THE IMPLEMENTATION OF GRAPHIC ORGANIZERS STRATEGY TO INCREASE THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MAN 1 MEDAN

THESIS

Submitted to the Faculty of Tarbiyah Science and Teacher Training UIN SU
Medan as a partial Fulfillment of the requirement for the
(Degree of Sarjana Pendidikan) S-1 Program

Written By :

RAIHANA TUZZIKRIAH

34.14.4.006

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2018

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2018

		Medan, Agustus 2018

Nomor   : Istimewa   KepadaYth:

Lamp   : -   Bapak Dekan FITK

Perihal   : Skripsi   UIN-SU

              a.n. **Raihana Tuzzikriah**   di-

                                                                                Tempat

AssalamualaikumWr.Wb.

       Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Raihana Tuzzikriah** yang berjudul: **"THE IMPLEMENTATION OF GRAPHIC ORGANIZERS STRATEGY TO INCREASE THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MAN 1 MEDAN"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

       Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. WassalamualaikumWr.Wb

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

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Judul   : **"THE IMPLEMENTATION OF GRAPHIC ORGANIZERS STRATEGY TO INCREASE THE STUDENTS' ABILITY AT WRITING NARRATIVE TEXT AT MAN 1 MEDAN"**

      Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan,   Agustus 2018

Yang Membuat Pernyataan

Raihana Tuzzikriah
NIM. 34.14.4.006

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Finally the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the development of English education. May God always bless us and lead us in His right path. Aamiin.

Medan, 20 Agustus 2018
The Writer

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ABSTRACT

Raihana Tuzzikriah, NIM 34144006. The Implementation Of Graphic Organizers Strategy To Increase The Students' Ability In Writing Narrative Text At MAN 1 Medan.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

Keyword : Graphic Organizer Strategy, Writing Narrative Text

This research aims to increase the writing skills of the eleventh grade students of MAN I Medan in the academic year of 2018/2019 through graphic organizers strategy. The subjects of the research were 34 students of XI IIK-1 of MAN I Medan. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation, diary notes and interview. Meanwhile, the quantitative data were collected from three kinds of writing tests. The results of the research indicated that the use of graphic organizers strategy improved the students' skills in writing a narrative text. This study was action research that was conducted in two cycles. Based on the result, gained the average of the study result pre-test with average value is 56.73. Whereas in the first post-test by using the graphic organizers strategy have enhanced with average value is 69.85. In second cyle have enhanced with average value is 78.28. And based on the learning activity have occurred the enhancing from the first to second cycle.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Times will continue to changing and developing, so does the education. Because of the education adjusts to the circumstances, as well as the various problems it faces[1]. The education is always growing with the era of student. The old times, the student just do what the teacher ask. But in this new times, the students have low motivation and do not study well. As teacher, we have to have more one hundred strategies in teaching. The student will study hard with strategy in teaching in the class.

Educational administrators need to find ways to support and encourage teachers who are developing caring relationships with students. Community and national efforts to improve education need to make the development of caring school environments a priority[2]. As mentioned in the National Education System Law number 20 of 2003 that the purpose of national education is for the development of the potential of learners to become human beings who have faith and cautious to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. In reaching the educational goals, of course can not be separated from the curriculum of education[3]. The need for change or the understanding of the

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[1] M. Fadlillah, (2014), *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS, & SMA/MA*,Yogyakarta: Ar-Ruzz Media, p. 17
[2] Judith A. Deiro, (2005), *Teachers Do Make A Difference: The Teacher's Guide To Connecting With Students*. California: Corwin Press, p. 7
[3] M. Fadlillah, *Op.cit* , p. 13

curriculum in Indonesia certainly can not be separated from the changing of the times. Because the essence of the implementation of education is to be a solution to the problems facing the nation and state.

The curriculum comes from Greek originally used in sports that is curere which means the distance that must be taken in running activities from start to finish. This understanding is then applied in the field of education. In the context of education, curriculum means a clear path passed by educators with learners as well as values that exist. While the definition of the curriculum contained in the National Education Law number 20 of 2003 is a set of plans and arrangements regarding the objectives, content, lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals.[4]

Indonesia has used various curriculum and now indonesia use 2013 curriculum but it is still not used to all the indonesia's school yet. The 2013 curriculum is a new curriculum that will be implemented in the academic year 2013-2014. This curriculum is the development of a pre-existing curriculum, both competency-based curriculum that has been initiated in 2004 as well as an educational unit level curriculum in 2006[5]. Because of based on the regulation of the minister of education and culture, number 60 of 2014, the implementation of the curriculum 2013 is stopped and schools temporarily re-use the education unit level curriculum, except for elementry and secondary education units that have implemented it for 3 semester, early chilhood education unit, and special

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[4] Abdul Manab, (2015), *Manajemen Perubahan Kurikulum Mendesain Pembelajaran*, Yogyakarta: Kalimedia, p. 1
[5] M. Fadlillah, *Op.cit* , p. 16

education unit. The termination is temporary, maximum until academic year 2019/2020.[6]

But nevertheless, the changing of the curriculum, the teacher always teach with their own to make their student understand and get the goals of life. the spearhead of any policy or realting to education, ultimately passed on a create called teacher. The teacher who will carry out operationally all forms of patterns, movement and stectch curriculum changes.[7]

English language is the most important language because this language is universal in this world. All the countries in the world have use English language as the lesson of their schools and universities. Not exception for Indonesia, the school have the English teacher to teach the student professionally. English has come to embrace so wide a range of activities, and those who teach it hold such diverse views about what they should be doing, that virtually any general statement about 'English' or those who teach it can seem false to the individual teacher for whom it is not personally true[8].

