on what is important (Bromley, DeVitis and Modlo, 1999) because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking. So, indirectly organizer as tools that can help students become creative and analytical thinkers. Baxendell (2003) suggest that the success of the students in learning will be obtained if graphic organizers presented in a creative ways. So it is very necessary for teachers to introduce graphic organizer in an interesting way and use various forms of graphic organizer based on the type of text that being studied.

e. The Implementation of Graphic Organizer

Baxendell (2003) has established the following three principles in order to guide the effective use of graphic organizers in the classroom, which are referred to as the "three Cs".

1) Consistent

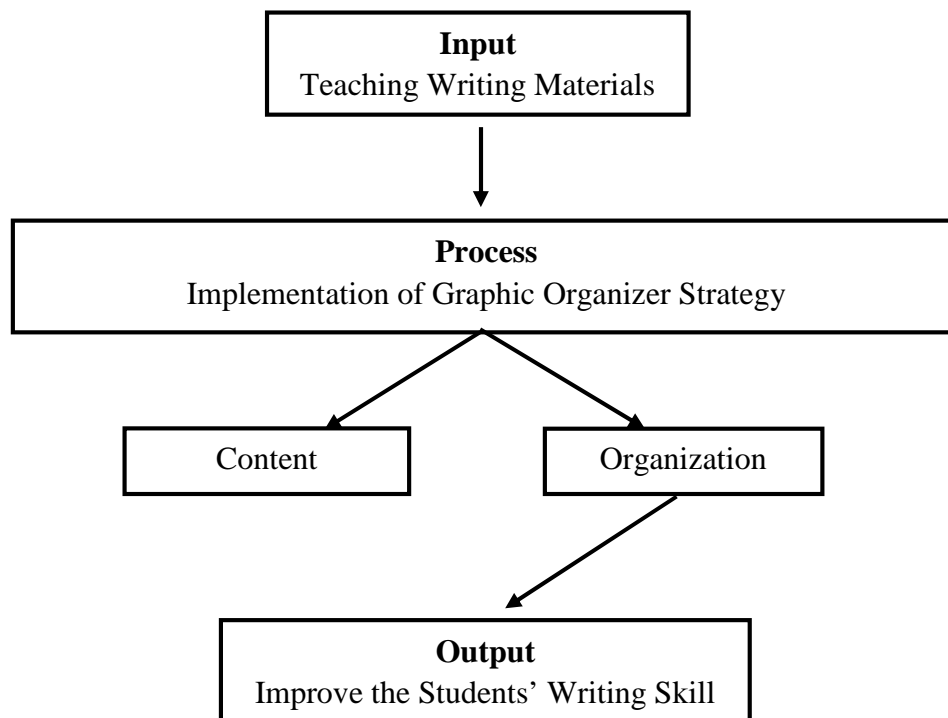
- a) Create a standard set of graphic organizers
- b) Establish a routine for implementing them in a classroom

2) Coherent

- a) Provide clear labels for the relationship between concepts in graphic organizers
- b) Limit the number of ideas covered
- c) Minimize distractions

3) Creative

- a) Use during all stages of lesson design
- b) Incorporate during homework and test review
- c) Add illustrations
- d) Implement with cooperative groups and pairs

C. Theoretical Framework**Figure 2.5** Conceptual Framework

Based on the conceptual framework above, for input the researcher will teach the writing material namely recount text. Recount text is a text that will tell to the reader about the event / something that happened in the past. To help students in making a text which focused on content and organization assessment,

the researcher will use Graphic Organizer in teaching and learning process. Graphic organizer will help students in organize their idea. So it will improve the students' writing skill.

D. Hypothesis

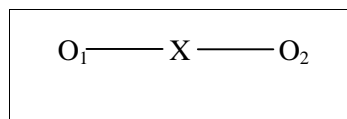
The hypothesis in this research is follows:

1. Null hypothesis (H_0) there is no significant difference between the result of pre-test and post-test.
2. Alternative hypothesis (H_1) there is a significant difference between the result of pre-test and post-test.

CHAPTER III
RESEARCH METHOD

A. The Design of The Research

This research employed the Pre-experimental design with one group pre-test and post-test. This design involved one group as pre-test (O_1), exposed to treatment (X), and post-test (O_2).



Where: O_1 is pre-test

X is treatment

O_2 is post-test

(Emzir, 2015)

This design involved a group which did the pre-test, got treatment and doing the post-test. It aimed to know whether Graphic Organizer could improve the students' writing skill.

1. Pre-Test

Before doing the treatment, the students were given a pre-test. The students were asked to write down their personal recount text. This test was applied to know their prior knowledge.

2. Treatment

The teacher applied Graphic Organizer to improve students' ability in writing recount text in four meetings. The steps are as follow:

- a. The researcher prepared one graphic organizer and explain its function to the students
- b. The students were asked to make a peer. It can be their seatmate.
- c. The researcher gave explanation about general description of recount text.
- d. The researcher explained how to make recount text by using graphic organizer.
- e. The researcher gave one theme then students were asked fill the blank of graphic organizer sheet to gather and express their idea.
- f. The researcher explained how to organize their idea into the good paragraph.
- g. After the students understand, they were asked to write their own experience by using graphic organizer before make a paragraph.

3. Post-Test

After doing the entire treatment, the last step was post-test which was given to the students. The students were asked to write a personal recount. This test was applied to know students' improvement after getting the treatment through Graphic Organizer strategy.

B. Research Variables and Indicators

There were two variables that involves in this research, those were independent variable and dependent variable. Independent variable was the implementation of using Graphic Organizer that used by researcher in teaching

material. While dependent variable was the students' writing skill both in content and organization.

The indicators of dependent variable are:

1. Indicators of the content were unity and completeness.
2. Indicators of the organization was coherence

C. Research Subject

1. Population

The population of this research was the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar in 2017-2018 academic years. The total number of population was 45 students.

2. Sample

The researcher used cluster sampling in deciding the sample. Based on the data, researcher had two classes to be examined, such as X IPA and X IPS. After doing a lottery, X IPA came out as the result and be the sample of this research. The sample was 20 students of X IPA which consisted of 7 girls and 13 boys. Most of the sample was 15 – 16 years old.

D. Instrument of the Research

In collecting data, the researcher used essay writing test. This instrument was used to find out the result of student's achievement in their writing skill. The test consisted of pre-test and post-test. In giving score to the students' writing ability, the components that the researcher used are as follows:

1. Content

a. Unity

Table. 3.1 Criteria score of unity

Score	Criteria
90 – 100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing
80 – 89	Some transition of ideas evidence
70 – 79	There are few transitional markers or repetitive transitional markers
60 – 69	No transitional markers
50 – 59	No evidence of concepts

b. Completeness

Table. 3.2 Criteria score of completeness

Score	Criteria
90 – 100	Shows a clear understanding of writing, topic and main idea
80 – 89	Shows a good understanding of writing, topic and main idea development
70 – 79	Shows some understanding or writing, topic and main idea, less development
60 – 69	Shows a little evidence of discourse understanding
50 – 59	No evidence of concept of writing

2. Organization

a. Coherence

Table. 3.3 Criteria score of coherence

Score	Criteria
90 – 100	Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80 – 89	Events are organized logically, but some part of the sample may not be fully developed and rarely grammar

70 – 79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable
60 – 69	Sample is compared if only a few disjointed sentence
50 – 59	No complete sentence or writing

(Jacob in Anas 2017)

E. Procedure of Collecting Data

In collecting data researcher used some procedures as follow:

1. The students were given a pre-test on writing. In this activity, all of students were given writing test. The students wrote their personal experience. The test was about recount text.
2. The students were treated by using Graphic Organizer on writing about four meetings.
3. After the treatment, the students were given a post-test. The researcher measured their ability in writing recount text and proceeded to account for difference between pre-test and post-test scores by reference to the effects of the treatment