There are four English skills that must be mastered by students. The four skills are: reading, speaking, listening and the last writing. These four skill have a relationship each other, furthermore writing have relation with three skills others, a writer is a reader before writing, writing process. And also a speaker when his writing is read by readers.

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[6] *Https://Id.Wikipedia.Org/Wiki/Kurikulum_2013*

[7] Sam M. Chan Dan Tuti T. Sam, (2005), *Analisis Swot Kebijakan Pendidikan Era Otonomi Daerah*. Jakarta: Rajagrafindo Persada, p. 54

[8] Ajay Verma, *Teaching Of English*, (2008), Delhi: Commonwealth Publishers, p. 1

Writing, as process of expressing ideas or thoughts in the words, should be done at our leisure. How can we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve it[9]. And writing is very important to teach the student. The student can give a good account of themselves, and when applying for employment in the career when they write letters, instructuion and reports. But, writing skill is the one of the difficult skill in English language beside reading, speaking and listening. Writing should be effectively and include aspects such as; word choice, grammar, mechanics and content.

Meyers states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader reponse to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them[10].

The graphic organizers strategy is the strategy to use for teacher to teach on writing. The graphic organizers is used to prewriting or outline before real writing. So the student can write and know how to write. Katherine said that, because graphic organizers are widely successful, these learning tools are used at all grade levels. They are also effective for adult learners. Community colleges and corporate entities use graphic organizers to present information in similar instructive contexts. Often you will see college-level textbooks and corporate

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[9] Edward A. Lukman, (2013), *Essay Writing English For Academic Purposes, Editor Cheryl Groth*. Yogyakarta: Andi Offset, p. 1
[10] Allan Meyers, (2005), *Gateways To Academic Writing: Effective Sentence Paragraph And Essay*, New York: Logman, p.201

instructional materials use graphic organizers. The visually stimulating nature of graphic organizers draws the learner's attention. As learners, we attend to what is novel and visually intriguing because the brain is more equipped to process images than text. Because graphic organizers integrate text and visual images, learners are having more whole-brain experiences[11].

However, the students' ability is low in writing because the students does not know the organizer of the writing text, the arrangement of the generic stucture of text and the outline of main idea. Sometimes, they only look the white paper and they don't start writing.

Based on my observation and I have discussed the problem of student to the teacher who teach XI IIK (Religion Class)-1 class in MAN 1 Medan. The problem is their ability in writing narrative text. The student write what they thought without some preparation before writing. So, their writing are not coherent and arranging in the text. They just focus on grammatical and vocabulary in writing because the teacher teach it.

Because of this case, I want to take graphic organizers strategy as my action research**.**

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[11] Katherine S. Mcknight, (2010), *The Teacher's Big Book Of Graphic Organizers*, United States Of America: Jossey-Bass, p. 1

B. Statements of the Problem

Based on the background of study, the problem are;

1. The student ability in writing the narrative is low

2. The students are unable to write the text arranged and organized effectively

C. Research Question

1. Can the graphic organizers strategy increase the students' ability in writing narrative text?

D. Purpose of the Study

In line with the formulation above, the objective of this study to finding out the improvement of the student writing in narrative text be improved of they taught by applying graphic organizers strategy.

E. Significance of the Study

1. For English teachers

To explore and prove whether using the graphic organizers strategy effective to be applied in teaching writing so that the students can improve their English writing skill optimally. It can motivate teachers to find a new method, strategy or technique which is appropriate in teaching writing. It also encourages the teachers to develop their creativity to improve teaching learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

2. The other researchers

To give them the view to make a further research related to study or as information and comparison for other researchers who want to conduct the relevant research.

F. Limitation of the Problem

This research takes on the topic of students' ability in writing at senior high school. To obtain target and appropriate research results with the purpose of desired research, the restrictions on the scope of the study. The study focus on: students' ability in writing narrative text by using the graphic organizers strategy.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In supporting the idea of the research, the writer provides some books containing information that to design in this thesis. There in, the classification of the concept will prevent possible misunderstanding between the writer and the reader. The following material is considered to be important to discuss.

1. Writing

Writing overcomes such as problems and allows communication across space and through time. Writing permits a society to permanently record its literature, its history and science, and its technology. The creation and development of writing systems is therefore one of the greatest of human achievement. By writing we mean any of the many visual (nongestural) systems for representing language, including handwriting, printing, and electronic dispalys of these written forms[12].

In the holy Qur'an, Allah has stated in Surah Al-'Alaq verse 4-5:

$$ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝ $$

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[12] Victoria Fromkin And Friends, (2003), *An Introduction To Language Seventh Edition*, USA: Wadsworth, p. 546

The meaning: "Who taught (the writing) by pen. He has taught man which didn't knew[13].

Al-'Alaq verse which was agreed by the scholars as the first revelation revealed to the prophet Muhammad contained a very basic meaning namely: explaining the wisdom of human creation, the primacy of the command reading and writing as the virtue of man from his creatures[14].

Writing (as on of the four skills of listening, speaking, reading and writing) has always formed part of the syllalbus in teaching of English. However, it can be used for variety of purpose, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learner[15].

Writing, like any other skill, has its mechanical components. These include handwriting, spelling, puntuation, and the construction of well –formed sentences, paragraphs, and texts[16].

Writing is one form of linguistic competence that is contained in the use of written language, in addition to spoken language. In the category of language

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[13] Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al-Hilali, (1999), *Interpretation Of The Meanings Of The Noble Quran In English Language*, Riyadh-Saudi Arabia: Dar-us-Salam, p. 808

[14] Mudrajat Kuncoro, (2009), *Mahir Menulis Kiat Jitu Menulis Artikel, Opini, Kolom dan Resensi Buku,* PT Gelora Aksara Pratama, p. 3

[15] Jeremy Harmer, (2005), *How To Teach Writing*. England: Logman, p. 31

[16] *Ibid*, p. 44

skills, writing is still considered the most difficult skill, between speaking and reading by some students or students[17].

Writing activity is one form of manifestation of the utilization of language as a medium of communication. The use of English as a foreign language, like the Indonesian people, will always find that writing is not as easy as speaking, although both are considered as a manifestation of the use of an active language (encoding).

Writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interface. Because writing is adevelopmental process, teachers are encouraged not to impose thier views, give models, or suggest responses to topics beforehand[18].

Writing is the expression of language in the form of letter, symbol, or word. The primary purpose of writing is communication people have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can process includes prewiriting, composing, revising, editing and publishing. There are many kinds of writing such as expository, narrative, descriptive and persuasive. Literature is atype of writing taht includes poetry, novels, plays, and short stories[19].

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[17] Pardiyono, (2006), *12 Writing Clues For Better Writing Competence*, Yogyakarta: Andi Offset, p. 1

[18] Ken Hyland. (2002), *Teaching And Researching Writing*, England: Pearson Education, p. 23

[19] Utami Dewi, (2013). *How To Write*, Medan: La Tansa Press, p. 2-3

According to Bob Branan there are some questions to ask at the start of a writing project[20];

- **What is my purpose**

People write for many reason, often mixing several purposes in one writing project. One purpose usually predominates. Primary reasons for communicating with the one another are to entertain, to explain ideas and information, and to persuade someone that particular point of view oraction is the best one. There are, of course, other reasons for writing: you might, for example, write a note to yoursel, a letter, or a diary entry simply to record information or work through an idea or an emotion.

- **Who is my audience?**

In the school many of you have had only one reader: your teacher. However, in " real world" writing, you will be expected to communicate effectively with different readers, ranging from a fairly general audience to a very specific one. Having a clear sense of who your audience is will help you make decisions about what and how much to say.

- **What, exactly, is project?**

If you are writing yourself, you may have a fairly clear idea of what you want to say, but writing out what you want to accomplish will still help focus your work.

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[20] Bob Brannan, (2003), *A Writer's Workshop: Crafting Paragraphs, Building Essay*, New York: Mcgraw-Hill Companies, p. 3

- **How can I develop a real interest in the project?**

Perhaps the worst approach for producing good writing is to take the passive, I don't care, whatever attitude toward your topic. Sometimes you will have to write to specific boundaries, sometimes not. When you have your topic preselected, it is still worthwhile to find some part of the topic that appeals to you. When you can choose from a wider variety of topics or select your own, take the time to find one that truly interest you, rather than going for the first or seemingly easiest topic. It you can develop a commitment to the project, you will find that the long road roward the final paper can enjoyable and ultimately fulfilling, beyond a mere grade.

a. The Qualities of Good Writing

Good writing is not easily accomplished; it takes time. Along the way it will help you to develop a clear overview of the project and then to use all the tools for writing success to your advantage.[21] There are some qualities of good writing according Joyee[22];

Ideas. Strong ideas are starting point for good writing. Try to begin each piece of writing by focusing on a topic that interest you.

Organization. Present your idea and details in a consistent, organized manner that will be easy for readers to follow.

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[21] *Ibid*, p. 4

[22] Joyee Armstrong Carool, And Friends, (2001), *Writing And Grammar Communication In Action Platinum Level*. New Jersey: Parctice Hall, p.3

Voice. Voice refers to all of the qualiies that make your writing different from that of others

Word choise. Words are the building blocks of a piece of writing. The stronger each block is, the stronger the finished piece will be. Carefully choose each word you use.

Sentence fluency. Read your work aloud to see that each sentence flows smoothly from one to the next.

Conventions. Don't let errors spoil the impact of your work. Take care to ensure that you have followed the conventions of English grammar, usage, mehanics, and spelling.

b. Writing as a skill

A realistic attitude about writing must built on the idea that writing is a skill. It is a skill like driving, typing, or cooking; and, like any skill, it can be learned[23].

Many people find it difficult to do the intense, active thinking that clear writing demand. It is frightening to sit down before a blank sheet of paper and know that an hour later, nothing on it may be worth keeping. It is frustrating to discover how much of a challenge it is to transfer thoughts and feeling from one's head onto a sheet of paper. It is upsetting to find that an apparently simple writing subject often turns out to be complicated. But writing is not an automatic process: we will not get something for nothing- and we should not expect to. For almost

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[23] John Langan, (2003), *College Writing Skill, Media Edition Fifth Edition*, United Stated Of America: Mcgraw-Hill, p. 12

everyone, competent writing comes from plain hard work – from determination, sweat, and head-on battle. The good news is that the skill of writing can be mastered, and if you are ready to work, you will learn what you need to know.

c. Genre of Writing

Using the form of written language, or writing, basically do not just pour information, messages or ideas in sentences that must be grammatically correct. The information, messages or ideas need to be packed in a form of text conventionally agreed upon by the language user on some of the criteria attached to it: the purpose, the rhetorical structure and the realization of the use of the linguistic form. It can simply be said that the main issue of genre clarity to students in the classroom is that any form of written text must have a clear purpose; which all information, messages or ideas must be wrapped effectively in a particular text form, through a number of text elements that have to be rearranged sequentially, poured in a series of sentences created using appropriate and effective grammar. In other words, for the consideration of the effectiveness of the use of language, any form of written text should be based on the genre. Genres can be defined as a type of text that serves as a reference pattern so that a text can be made effectively; effective in terms of accuracy of objectives, selection and preparation of text elements, and accuracy in the use of grammar[24].