F. Techniques of Data Analysis

The data collected was analyzed through the following steps as follows:

1. To calculate the scores, the researcher used the following simple formula:

$$\text{A Student's Score} = \frac{E}{m} \times \frac{100}{s}$$

(Debdikbud in Suardi 2011)

2. In calculating the mean score of the students' writing test, the researcher used the following formula:

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

Where: \bar{X} = Mean

$\sum X$ = The sum of all score

N = The total number of the student

(Gay in Saiful, 2012)

3. The following formula was used to find out the improvement of the students' score in pre-test and post-test

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = Improvement

X_2 = The mean score of post-test

X_1 = The mean score of pre-test

(Gay in Hijrah, 2015)

4. This technique was used to find out the significant difference between pre-test and post-test of the students' ability improvement in writing recount text.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t = Test of significance

\bar{D} = The mean score

$\sum D$ = The sum of total score of difference

$\sum D^2$ = The square of the sum score of difference

N = The total number of students

(Gay in Hijrah, 2015)

5. To calculate the percentage of the students' achievement, the formula this was used as follows:

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

Where: P = Percentage

F = Frequency

N = The Total Number of Students

(Gay in Hijrah, 2015)

6. From the basic standard above the researcher used the standard score for the total value of the students' writing by calculating the standard score given, as follows:

Table 3.4 Standard Score for Total Value

Score Level	
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
46 – 55	Poor
0 – 45	Very Poor

(Dekdikbud in Syaipullah 2016)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data of this research was collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The Students' Mean Score in Writing Recount text

In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before. The result of students' ability to write recount text was presented in the table below:

Table 4.1 The Mean Score of Students' Writing Recount Text

Variable	Pre-test	Post-test	Improvement
Content	67.1	90.6	35.02%
Organization	68.7	93.4	35.95%
Writing Recount Text	67.7	91.5	35.1%

The table shows the students' ability in writing recount text as the result of calculating the students' writing pre-test and post-test in terms of content and organization by using Graphic Organizer. The students' writing score in pre-test (67.7) is lower than the post-test (91.5). It means that the mean score of the students' post-test is higher than the mean score of students' pre-test. It shows that teaching recount text by using Graphic Organizer is effective for the students.

2. The Rate Percentage of the Students' Writing Score

This part presented the result of the students' writing achievement, such as content and organization. The students' score of pre-test and post-test was classified into some criteria and percentage as followed:

Table 4.2 The Frequency of Students' Pre-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	0	0%	0	0%
2.	Very Good	86 – 95	0	0%	0	0%
3.	Good	76 – 85	0	0%	0	0%
4.	Fairly Good	66 – 75	16	80%	18	90%
5.	Fair	56 – 65	4	20%	2	10%
6.	Poor	46 – 55	0	0%	0	0%
7.	Very Poor	0 – 45	0	0%	0	0%
Total			20	100%	20	100%

Based on the table above, it shows that in content only 4 (20%) student are classified as fair, and there are 16 (80%) students are classified as fairly good. While in organization only 2 (10%) student are classified as fair, and 18 (90%) students are classified as fairly good.

Table 4.3 The Frequency of Students' Post-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	1	5%	10	50%
2.	Very Good	86 – 95	17	85%	9	45%
3.	Good	76 – 85	2	10%	1	5%
4.	Fairly Good	66 – 75	0	0%	0	0%
5.	Fair	56 – 65	0	0%	0	0%
6.	Poor	46 – 55	0	0%	0	0%
7.	Very Poor	0 – 45	0	0%	0	0%
Total			20	100%	20	100%

The table above shows the students' score of post-test in content and organization. The students' score in content, there are 2 (10%) students are classified as good, 17 (85%) students are classified as very good, then only 1 (5%) student is classified as excellent. While in organization 1 (5%) student is classified as good, 9 (45%) students are classified as very good, then 10 (50%) students are classified as excellent.

The researcher concluded that the students' rate percentage in post-test were higher than in pre-test. It proved after applying the Graphic Organizer strategy in writing recount text, the students' percentage was getting improved. It meant that teaching writing recount text by Graphic Organizer strategy was effective to improve students' writing ability.

3. The Improvement of Students' Writing in Content

The improvement of students' ability to write content of the topic was presented in the table below:

Table 4.4 The Improvement of Students' Writing in Content

Indicator	Pre-test	Post-test	Improvement
Unity	68.5	91.2	33.1%
Completeness	65.6	90	37.2%
Content	67.1	90.6	35.02%

The table shows the students' improvement in content (unity and completeness) score as the result of calculating of students' pre-test and post-test. As shown on the table above, the students' improvement in content (unity) is 33.1% from the mean score 68.5 in pre-test to be 91.2 in post-test. The table also shows that the students' improvement in

completeness is 37.2% from 65.6 in pre-test to be 90 in post-test. In other words, the students' pre-test score in unity and completeness is lower than the students' post-test score. It means that, there is an improvement of students' writing in content that is 35.02% from the mean score 67.1 in pre-test to be 90.6 in post-test. Therefore, it could be concluded that Graphic Organizer strategy improve the students' writing in content.

4. The Improvement of Students' Writing in Organization

The result of the students' ability to write organization of the topic that presented in the table below:

Table 4.5The Improvement of Students' Writing in Organization

Indicator	Pre-test	Post-test	Improvement
Coherence	68.7	93.4	35.95%

The table above shows the students' improvement in organization that is coherence. As shown on the table, the students' improvement in coherence is 35.95% from the mean score 68.7 in pre-test improves to be 93.4 in post-test is. It can be concluded that the use of Graphic Organizer strategy could improve the students' writing in organization in term coherence.

5. The Significance of Students' Ability in Writing Recount Text

The result of the data analysis of t-test of the students' ability in writing recount text was shown in the table below:

Table 4.6T-test of Students' Ability in Writing Recount Text

Variable	t-test	t-table	Comparison	Classification
Writing Recount Text	23.43	2.093	T-test t-table	Significantly Different

The table shows that the value of t-test is bigger than the value of t-table ($23.43 > 2.093$). It indicates that there is a significant difference between the results of the students' ability in writing recount text after treatment.

6. Hypothesis Testing

The result of statistical analysis at the level significance 0.05 with degree of freedom ($df = n-1$, where $df = 20-1$ so, $df = 19$) indicated that there was a significantly different between the mean score of pre-test and post-test. The mean score of the pre-test was 67.7 while the post-test was 90.3. Furthermore, the t-test value is higher than t-table value ($23.43 > 2.093$). It meant that there was a significant difference between the students' writing skill before and after giving the treatment

It could be concluded that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. In other words, the used of Graphic Organizer strategy stimulated the students' to write a text in English.

B. Discussion

In this part, the discussion covering the interpretation of finding derived from the result of findings is based on the problem statement, they are : 1) Does the use of Graphic Organizer improve the students' writing skill in terms of content at the Tenth Grade student of SMA Muhammadiyah 1 Unismuh Makassar? 2) Does the use of Graphic Organizer improve the students' writing skill in terms of organization at the Tenth Grade student of SMA Muhammadiyah 1 Unismuh Makassar?"

1. The Use of Graphic Organizer Strategy in Writing in Term of Content

In term of content, the students writing skill improved because based on the previous chapter, graphic organizer have some benefits in writing activities. One of them was graphic organizer help to generate ideas. By using graphic organizer, the students will be easy to plan and brainstorm their topic before beginning to write and with the a lot of ideas that have been collected will make the content of a text better. Beside, graphic organizer also made the content easier to understand and learn.

As explained in the previous finding section, it showed that the use of graphic organizer could improve the students' writing skill. It was supported by the students' score of pre-test and post-test. The students' score after implemented the students' writing ability through Graphic Organizer was better than before the treatment given to the students.