There are many kinds of genres of writing: narrative text, recount, report, explanation, anecdote, advertisement/persuasion, review, description.

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[24] Pardiyono, (2007), *Pasti Bisa!! Teaching Genre-Based Writing*, Yogyakarta: Andi Offset, p.2

d. Writing Process

Based on Joyee, the process of writing occurs in several stages[25]:

Prewriting. includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.

Drafting. involves getting your ideas down on paper in roughtly be format you intend for the finished work.

Revising. is the stage in which you rework your first draft to improve its content and structure.

Editing and proofreading. involve correcting errors in grammar, spelling, and mechanics.

Publishing and presenting are the sharing of your work with others.

2. Narrative Text

Narration is writing that tells a story. A short story is a particular kind of narration. It is always fictional and always brief. These stories are meant to be read in a single sitting. Using relatively few words, the writer of a short story aims to create a powerful impression on the reader[26]. Most short stories contain;

- A main character, who undergoes a change or learns something during the course of the story.

- A setting, the time and location in which the story takes place.

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[25] Joyee Armstrong Carool, And Friends, *Op.cit* , p.15
[26] *Ibid*, p.77

- A single plot, or series of event, which leads to a climax, or high point of interest.

- A theme, or main message, that is revealed by the story's end

To preview the criterian on which your short story may be evaluated.

According to John, narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened[27].

And according to Pardiyono, Narrative is a type of text that tells a world event, which can be informative or entertaining, and can be a world event of the past or present. The focus of writing is events that happen to you or outside of you, though you may also be affected by the event[28].

a. Function of Narrative Text

According Rinastuty, function of narrative text is Its function is to amuse, entertain, and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution[29].

b. Writing Process in Narrative Text

According Robyn Man there are some writing process in narrative text:

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[27] John Langan, *Op.cit* , p. 195
[28] Pardiyono, (2006), *Op.cit*, p.163
[29] Rinastuty, (2014), *Understanding Report and Description Text*, Jakarta Timur: PT Wadah Ilmu, p. 3

- **Gathering Information**

Use the narative that you had written for the first writing activity as the basis for your play. Use your original notes to focus on the elements of the story. You may change narrative as you come up with ways to improve the original.

- **Organising your material**

Divide your narrative into scenes. This could be based on the action that is taking place, on the characters or on the place, in the scene.

- **Writing**

  ➢ Use the word processing programme to set theplay out. This will allow you to make changes easily

  ➢ Use the accpted format for play. Use the example. You can use a table to keep the characters' names separate from the dialogue without having to use tabs or spaces.

  ➢ List the character, including a short description of who they are

  ➢ Describe how the stage can be set

  ➢ Label scene

  ➢ Writing the dialogue as if the characters are speaking directly to one another

  ➢ In each section, think of the emotion the characters are feling. Conisdering how the characters would express themselves while expriencing these emotions. The directions for how the lines should be delivered should be set in italics and put in brackets after the character's name.

- **Revising and editing**

To guide your revision and editing, ask yourself the folowing question:

- ➢ Is the dialogue realistics?
- ➢ Does the dialogue provide the necessary information about the character and situation?
- ➢ Do the action have purpose?
- ➢ Are the themes in my play clear?
- ➢ Have I set the play out in a conventional format?
- ➢ Are my tense, spelling, and punctuation correct except where I have made allowances for the speech of particular characters?

- **Peer editing**

Playwrights review their plays in workshop with actors so that they can see for themselves how their play sound and look.

Work in the small group to review each other plays in workshop. Take time to offer suggestions for improvement. Always give constructive criticism rather than negative comments. Always give reason for your criticism[30].

c. **Generic Structure of Narrative Text**

According to book *Pasti Bisa! Teaching Genre-Based Writing Metode Mengajar Writing Berbasis Genre Secara Efektif* by Pardiyono, there are some content or generic structure of narrative text[31].

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[30] Robyn Mann, (2006), Step Ahead 4/5, Singapore: EPB Pan Pacific, p. 170

[31] Pardiyono, (2007), *Op.cit* , p . 97.

Table of 2.1

Text Element and Function

Text element	Function
Orientation	- Contains an 'awesome' event or event item to tell - Must be interesting and should be able to provoke readers to know the details - The use of adjectives to describe personal attitude is also very common
Sequence of events, which are problematic, that leads to conflict-climax	- Contains details about the activity or event, which is problematic, arranged in sequence from introduction, conflict up to climax level, - Told chronologically, in sequence of activities performed. As in the recount, in narrative text can also be used sequence markers: first, second, third, etc. Or first, next, after that, then, finally. - Gramatical pattern a. The use of predicate with verbs in the form of past tense, past perfect tense, past continous tense, b. Use verbs of doing on predicate, eg ran out, went, got, tried, etc that describes activity. c. The use of adjectives that serve to indicate self-position such as frightened, quiet, calm, worried, confused, anxious, happy, etc.

	d. Repetition of the same subjective pronoun in the text is very general, for example: First, my aunt was very frightened, but she tried to manage herself to be quiet. Unfortunately, she screamed out very loudly and then called some neihbors for some help. e. The use of conjuction is also very commonly found, for example: First, my aunt was very frightened, but she tried to manage herself to be quiet. Unfortunately, she screamed out very loudly and then called some neihbors for some help. After that, she ran out and in to try to chase the snake out of the room, but she failed to do so.
Resolution	- Contains exposure to problem solving that has been told to reach the climax
Coda	- Contains exposure to the lesson (moral lesson) that may be possible to be picked up on the incident: " my aut wa so relieved to see the snake leaving the room without making any harm to anybody ".