The result showed that the students' mean score of the unity features as indicators of content in pre-test was 68.5, while in the post-test was 91.2. There was improvement of students' writing in that indicators from pre-test to post-test that was 33.1%. The findings also showed that the students' improvement in completeness as indicators of content was 37.2% from the students' mean score 65.6 in pre-test to be 90 in post-test.

This research had line with Brown (2011) that Graphic Organizer could improve the students' writing achievement. The result showed that Graphic Organizer help students in generate their idea during pre-writing. Where, pre-writing process was the most important stage of writing.

In this research, after used Graphic Organizer, the students who were initially confused in collecting ideas because they did not know what to write became easy in collecting their idea by filling out the Graphic Organizer sheet based on the topics given. It made the text that would be produced more complete with many ideas.

Beside, based on the finding the students' score percentage in writing in before used Graphic Organizer strategy showed that the students' ability in writing in term of content were low. It was showed that the students' pre-test was classified as fairly good because mostly students got fairly good. While in post-test, the students' score were classified as very good because mostly the students got that score. In addition, the mean score of content in pre-test was 67, while in post-test was 90.6. So the result could be concluded that there was a significant improvement in the students' achievement after doing the treatment by using Graphic Organizer strategy.

2. The Use of Graphic Organizer Strategy in Writing in Term of Organization

The implementation of graphic organizer in writing could improve the students' writing skill, especially in organize the writing. The result showed that in organization (coherence), the students' pre-test was classified as fairly good because mostly the students got that score. While in post-test, the students' score was classified as excellent because mostly the students got excellent. So, it could be concluded that there was a significant improvement in students' achievement after doing the treatment by using Graphic Organizer strategy.

In treatment, at the first meeting the researcher found that there were most of the students got the problem in writing, because they did not have idea about their writing, how to organize their idea become the good writing form. The second meeting until the last they paid attention to explanation that given by the researcher in each meeting and also they tried to write based on the instruction that the researcher served. The researcher applied Graphic Organizer strategy in the classroom to help students in gather their thoughts, organize their ideas into a coherent writing. After gave treatment by Graphic Organizer strategy, the students writing was improved.

This research had a line with Majeed (2015) that Graphic Organizer effective to use to improve students' writing ability. The results showed that graphic organizer gave the significant improve in the students' skill in writing a text and had positive impact on students writing interest. Beside, graphic organizer made students organize their thought and idea easily, because Graphic Organizer helped the students how to start their writing and organized ideas into a good writing. In this research, Graphic Organizer made writing process relatively easy to do because Graphic Organizer guide the students wrote their text based on grammatical of recount text, those were orientation, events and re-orientation. So, the text written by the student was easier to understand because the text was well organized.

In addition, from the pre-test, the mean score of organization was 68.7, while from the post-test, the mean score was 93.4. It showed that organization achieved better improvement after the implementation of Graphic

Organizer that was 35.95%. It can be concluded that Graphic Organizer also improved students' writing in terms of organization because the aim of Graphic Organizer helped students in organize their idea.

3. Hypothesis Testing

After calculating and comparing the t-test value and t-table value, it was found that t-test value was higher than t-table value. In other words, $t_{\text{test}} = 23.43$ and $t_{\text{table}} = 2.093$ ($23.43 > 2.093$). It indicated that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted.

Based on the result of the t-test, the researcher found that there was a significant difference between students' writing skill before and after teaching and learning processed by using Graphic Organizer strategy. It was because the students learned and practiced their writing through Graphic Organizer strategy in the classroom that could help them to gather and organize their idea into the writing form. Based on the data, it can be concluded that, using Graphic Organizer strategy at the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar was improved the students' writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter. The researcher puts forward the following conclusion and suggestion.

A. Conclusion

Based on the result of the data analysis, research findings and discussion in the previous chapter, the researcher came to the following conclusions according to the research problem.

1. The use of Graphic Organizer strategy effective to improve students' writing skill in term of content. This strategy was very useful in English language teaching and learning especially in English pre-writing process to improve students' recount text. It was proved by the students' improvement from the students' mean score in pre-test (67.1) to post-test (90.6) that was 35.02 %. It happened because in term of content, GraphicOrganizerled the students to enrich their ideas, so they could write many ideas in their writing. Beside, graphic organizer also helpsthe students in generate their ideas before they started to write.
2. Graphic Organizer strategy also effective to improve students' writing in term of organization. It was proved by the students' mean score of pre-test was 68.7, while in post-test was 93 with the percentage of improvement was 35.95%. This strategy was effective to use because in term of organization, graphic organizer helped the students in organize their ideas, especially into

recount text based on the grammatical of the recount text (orientation, events and re-orientation). Therefore, the organization of their text could be in well-organized.

B. Suggestion

Based on the research findings, the researcher addresses the following suggestion :

1. Teacher

It is suggested that the English teacher should use various techniques and choosing the good technique that could make students interested so they are more motivated to learn. Besides, it is suggested to use Graphic Organizer as effective strategy in improving students' writing skill.

2. Student

The students are expected to increase their intensity in learning writing using Graphic Organizer strategy as a way to improve writing skill and also do not think writing is a difficult activity. Besides, the students should pay attention with all the material given by the teacher.

3. Further Researcher

It is expected that in the future this research can be used as a source of data for further research and also hope that further research will be conducted based on the other factors, different variables, more number of samples, different places, and more precise designs.

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APPENDIX A

Students' Mean Score of Pre-test (X_1)

Code of Students	Unity	Completeness	Coherence	Total Score	Score of Writing (U+Comp+Coh)*
N1	68	66	72	206	68.7
N2	72	70	70	212	70.7
N3	66	62	70	198	66
N4	68	62	72	202	67.3
N5	70	62	66	198	66
N6	70	62	72	204	68
N7	70	62	68	200	66.7
N8	68	68	70	206	68.7
N9	70	66	70	206	68.7
N10	59	59	66	184	61.3
N11	68	60	66	194	64.7
N12	72	70	58	200	66.7
N13	68	72	75	215	71.7
N14	70	68	68	206	68.7
N15	68	66	70	204	68
N16	68	68	70	206	68.7
N17	68	68	70	206	68.7
N18	70	68	70	208	69.3
N19	72	66	70	208	69.3
N20	66	68	62	196	65.3
Total Score	1371	1313	1375	4059	1353.2
Mean score	68.5	65.6	68.7		67.7

*Note :

U = Unity

Com = Completeness

Coh = Coherence

Students' Mean Score of Post-test (X₂)

Code of Students	Unity	Completeness	Coherence	Total Score	Score of Writing (U+Comp+Coh)*
N1	92	90	96	278	92.7
N2	95	95	98	288	96
N3	90	90	94	274	91.3
N4	92	98	98	288	96
N5	92	90	96	278	92.7
N6	90	90	94	274	91.3
N7	92	96	92	280	93.3
N8	96	96	98	290	96.7
N9	92	92	96	280	93.3
N10	95	95	98	288	96
N11	78	76	78	232	77.3
N12	89	85	89	263	87.7
N13	95	95	98	288	96
N14	90	86	89	265	88.3
N15	92	98	98	288	96
N16	90	86	89	265	88.3
N17	92	88	94	274	91.3
N18	90	88	96	274	91.3
N19	92	86	89	267	89
N20	90	80	88	258	86
Total Score	1824	1800	1868	5492	1830.5
Mean score	91.2	90	93.4		91.5

***Note :**

U = Unity

Com = Completeness

Coh = Coherence

DATA ANALYSIS

1. Analysis of students' writing skill

a. Mean score of pre-test

$$\begin{aligned}\bar{X} &= \frac{1}{2} \cdot 2 \quad \bar{X} = \frac{1}{2} \cdot 5 \\ &= 67.7\end{aligned}$$

b. Mean score of post-test

$$\begin{aligned}\bar{X} &= \frac{\sum X_1}{N} \quad \bar{X} = \frac{\sum X_2}{N} \\ &= 91.5\end{aligned}$$

c. Percentage of the students' improvement in pre-test and post-test

$$\begin{aligned}P(\%) &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{9.5 - 6.7}{6.7} \times 100 \\ &= \frac{2}{6.7} \\ &= 35.1 \%\end{aligned}$$