And the example of generic stucture of narrative text by pardiyono but another book *12 Writing Clues For Better Writing Competence*[32].

Table 2.2

Text Elements and Example

Text elements	Example
Orientation: introducing who, where, when and what happened.	One day, a huge snake got in my aunt's living room.
Sequence of events; contains sequence of events, commonly using past tense form.	Frist, she was very frightened, but she tried to manage herself to be quiet. Unfortunately, she failed to do it, so she screamed out very loudly and then called some neighbors for some help. After that, she ran out and in to try to chase the snake out of the room, but she failed to do so.

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[32] Pardiyono, (2006), *Op.cit*, p. 163

Resolution: contains the climax of events or stories, as well as problem solving.	Some neighbors suggested using salt to chase it way. Then she went to the kitchen to get a cup of salt. Using her right hand, she spread the salt over the snake and the floor of the living room. Not long after that, the snake slowly began to move its body and through the opened door, it began to leave the room.
Coda (colling down)	My aunt was so relieved to see the snake leaving the room without making any harm to anybody

3. **Graphic Organizers Strategy**

a. **What Is The Graphic Organizers Strategy?**

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. Graphic organizers are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by

enabling them to literally see connections and relationships between facts, information, and terms.[33]

b. Advantages Using Graphic Organizers

According in the book *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economic* by Cristine Watkins, there are some reason why we using graphic organizers strategy in teaching[34]:

- **Tools for critical and creative thinking**

According Bromley, DeVitis and Modlo that graphic organizers help students focus on what is important. Because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking[35].

- **Tools for organizing information**

According to Ausubel that the human mind organizes and stores information in a series of networks. 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[36].

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[33] Katherine S. Mcknight, (2010), *loc.cit*.
[34] Cristine Watkins, (2007), *The Use Of Graphic Organizers To Enhance Thinking Skills In The Learning Of Economic*, Cambridge: Winthrop Publisher Inc, p.3
[35] *Ibid*, p.3.
[36] *Ibid*, p. 3.

- **Tools for understanding information and relationships**

According to Vygotsky that the graphic organizers serve as mental tools to help the students understand and retain important information and relationships[37].

- **Tools for depicting knowledge and understanding**

Based on Sorenson that graphic organizers provide an optional way of depicting knowledge and understanding, so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word[38].

- **Tools for self-learning**

Based on Dunston that the students who use graphic organizers in the classroom develop their ability to use them independently as study tools for notem taking, planning, presentation, and review. In other words, graphic organizers are beneficial to students' learning inside and beyond classrooms[39].

c. **Using The Graphic Organizers Strategy In Writing Narrative Text**

Teachers can use the graphic organizers recommended in this book as they see appropriate because the organizers are really flexible tools. Teachers can use them for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them.

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[37] *Ibid*, p. 3.
[38] *Ibid*, p. 4.
[39] *Ibid*, p. 4.

In order to help students get the most out of the graphic organizers, the following steps are recommended. So, there are some step using graphic organizers in writing narrative text, according Katherine in her book The Teacher's Big Book of Graphic Organizers;

- **Character Creator**

Students can use this graphic organizer to help them create a main Hard character for a narrative story.

Figure 3.1

Example of Character Creator

Model how to use this graphic organizer for the students, perhaps using a character with whom they are familiar. The students can work in pairs or as individuals. Students also enjoy sharing their characters with one another[40].

- **What Happens?**

This graphic organizer supports students in outlining a narrative story

Figure 3.2

Example of What Happens
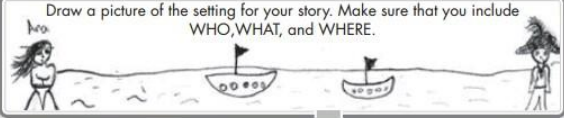
---

[40] Katherine S. Mcknight, *Op.cit*, p. 202

Model how to use this organizer; you might want to use a story that is the familiar to the students[41].

- **Conflict and Solution Organizer**

Every good piece of narrative writing has a conflict and a solution. This organizer reminds student writers of this important fundamental component of narrative writing.

Figure 3.3

Example of Conflict and Solution Organizers

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[41] *Ibid*, p. 200

Model how to use this graphic organizer for the students. The students can work in pairs or as individuals[42].

B. Conceptual Framework

Prewriting or outline is the important thing have to do before writing, but there are many teachers in Indonesia just focus to teach writing on grammatical and punctuation. And the student do not know the difference of the generic structure in various text.

The narrative text is the simple text to writing for student because the text can be based on the thought of students but they just write whatever they thought without know the generic structure. And that's why, the text is no coherent and no meaningful for readers.

The graphic organizers strategy is the strategy for organizing the text can be measured, coherent and meaningful. Because the students can know what they will write and what the next event in the text. They can easy to write because they have preparation in graphic before writing.

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[42] *Ibid*, p. 204

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This study was applied the classroom action research. Classroom action research was aimed at developing innovative instructional strategy or tachnique could help enhance the success in students' learning English. The technique that would be used in graphic orgnizers strategy to improve the students' writing in writing narrative text. In the classroom, the writer would find the problem namely the students could not procedure narrative text. To overcome the problem, the writer used the classroom action research because the writer found problem from the classroom and solve the problem throught graphic organizers strategy in the classroom.

B. Research Setting and Sample

The setting was Senior High School at MAN 1 Medan. The subject of this research was the second year of MAN 1 Medan. There are 2 classes of second year and the average in one class are the 30 students. So, the population are 2 x 35 = 70 students. Then, the writer would take the sample XI-IIK (Religion Class)-1 which consists of 34 students. The writer would choose this class because the students' ability in writing narrative text was still needed to be improved.