2. Analysis of Unity

a. Mean score of pre-test

$$\begin{aligned}\bar{X} &= \frac{1}{2} \quad \bar{X} = \frac{1}{2} \\ &= 68.5\end{aligned}$$

b. Mean score of post-test

$$\begin{aligned}\bar{X} &= \frac{\sum X_1}{N} \quad \bar{X} = \frac{\sum X_2}{N} \\ &= 91.2\end{aligned}$$

c. Percentage of the students' improvement in pre-test and post-test

$$\begin{aligned}P(\%) &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{9.2 - 6.5}{6.5} \times 100 \\ &= \frac{2}{6.5}\end{aligned}$$

= 33.1 %

3. Analysis of Completeness

a. Mean score of pre-test

$$\bar{X} = \frac{1}{2} \quad \bar{X} = \frac{1}{2}$$

= 65.6

b. Mean score of post-test

$$\bar{X} = \frac{\sum X_1}{N} \quad \bar{X} = \frac{\sum X_2}{N}$$

= 90

c. Percentage of the students' improvement in pre-test and post-test

$$\begin{aligned} P(\%) &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{9 - 6.6}{6.6} \times 100 \\ &= \frac{2}{6.6} \end{aligned}$$

= 37.2 %

4. Analysis of Content

a. Mean score of pre-test

$$\bar{X} = \frac{1}{2} \quad \bar{X} = \frac{1}{2}$$

= 67.1

b. Mean score of post-test

$$\bar{X} = \frac{\sum X_1}{N} \quad \bar{X} = \frac{\sum X_2}{N}$$

= 90.6

c. Percentage of the students' improvement in pre-test and post-test

$$\begin{aligned} P(\%) &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{9 - 6.1}{6.1} \times 100 \\ &= \frac{2}{6.1} \end{aligned}$$

= 35.02 %

5. Analysis of Coherence (Organization)

a. Mean score of pre-test

$$\bar{X} = \frac{1}{2} \quad \bar{X} = \frac{1}{2}$$

$$= 68.7$$

b. Mean score of post-test

$$\bar{X} = \frac{\sum X_1}{N} \quad \bar{X} = \frac{\sum X_2}{N}$$

$$= 93.4$$

c. Percentage of the students' improvement in pre-test and post-test

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{9.4 - 6.7}{6.7} \times 100$$

$$= \frac{2}{6.7}$$

$$= 35.95 \%$$

APPENDIX B**Classification of students' score in pre-test**

Code of students	Content	Classification	Organization	Classification
N1	67	Fairly Good	72	Fairly Good
N2	71	Fairly Good	70	Fairly Good
N3	64	Fair	70	Fairly Good
N4	65	Fair	72	Fairly Good
N5	66	Fairly Good	66	Fairly Good
N6	66	Fairly Good	72	Fairly Good
N7	66	Fairly Good	68	Fairly Good
N8	68	Fairly Good	70	Fairly Good
N9	68	Fairly Good	70	Fairly Good
N10	59	Fair	66	Fairly Good
N11	64	Fair	66	Fairly Good
N12	71	Fairly Good	58	Fair
N13	70	Fairly Good	75	Fairly Good
N14	69	Fairly Good	68	Fairly Good
N15	67	Fairly Good	70	Fairly Good
N16	68	Fairly Good	70	Fairly Good
N17	68	Fairly Good	70	Fairly Good
N18	69	Fairly Good	70	Fairly Good
N19	69	Fairly Good	70	Fairly Good
N20	67	Fairly Good	62	Fair

Classification of students' score in post-test

Code of students	Content	Classification	Organization	Classification
N1	91	Very Good	96	Excellent
N2	95	Very Good	98	Excellent
N3	90	Very Good	94	Very Good
N4	95	Very Good	98	Excellent
N5	91	Very Good	96	Excellent
N6	90	Very Good	94	Very Good
N7	94	Very Good	92	Very Good
N8	96	Excellent	98	Excellent
N9	92	Very Good	96	Excellent
N10	95	Very Good	98	Excellent
N11	77	Good	78	Good
N12	87	Very Good	89	Very Good
N13	95	Very Good	98	Excellent
N14	88	Very Good	89	Very Good
N15	95	Very Good	98	Excellent
N16	88	Very Good	89	Very Good
N17	90	Very Good	94	Very Good
N18	89	Very Good	96	Excellent
N19	89	Very Good	89	Very Good
N20	85	Good	88	Very Good

APPENDIX C

The Students' Score of Pre-Test and Post-Test

Code of Students	Pre-test (X_1)	Post-test (X_2)	Gain ($X_2 - X_1$)	D^2
N1	68,7	92,7	24	576
N2	70,7	96	25,3	640,1
N3	66	91,3	25,3	640,1
N4	67,3	96	28,7	823,7
N5	66	92,7	26,7	712,9
N6	68	91,3	23,3	542,9
N7	66,7	93,3	26,6	707,6
N8	68,7	96,7	28	784
N9	68,7	93,3	24,6	605,2
N10	61,3	96	34,7	1204,1
N11	64,7	77,3	12,6	158,8
N12	66,7	87,7	21	441
N13	71,7	96	24,3	590,5
N14	68,7	88,3	19,6	384,2
N15	68	96	28	784
N16	68,7	88,3	19,6	384,2
N17	68,7	91,3	22,6	510,8
N18	69,3	91,3	22	484
N19	69,3	89	19,7	388,1
N20	65,3	86	20,7	428,5
Total score	$X_1=1353,2$	$X_2=1830,5$	$D= 477,3$	$D^2=11790,7$

DATA ANALYSIS

1. Test of Significance Difference

Calculating the t-test value of mean

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{477.3}{20} \\ &= 23.9\end{aligned}$$

$$D^2 = 11790.7$$

$$D = 477.3$$

$$N = 20$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{23.9}{\sqrt{\frac{11790.7 - \frac{477.3^2}{20}}{20(20-1)}}$$

$$t = \frac{23.9}{\sqrt{\frac{3.9}{20}}}$$

$$t = \frac{23.9}{\sqrt{1.0}}$$

$$t = \frac{23.9}{1.0}$$

$$t = 23.9$$

APPENDIX D

CRITICAL VALUE OF T-TABLE

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563

APPENDIX E

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS

Kelas : X

Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan</p>	<p>Mengamati</p> <p>) Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru</p> <p>) Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</p> <p>) Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i></p> <p>Mempertanyakan (questioning)</p> <p>) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan</p>	<p>Kriteria penilaian:</p> <p>) Pencapaian fungsi sosial</p> <p>) Kelengkapan dan keruntutan struktur teks <i>recount</i></p> <p>) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <p>) Kesesuaian formatpenulisan/ penyampaian</p> <p>Cara Penilaian</p> <p>Unjuk kerja</p> <p>) Melakukan monolog dalam bentuk <i>recount</i> dalam</p>
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<p><i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</p> <p>) Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></p> <p>Mengeksplorasi</p> <p>) Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</p> <p>) Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</p> <p>) Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>) Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>.</p> <p>) Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <p>) Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur</p>	<p>kelompok / berpasangan/ didepan kelas</p> <p>) Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <p>) Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</p> <p>) Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p>
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		<p>kebahasaan.</p> <ul style="list-style-type: none">) Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.) Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none">) Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.) Siswa mempresentasikannya di kelas) Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.) Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none">) Kumpulan hasil tes dan latihan.) Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none">) Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain) Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.
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APPENDIX F

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)1

Nama Satuan Pendidikan	: SMA Muhammdiyah 1 Unismuh Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Materi pokok	: Teks Recount
Alokasi waktu	: 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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..
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. Indikator Pencapaian Kompetensi (IPK)

3.9.1.Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.