C. Data Collection

1. Observation

In this case, observation would do by investigating directly in the field of research. Firstly, the reseacher decide what aspect that observed. The reaseacher observed about the condition in the class when teaching-learning process went on and the condition of the student.

2. Test

After teaching with graphic organizers stretegy, the researcher would distribute some tests to the students. The procedure were:

a. Distributing the material to the students

b. Giving instruction that the test should be done directly

c. Specifying the time

d. Reading the test direction

e. Collecting the test when time is up

f. Evaluating the score

The from of the test is short story text, which the correct answer will be scored according the part of narrative text, grammatical, and etc. The student have 30 minutes to finish the test.

3. Document

As qualitative research, the reasearcher would take the documentation of the research. The researcher collected some photos and diary notes during teaching-learning process.

4. **Interview**

The reseacher would do the interviews to the English teacher and the student by asking some question would list in the interview guide. The purpose of interview was to collect the data about the students' difficulties in writing narrative paragraph.

5. **Diary Notes**

The reasecher would use diary notes to write students; activity during teaching-learning process. The purpose of diary note was to look the improvement of students' responses in learning narrative text by using graphic organizers strategy.

D. Data Analysis

The technique of analyzing data of this study was qualitative and quantitaive data. The qualitative data would use to describe the situation during teaching-learning process. They would analyze from the interview result, observation sheet, and diary notes. The quantitative data would use to analyze the students' scores. They would collect and analyze by computing the score test.

The catagories the number of the students who would pass the test successfully. The researcher applied the following formula:

$$Mean = X = \frac{\sum x}{N}$$

Where:

X : The mean of the students' score

∑x : The total score of the students

N : The number of the students

$$P = R/T \times 100\%$$

Where :

P : The students' percentage who got point 70

R : The students' percentage who got point 70 above

T : The total number of the students who took the test

E. Research Procedure

The procedures of the research involve in two cycle. Each cycle consisted of four steps namely planning, action, observation, and reflection. The result of one cycle was used to determine the need for the following cycle, until the problems solve by graphic organizers strategy.

1. Cycle I

a. Planning

Planning should be based on the problem identified. Below were the things prepared.

- The lesson plan

- The materials

- The instrument for collecting data

- Preparing the facilities and media that will be used while teaching

- Preparing the assignment needed for student

b. Action

Action means the process of activity that would be done. In action, the writer taught how to write narrative text by using graphic organizers strategy. In the first meeting, the writer would give the test I (orientation test/pre-test) to discover the basic students' writing on writing narrative text, the activities were:

Table 3.1

Teachers' Activities and Students' Activities

Steps	Teachers' Activities	Students' Activities
Pre-activity	- The teacher gives motivation to student - Explain the goal of the the lesson today	- Student listen to teacher motivation - Student listen to teacher explanation
Main Activities	- Teacher constructs the students' mind and knowledge from the basic knowledge by asking the students' experience that related to narrative text. - Teacher gives opportunity to the	- Respond to the others students's exprerience - Respond to the others students' experience to find out knowledge - Respond to teacher's question

	students to find out the knowledge, skill or information before the teacher give explanation.	
	- Teacher gives some question encourage students' thinking ability	- Listen to the teacher's explanation
	- Explain about narrative and its generic structure	- Listen to the teachers' explanation
	- Give an example of narrative story orally and shows the part of its stucture using graphic organizers	
	- Ask the student to give question about something unclear	- Give question the teacher about something unclear about the explanation
	- The teacher give the task to student using graphic organizers.	- Do the task from the teacher, make key
	- Instruct the students	

	to make their own key concept list in narrative text individually.	concept list to writing narrative text
	- Ask the students to develop and write narrative text based their own key concept	- Write a narrative text on student own version
	- Give an oral test to the studentsto tell the class about their own complete version of the story in front of the class	- Perform an oral test about student's story in front of the class
Closing	- Ask the students some question about the lesson today - Make the conclusion about the lesson	- Respond to the teacher's question - Listen to the teacher's conclusion

The collaborator will be involved to help the writer reflect and evaluate what the teacher done in the classroom in order to make reflection and objective.

c. Observation

Observation would do in the classroom while teaching and running process run. Observation was purpose to find out information of action, such as the studnet's attitude, the situation and the problems or obstacles found during the teaching-learning process. In this case, observation sheets and diary notes were used for reflection phase.

d. Reflection

Reflection was the evaluation of action that has been done. In this step the data about process, problem and difficulties that were found in the previous step and continued by reflection toward the effect of action

2. **Cycle 2**

The researcher would do cycle II if the student's score wss still low. It means that the researcher would arrange the plan based on the problem or the procedure in cycle I that still had some weakness. So based on finding in cycle I, was needed this cycle also consist of four phase as cycle I : planning, action, observation and reflection.

3. **Scoring of Writing Test**

In order to measure the students' improvement in writing, there were five component used. The five component are content, organization, vocabulary, language used and mechanics. Each component has different level of point; 30 for content, 20 for organization and vocabulary, 25 for language used, and 5 for mechanics. The total score would be 100 point.

A good writing was when the score is within 70-80, and it was excellent when the score was 90-100.

Table 3.2

Component of Criteria Writing

Component	Criteria	Score
Content	Excellent to very good: Knowledgeable, substance, through development of thesis relevant to assigned topic.	30-27
	Good to average: Some knowledge of subject, adequate range, limited development of thesisi, mostly relevant to topic, but lacks detail.	26-22
	Fair to poor: Doesn't show knowledge of subject, little substance, inadequate development of topic.	21-17
	Very poor: Doesn't show of subject, not substance, not enough to evaluate organization, or not enough to evaluate.	16-13

Organization	Excellent to very good: Fluent expression, iedas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.	20-18
	Good to average: Somewhat choppy, loosely organized but main ideas stand out, limited supported, logical but incomplete sequencing.	17-14
	Fair to poor: Non fluent, ideas confused or disconnected, lacks logotical, sequencing and development.	13-10
	Very poor: Doesn't communicate, not organized or enough to evalute.	9-7
Vocabulary	Excellent to very good: Sophisticated range, effective word/idiom, choice and usage, word from mastery appropriate register.	20-18
	Good to average: Adequate range, occasional errors	17-14

	of word/idiom from choice, usage but meaning not obscured.	
	Fair to poor: Limited range, frequent errors of word/idiom from choice; usage, meaning confused or obscured.	13-10
	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word for or not enough to evaluate.	9-7
Language Use	Excellent to very good: Effective complex construction, few errors of agreement, tense, number word order/function, articles, pronouns, prepositions.	25-22
	Good to average: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns prepostion, but meaning seldom obscured.	21-18

	Fair to poor:	17-11
	Major problem in simple/complex constructions, frequent errors of negotion, articles, pronouns, preposition, but meaning confused obscured.	
	Very poor:	10-5
	Virtual or mastery of sentence constructions, dominated by errors, doesn't communicate, or not enough to evaluate.	
Mechanics	Excellent to very good:	5
	Demonstrates mastery of conventions, few errors or spelling, punctuations, capitalization, paragraphing.	
	Good to average:	4
	Occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.	
	Fair to poor:	3
	Frequent errors of spelling, punctuations, capitalization,	

	paragraphing, poor hand writing, meaning confused or obscured.	
	Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate..	2

F. Trustworthiness

The researcher used quantitative and qualitative research to establish trustworthiness differ in many ways. For qualitative research, the methods used to establish trustworthiness include credibility, transferability, dependability, and conformability.

Credibility was one method used by qualitative research to establish trustworthiness by examining the data, data analysis, and conclusions to see whether or not the study was correct and accurate. For qualitative research, creadibility was a method that includes researchers taking on activities that increase probability so that there would be trustworthy findings.

To obtain accurate data, then researcher needed to test the validity of data in research. In qualitative research, the findings or data may be valid if there was

no difference between what the researcher reported and what actually happened to the object under study[43].

To test the validity of this research data, researcher applied triangulation method. Tringulation in credibility was interpreted as checking data from various sources in various ways and various times[44].

In this case the researchers applied 2 techniques of stimulation with the description as follows:

a. Triangulation of sources, is techniques used to find similar data by checking data from various sources of informants. From the data obtained, the researchers will be easy to describe, categorize where the views are the same, different and specific. Thus, the analysis of data lebilh easily done by researchers by digging from various sources that exist both documentary and activities that are running.

b. Triangulation techniques, namely techniques to test the validity of data is done by checking the data to the source using different methods. For example, data obtained from the interviews were checked again by observation.

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[43] Sugiyono, (2012), *Metode Penelitina Kuantitatif Kualitatif dan R&D*, Bandung: alfabeta, p. 268
[44] *Ibid*, p. 273.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The data was applied by qualitative and quantiaive data. The qualitative were taken from interview, observation and documentation. The quantitative data were taken from the students's score in taking test in the class. The reseacher implemented graphic organizers strategy in one class with 34 samples.

Prior to the study, the researcher did the observation, in order to determine student learning outcomes before the implementation of aptitude treatment interaction model learning. Based on the results of the result of pre-test calculation is known that the student has the highest value 72 and low of 40, while the average value of 56.73. The explanation of the students's name condition can be explained in the table below:

Table 4.1

The Students' Score of Pre-test

No	Initial Name	Score	Note
1	AR	60	Unsuccessful
2	AAH	50	Unsuccessful
3	AF	40	Unsuccessful
4	AZ	60	Unsuccessful
5	AM	40	Unsuccessful
6	AH	60	Unsuccessful

7	AS	65	Unsuccessful
8	AOH	60	Unsuccessful
9	BNH	50	Unsuccessful
10	DT	60	Unsuccessful
11	EK	60	Unsuccessful
12	FH	60	Unsuccessful
13	FIU	50	Unsuccessful
14	INS	60	Unsuccessful
15	IM	50	Unsuccessful
16	LF	72	Successful
17	MD	50	Unsuccessful
18	MSS	60	Unsuccessful
19	MNP	50	Unsuccessful
20	MA	60	Unsuccessful
21	MGM	40	Unsuccessful
22	MHF	55	Unsuccessful
23	MIZ	55	Unsuccessful
24	MZ	65	Unsuccessful
25	NA	65	Unsuccessful
26	NN	65	Unsuccessful
27	OS	65	Unsuccessful
28	PH	40	Unsuccessful
29	QM	70	Successful

30	RS	70	Successful
31	RH	40	Unsuccessful
32	SZ	72	Successful
33	SW	50	Unsuccessful
34	TA	60	Unsuccessful
TOTAL		1929	

The total score of the students in pre-test was 1929 and the number of the who took the test was 34, so the mean of the students was:

$$X = \sum x / n$$

$$X = 1929/34 = 56.73$$

The percentage:

$$P = R / T \times 100 \%$$

$$P = 4 / 34 \times 100 \% = 11.7 \%$$

1. **Description of Cycle I**

a. **Planning**

In the action plan the researcher discussed about the situation of the class with the teachers on the implementation of the class action, escpecially to create lesson plan in accordance with the implementation of aptitude treatment interaction model learning. Prepare facilities and supporting infrastructure required in the class, and prepare the observation

sheet to describe the condition of learning. The indicators in this cycle I was writing the narrative text.

b. Actions

During the implementation phase of action, researcher teach English lesson in the class XI IIK 1 with material narrative text with graphic organizers strategy. In the first cycle of the research evaluated using writing test of each student.

c. Observation

In this observation the reseacher recorded every action, comment and the student's behaviour during teaching learning process in the class by using documentation and diary notes. There were many things that had been observed as follows:

- Students come to the class on time

- Students answer the teachers' greeting

- Students are enthuastics in teaching learning process

- Students listen to the teachers' explanation antentively

- Students do all the task cooperatively

- Students are actively involved in the class

- Students give their opinion actively

- Students ask question if they do not know

- Students pay attention to the teacher explanation.