4.14.1.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan pembelajaran

1. Peserta didik mampu mengidentifikasi makna teks recount sederhana lisan dan tulis sederhana.
2. Peserta didik mampu menyebutkan langkah-langkah retorika teks monolog sederhana berbentuk recount text.
3. Peserta didik mampu menyusun dan menuliskan teks recount sederhana dengan tepat.

E. Materi Pembelajaran

Recount Text
Teks recount sederhana

Fungsi sosial :

To tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last week I and my friend went to Probolinggo to spend our holiday. We stayed at friend's house. He has a big house with the large garden. We will stay there because we will go to Bromo Mountain together.
Events: (Urutan Peristiwa)	On Saturday morning I and my friend went to Bromo Mountain with his family by a car. When we arrived, we saw Bromo Mountain. It was a beautiful scenery. Many people came for their holiday. There, we rode a horseback. I felt scary but it was very fun. After that, we decided to come closer to the mountain. We took a picture as a memento. Then, we saw a big tree, we went there to take a rest and had a lunch together. My

	friend's mother cooked a delicious meal and we enjoyed it. Before we back to home, we went to Wonokromo Zoo. There were many animal that we could see there. I took a picture with my favourite animal. I was very happy then. Next, we went home and rest again.
Re-orientation (Penutup cerita)	We really enjoyed our holiday. We felt tired and fun in the same time. I hope I could holiday again and it will be more interesting.

Grammatical Features

- a. Focus on specific participant
- b. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
- c. Use time connectives, example: then, after that, when.
- d. Chronologically.

F. Metode / Model Pembelajaran

Graphic Organizer Strategy

G. Kegiatan Pembelajaran

Pertemuan Pertama (2JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (Greetings) 2. Guru mengecek kehadiran peserta didik 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4. Guru memberikan motivasi 5. Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari 6. Guru menjelaskan kompetensi dasar atau tujuan pembelajaran yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan 	15 Menit

<p style="text-align: center;">Inti</p>	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik diminta mengamati teks recount yang telah diberikan oleh guru dengan judul Holiday in Bromo Mountain 2. Salah satu peserta didik membacakan teks recount dengan ucapan, tekanan kata dan intonasi yang baik dan benar dibantu dengan bimbingan guru, dan peserta didik yang lain mendengarkan setiap kalimat yang diucapkan 3. Peserta didik mengamati gambar graphic organizer yang berkaitan dengan teks recount yang telah diberikan sebelumnya <p>Menanya</p> <ol style="list-style-type: none"> 4. Dengan bimbingan guru, peserta didik menanyakan informasi yang ada dalam teks recount <p>Mengumpulkan Data / Informasi</p> <ol style="list-style-type: none"> 5. Peserta didik diminta untuk menganalisis teks recount yang telah diberikan 6. Peserta didik diminta untuk mengisi lembar graphic organizer secara berpasangan berdasarkan tema cerita yang telah ditentukan 	<p style="text-align: center;">60 Menit</p>
<p style="text-align: center;">Penutup</p>	<ol style="list-style-type: none"> 1. Guru melakukan penialain / refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 2. Guru dan peserta didik membuat simpulan dari materi pembelajaran yang telah diberikan 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 4. Guru dan peserta didik mengakhiri pertemuan dengan mengucapkan salam 	<p style="text-align: center;">15 Menit</p>

Pertemuan Kedua (2JP)

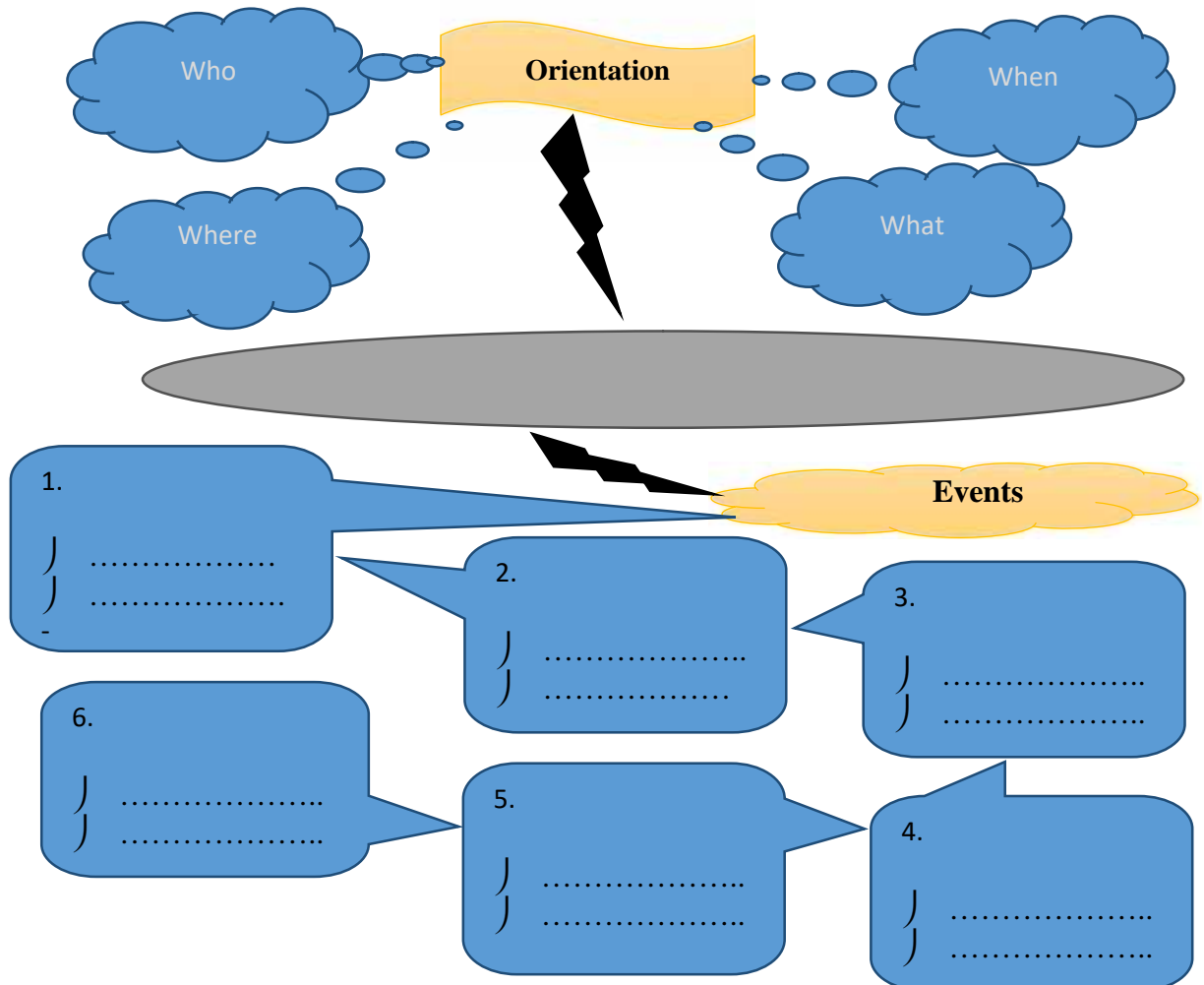
Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (Greetings) 2. Guru mengecek kehadiran peserta didik 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4. Guru memberikan motivasi 5. Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari 6. Guru menjelaskan kompetensi dasar atau tujuan pembelajaran yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan 	15 Menit
Inti	<p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Secara terbimbing, peserta didik menganalisis fungsi social, struktur teks dari sebuah teks recount 2. Guru memberikan umpan balik (feedback) pada peserta didik tentang fungsi social, struktur teks dan unsur kebahasaan dari sebuah teks recount <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 3. Secara berpasangan peserta didik membuat sebuah teks recount berdasarkan informasi yang telah ditulis dalam lembar graphic organizer mereka pada pertemuan sebelumnya. 4. Guru memanggil perwakilan peserta didik untuk membacakan hasil pekerjaannya 	60 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru melakukan penialain / refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 	15 Menit

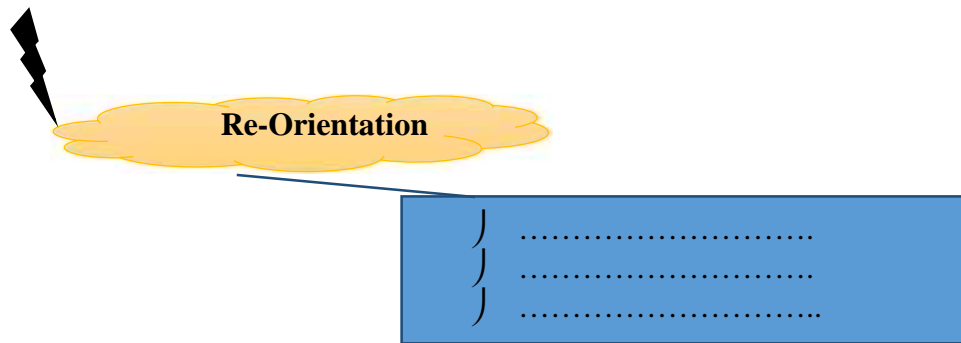
	<ol style="list-style-type: none"> 2. Guru dan peserta didik membuat simpulan dari materi pembelajaran yang telah diberikan 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 4. Guru dan peserta didik mengakhiri pertemuan dengan mengucapkan salam 	
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H. Penilaian

1. Teknik : Menulis
2. Bentuk Instrumen : Membuat recount text
3. Instrument :

Fill in the Graphic Organizer below with your experience with your pair then write down a recount text based on your graphic organizer that have you fill in.





4. Rubrik Penilaian

a. Penilaian Content

Score of unity

Score	Criteria
90 – 100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing
80 – 89	Some transition of ideas evidence
70 – 79	There are few transitional markers or repetitive transitional markers
60 – 69	No transitional markers
50 – 59	No evidence of concepts

Score of completeness

Score	Criteria
90 – 100	Shows a clear understanding of writing, topic and main idea
80 – 89	Shows a good understanding of writing, topic and main idea development
70 – 79	Shows some understanding or writing, topic and main idea, less development
60 – 69	Shows a little evidence of discourse understanding
50 – 59	No evidence of concept of writing

b. Penilaian Organization

Score of coherence

Score	Criteria
90 – 100	Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80 – 89	Events are organized logically, but some part of the sample

	may not be fully developed and rarely grammar
70 – 79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable
60 – 69	Sample is compared if only a few disjoined sentence
50 – 59	No complete sentence or writing

I. Media, Alat, dan Sumber Pembelajaran:

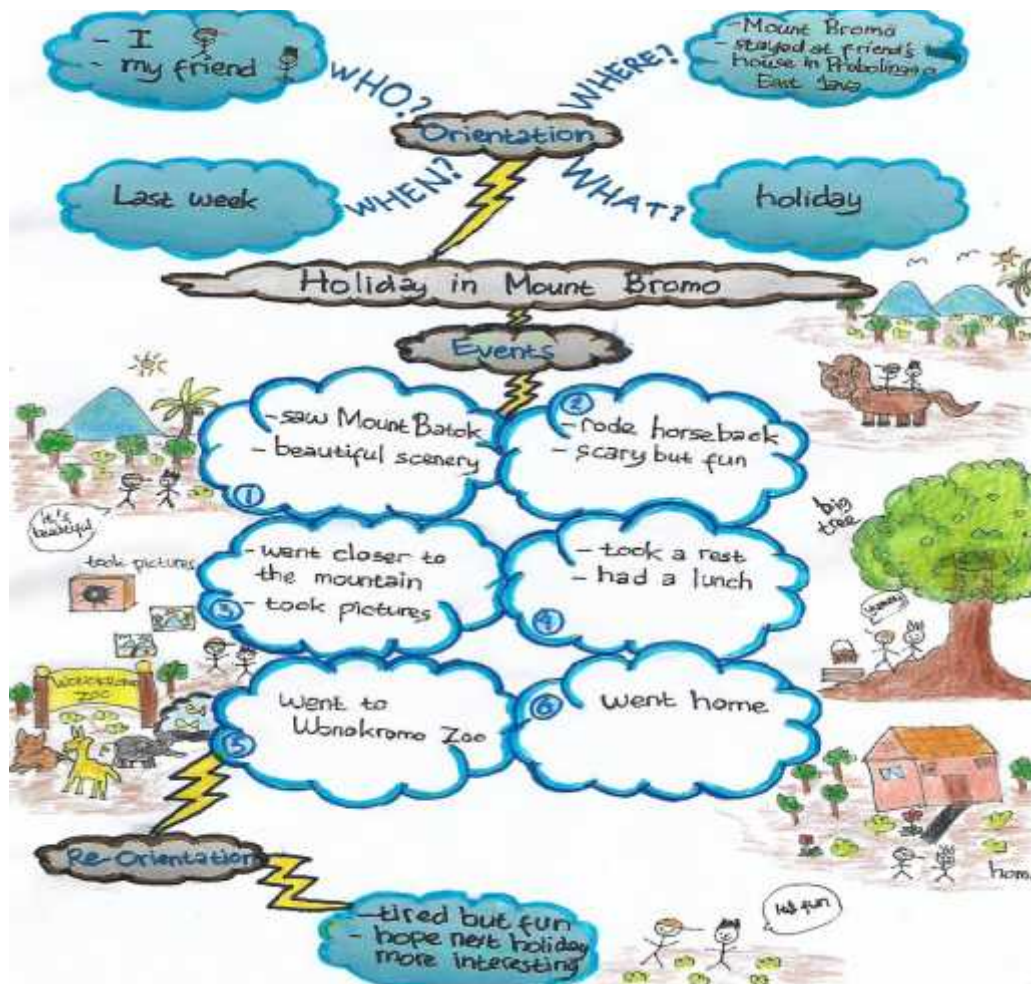
1. Media : *Recount Text, Graphic Organizer*
2. Alat : *White Board, Spidol*
3. SumberBelajar lainnya

Makassar, Oktober 2017

Mahasiswa Peneliti

Sitti Muhajirah

Materi Pembelajaran



(Source: Rosaria.2016)

Holiday in Bromo Mountain

Orientation :

Last week I and my friend went to Probolinggo to spend our holiday. We stayed at friend's house. He has a big house with the large garden. We will stay there because we will go to Bromo Mountain together.

Events :

On Saturday morning I and my friend went to Bromo Mountain with his family by a car. When we arrived, we saw Bromo Mountain. It was a beautiful scenery. Many people came for their holiday. There, we rode a horseback. I felt scary but it was very fun. After that, we decided to come closer to the mountain. We took a picture as a memento. Then, we saw a big tree, we went there to take a rest and had a lunch together. My friend's mother cooked a delicious meal and we enjoyed it. Before we back to home, we went to Wonokromo Zoo. There were many animals that we could see there. I took a picture with my favourite animal. I was very happy then. Next, we went home and rest again.

Re-Orientation :

We really enjoyed our holiday. We felt tired and fun in the same time. I hope I could holiday again and it will be more interesting.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)2

Nama Satuan Pendidikan	: SMA Muhammdiyah 1 Unismuh Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Materi pokok	: Recount Text
Alokasi waktu	: 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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..
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. Indikator Pencapaian Kompetensi (IPK)

3.9.1. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.

4.14.1. Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan pembelajaran

1. Peserta didik mampu mengidentifikasi makna teks recount sederhana lisan dan tulis sederhana.
2. Peserta didik mampu menyebutkan langkah-langkah retorika teks monolog sederhana berbentuk recount text.
3. Peserta didik mampu menyusun dan menuliskan teks recount sederhana dengan tepat.

E. Materi Pembelajaran

1. Recount Text

Teks recount sederhana lisan dan tulis

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colourfull flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Simple Past Tense

(+) **S + V2 + Object / Complement**

(-) **S + Did + Not + V1 + Object / Complement**

Sentence:

(+) We visited my uncle's house

(+) On Saturday we went to Ancol beach to see Dunia Fantasi and Dolphin show.

(-) We did not go to the beach because it was rain

Time connectives

- Then
- After that
- When
- Next, etc

Example: On Sunday we went to Ragunan Zoo and **then** we went home.

F. Metode Pembelajaran

Graphic Organizer Strategy

G. Kegiatan Pembelajaran

Pertemuan Pertama (2JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (Greetings) 2. Guru mengecek kehadiran peserta didik 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4. Guru memberikan motivasi 5. Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari 6. Guru menjelaskan kompetensi dasar atau tujuan pembelajaran yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan 	15 Menit

<p style="text-align: center;">Inti</p>	<p>Mengamati</p> <p>7. Peserta didik diminta mengamati teks recount yang telah diberikan oleh guru</p> <p>8. Guru membacakan teks recount dengan ucapan, tekanan kata dan intonasi yang baik dan benar, dan peserta didik mendengarkan setiap kalimat yang diucapkan</p> <p>9. Peserta didik mengamati tenses yang digunakan dalam teks recount</p> <p>Menanya</p> <p>10. Dengan bimbingan guru, peserta didik menanyakan informasi, serta struktur teks yang ada dalam teks recount</p> <p>Mengumpulkan Data / Informasi</p> <p>11. Peserta didik diminta untuk menganalisis teks recount yang telah diberikan</p> <p>12. Guru meminta peserta didik memilih salah satu temannya, kemudian bertukar cerita tentang pegalamannya yang tak terlupakan.</p> <p>13. Peserta didik diminta untuk mengisi lembar graphic organizer berdasarkan pengalaman temannya yang telah dia dengar</p>	<p style="text-align: center;">60 Menit</p>
<p style="text-align: center;">Penutup</p>	<p>5. Guru melakukan penialain / refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terpogram</p> <p>6. Guru dan peserta didik membuat simpulan dari materi pembelajaran yang telah diberikan</p> <p>7. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</p> <p>8. Guru dan peserta didik mengakhiri pertemuan dengan mengucapkan salam</p>	<p style="text-align: center;">15 Menit</p>

Pertemuan Kedua (2JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (Greetings) 2. Guru mengecek kehadiran peserta didik 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4. Guru memberikan motivasi 5. Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari 6. Guru menjelaskan kompetensi dasar atau tujuan pembelajaran yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan 	15 Menit
Inti	<p>Mengasosiasi</p> <ol style="list-style-type: none"> 5. Secara terbimbing, peserta didik menganalisis struktur teks dan unsur kebahasaan pada teks recount 6. Guru memberikan umpan balik (feedback) pada peserta didik tentang struktur teks dan unsur kebahasaan dari sebuah teks recount <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 7. Secara mandiri peserta didik menceritakan pengalaman temannya dalam sebuah paragraph berdasarkan informasi yang telah ditulis dalam lembar graphic organizer mereka pada pertemuan sebelumnya. 8. Peserta didik diminta membacakan hasil tulisannya di depan teman-temannya. 	60 Menit
Penutup	<ol style="list-style-type: none"> 5. Guru melakukan penialain / refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan 	15 Menit

	terpogram 6. Guru dan peserta didik membuat simpulan dari materi pembelajaran yang telah diberikan 7. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya 8. Guru dan peserta didik mengakhiri pertemuan dengan mengucapkan salam	
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H. Penilaian

1. Teknik : Menulis
2. Bentuk Instrumen : Membuat recount text
3. Instrument :

Write down a recount text about your friend's experience based on your graphic organizer that have you fill in

4. Pedoman Penilaian

Score of unity

Score	Criteria
90 – 100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing
80 – 89	Some transition of ideas evidence
70 – 79	There are few transitional markers or repetitive transitional markers
60 – 69	No transitional markers
50 – 59	No evidence of concepts

Score of completeness

Score	Criteria
90 – 100	Shows a clear understanding of writing, topic and main idea
80 – 89	Shows a good understanding of writing, topic and main idea development
70 – 79	Shows some understanding or writing, topic and main idea, less development
60 – 69	Shows a little evidence of discourse understanding
50 – 59	No evidence of concept of writing

Score of coherence

Score	Criteria
90 – 100	Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80 – 89	Events are organized logically, but some part of the sample may not be fully developed and rarely grammar
70 – 79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable
60 – 69	Sample is compared if only a few disjointed sentence
50 – 59	No complete sentence or writing

I. Media, Alat, dan Sumber Pembelajaran:

4. Media : *Recount Text, Graphic Organizer*
5. Alat : *White Board, Spidol*
6. SumberBelajar lainnya

Makassar, Oktober 2017

Mahasiswa Peneliti

Sitti Muhajirah

APPENDIX G

Sample of Students' Worksheet

Lucyati Awi Amrutah.

WORKSHEET 1
Fill in the Graphic Organizer below with your experience and then write down a recount text based on your graphic organizer that have you fill in.

Who
Me and my friend

When
Last week

Where
- Agung store

What
- Shopping

Orientation

Events

①. Gather in school

②. Went to Agung store

③. Bought some stuff

④. Took a rest

⑤. Had a lunch.

⑥. Went to home

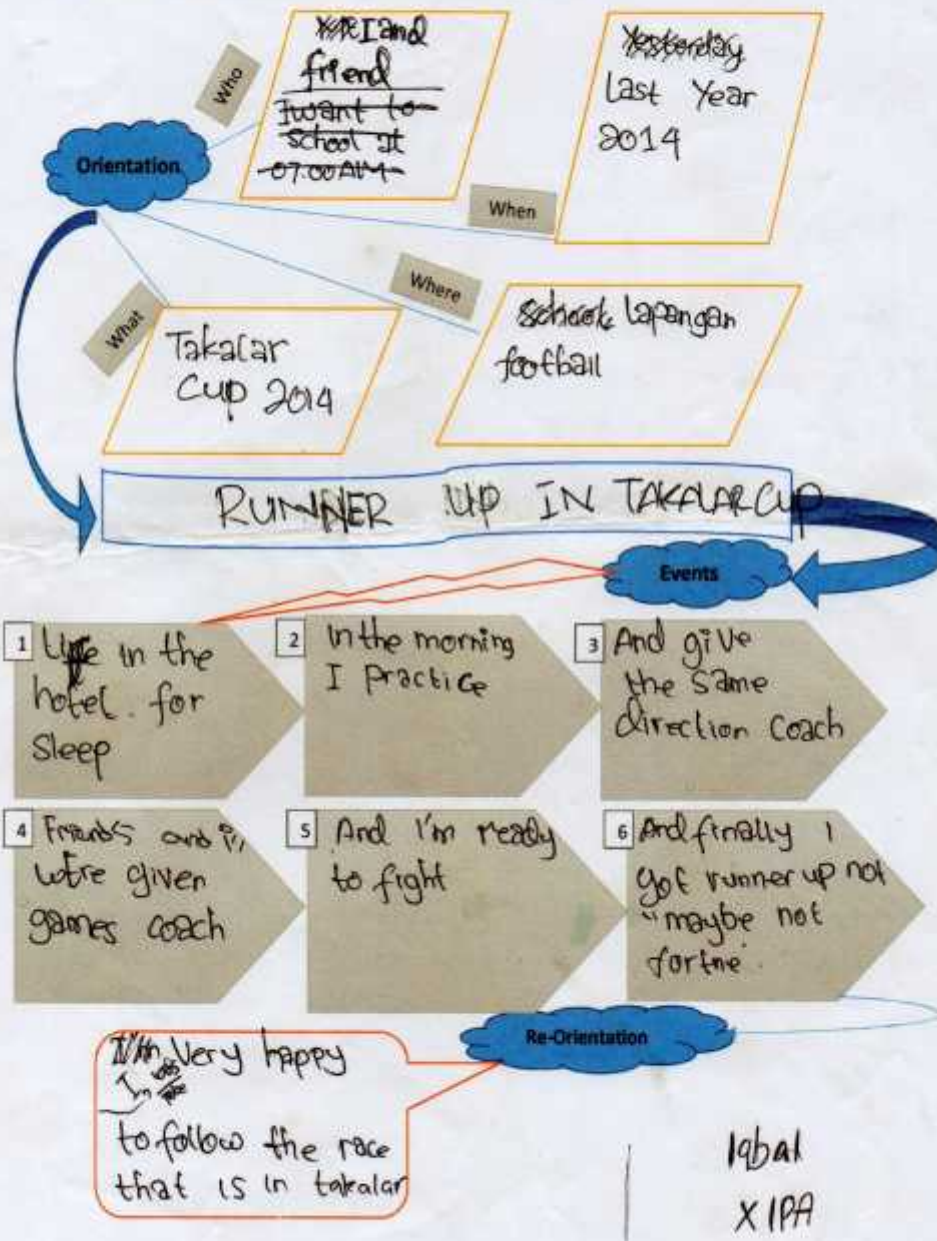
Re-Orientation

- Tired but fun
- Happy and fun.
-

101

WORKSHEET 3

Fill in the Graphic Organizer below with your friends experience and then write down a recount text based on your graphic organizer that have you fill in.



APPENDIX I

STUDENTS' PRE-TEST

a. The Lowest Score

WRITING TEST (Pre-Test)

Name : Muh. Ista Hacli Mirsa
 Reg. Number : 10
 Class : 8. IPA

Write a short recount text about your personal experience "HOLIDAY" with your family or friends!

Day trips and closer to God

My time in Saudi I walk to the mosque to pray
Maghrib. After I finished my prayers the streets to see the
atmosphere around the mosque. Then I meet my and Ustad
I invite my Oufing to restaurant for dinner when
you're ~~are~~ ^{done} eating I go somewhere that is a bustling
mall. I see a lot of cool places in there. I return
to hotel to rest. Hopefully I can go there again to
worship and closer to god

Unity = 59
 Completeness = 59
 Coherence = 66

Unity = 59
 Completeness = 59
 Coherence = 66

b. The Highest Score

WRITING TEST (Pre-Test)

Name : Susri R

Reg. Number :

Class : XI Pa

Write a short recount text about your personal experience **"HOLIDAY"** with your family or friends!

Holiday In Bantimurung

Two month ago, I and my family go to Bantimurung to holiday. I and my sister very happy because we never go to Bantimurung before. ~~we~~ we are so excited. We go there by a car.

In Bantimurung, there are many people and we pay 25.000 to enter. We choose ~~to sit~~ to sit and put what we bring from house. ~~and~~ I see the big waterfall. I try to go to the waterfall. I stand up under the waterfall. ~~I climb the stairs~~ I climb the stairs beside waterfall to go to the top of waterfall. I take a picture with my family. We are very happy in Bantimurung.

Unity = 68

Completeness = 72

Coherence = 75

Unity = 68

Completeness = 72

Coherence = 75

STUDENTS' POST-TEST

a. The Lowest Score

Post-
WRITING TEST (Pre-Test)

Name : Muhammad Iqbal
Reg. Number : 14
Class : X IPA

UNFORGETTABLE MOMENT
~~"UNFORGETTABLE"~~ ~~"UNFORGETTABLE"~~

Write a short recount text about your personal experience ~~UNFORGETTABLE~~ that ever happened to you!

Akkarena
Beautiful Day on ~~Parangtritis~~ Beach

Last holiday, my family and I went to Akkarena beach in Makassar. We had arrived in ~~Yogyakarta~~ Makassar several days before. We had gone around the city and at the last days we finally came to the beach and we rent a cottage near it. We arrived at 10 o'clock in the morning. It was a perfect time to enjoy the beach. The scenery was so wonderful and I felt that the sun kissed me through its bright light. I felt blessed because I could enjoy one of God's master pieces. My parents sat together under their umbrella. My younger brothers played sand. My older sister took her self picture and I enjoyed the wind blowing.

My mother had prepared a bucket of foods and some drinks for us. She had arranged to have a picnic time at the beach. She brought many bread toast with beef and cheese on it, some fruit salads, and orange juice. Those were so fresh and perfect companion for the perfect moment we had after having picnic. My father challenged us to fly with paragliding.

Unity : 89
Completeness : 85
Coherence : 89

b. The Highest Score

WRITING TEST (Post-Test)

Name : Adinda Maharani
 Reg Number : 2
 Class : X MIPA

Write a short recount text about your personal experience "UNFORGETTABLE MOMENT" that ever happened to you!

Holiday in Center Java

We had a wonderful Holiday ⁱⁿ Karmun Java Island. It was a really Great Place. The people were friendly, the food was great, and the weather was a lot better than at home.

Most days were pretty. I swim two or three times a day. But My sister Athirah just spent all her time lying on the beach with her eyes closed.

Last Saturday I got on the bus and went to the North of the island. It was much quieter there than here. It was very beautiful, but NO tourists.

The Next day we went across to the east coast to see some of the old Villages. I learned Javanese I couldn't say much, but it was fun to try. Athirah Actually spoke it quite well, but she was afraid to open her mouth, so I was the one who talked to people.

It was the most enjoyable holiday. I hope to go there Again.

Unity	= 95
Completeness	= 95
Coherence	= 98

APPENDIX J**DOCUMENTATION****Picture 1**

The students were given a pre-test named writing test. The students were writing recount text individually with the topic given related to their experience in the past.

**Picture 2**

After the pre-test given, the researcher gave treatment toward the students for four meetings. The researcher gave a explanation about recount text and the use of graphic organizer in writing and guided the students to do the activities.



Picture 3

The students were given activity, they were asked to fill the graphic organizer sheet and then made it into a paragraph. These activity were done step by step.

The students practiced to gather and organize their idea.



Picture 4

The students were doing post-test named writing test. The topic given was different from the topic of pre-test. But it was still related to their experience and also they wrote recount text.

CURRICULUM VITAE



SITTI MUHAJIRAH was born in Makassar, on May 7th, 1995. She is the third child of six siblings. Her father's name is Drs. H.M. Ali Hakka and her mother's name is Dra. ST. Rajiah Rusydi, M.Pd.I.

She began her elementary school at SDN Minasa Upa and graduated in 2007. She continued her study at SMP Unismuh and graduated in 2010. After finishing her study in junior high school, she continued her study at SMA Muhammadiyah 1 Makassar and graduated in 2013. In the same year of 2013, she was accepted at Muhammadiyah University of Makassar as a student of English Educational Department. During her study at University, she was included at HMJ (Himpunan Mahasiswa Jurusan) of English Education, that is called EDSA (English Department Student Association) as a member of Human Resources in 2014 and still in Human Resource for half period in 2015 then transferred to Information and Technology as a secretary.

At the end of her study, she could finish her thesis with a title "The Use of Graphic Organizer Strategy in Improving the Students' Writing Skill (A Pre-Experimental Research at the Tenth Grade Student of SMA Muhammadiyah 1 Unismuh Makassar)"