Table 4.2

Students Learning Activities of First Cycle

NO	DESCRIPTION	FIRST CYCLE		
		1	2	3
1	Students come to class on time			
2	Students answer the teachers' greeting			
3	Students are enthuastics in teaching learning process			
4	Students listen to the teachers' explanation antentively			
5	Students do all the task cooperatively			
6	Students are actively involved in the class			
7	Students give their opinion actively			
8	Students ask question if they do not know			
9	Students pay attention to the teacher explanation			

Based on the records of the teacher observation of teaching, some of the things that had been observed of teacher, as follows:

- Teacher's ability in opening the class

- Teacher's motivation in teaching learning process

- Mastering material

- Provide the material clearly

- Provide the material systematically

- Teacher's ability in organizing the class

- Teacher's strategy in teaching narrative text

- Motivation and enthusiast of students in teaching learning process

- Relationship between teacher and students in teaching learning process

Table 4.3

Teachers Learning Activities of First Cycle

NO	DESCRIPTION	FIRST CYCLE		
		1	2	3
1	Teacher's ability in opening the class			
2	Teacher's motivation in teaching learning process			
3	Mastering material			
4	Provide the material clearly			
5	Provide the material systematically			
6	Teacher's ability in organizing the class			
7	Teacher's strategy in teaching narrative text			
8	Motivation and enthusiast of students in teaching learning process			
9	Relationship between teacher and students in teaching learning process			

The Criteria

3	Very Good
2	Good
1	Bad

The test results obtained from the implementation of these actions are as follows:

Table 4.4

The Students' Score of Post-test Cycle I

No	Initial Name	Score	Note
1	AR	75	Successful
2	AAH	55	Unsuccessful
3	AF	60	Unsuccessful
4	AZ	65	Unsuccessful
5	AM	60	Unsuccessful
6	AH	70	Successful
7	AS	80	Successful
8	AOH	65	Unsuccessful
9	BNH	60	Unsuccessful
10	DT	70	Successful
11	EK	65	Unsuccessful
12	FH	75	Successful
13	FIU	70	Successful

14	INS	75	Successful
15	IM	70	Successful
16	LF	80	Successful
17	MD	60	Unsuccessful
18	MSS	75	Successful
19	MNP	60	Unsuccessful
20	MA	70	Successful
21	MGM	60	Unsuccessful
22	MHF	75	Successful
23	MIZ	60	Unsuccessful
24	MZ	70	Successful
25	NA	80	Successful
26	NN	75	Successful
27	OS	70	Successful
28	PH	75	Successful
29	QM	80	Successful
30	RS	80	Successful
31	RH	75	Successful
32	SZ	75	Successful
33	SW	60	Unsuccessful
34	TA	80	Successful
TOTAL		2375	

To know students' ability the teacher gave them test. The total score of the students in post-test cycle I was and the number of the who took the test was 34, so the mean of the students was:

$X = \sum x / n$

$X = 2375/34 = 69.85$

The percentage:

$P = R / T \text{ x } 100 \%$

$P = 22 / 34 \text{ x } 100 \% = 64.7 \%$

d. Reflection

Based on observation in learning of writing narrative text that implay by using graphic organizers strategy to improve students' ability in writing narrative text. There are increasing from the studnets' ability in writing narrative text after using graphic organizers strategy. It can be seen from the result of pre-test until post-test 1.

Some problem of the implementation cycle 1 are:

- The attitude of the students who have not more desire to participate in discussion.

- The studnets do not have more confidence in learning.

- Time is so limitation make the students did not consentration to writing the test.

Based on problem that find in cycle I, then this action research needs to be continued in the second cycle as a continuation and refinement of the first cycle. The reseacher prepared some improvements that need to be planed for the second cycle are:

- The reseacher ordered the students to be active and be participate od discussion learning

- The researcher motivated the students to learning the narrative test

- The researcher made allocation of the time to material to be delivered in learning process

After teaching and learning process by using graphic oragnizers in cycle I, the teacher observed that there are some cases to be fixed in the cycle II to make this research perfectly, they are:

- The students' ability in writing narrative text should be improved

- The teacher should more take care to students who has less confidance for making best result

- The students' ability to know the grammar should be improved.

2. **Description of Cycle II**

   In this cycle consist of planning, action, observation and reflection

   a. **Planning**

   In this cycle, graphic organizers stategy was still applied in teaching learning process to write narrative text. The research prepared the lesson plan. The teaching learning process more emphasize students in writing narrative text through writing test. The reasearch created some more supportive in order to foster the students to response and more active in class during teaching learning process.

   b. **Action**

   In the action, the research was tried to do the best teaching during the implementation phase of action with material narrative text with graphic

organizers strategy. In the second cycle of the research evaluated using writing test of each student.

c. Observation

In this observation, the reseacher did the same observation as cylce I that recorded every action. In this second cycle, the learning process has been difference because the reseacher did not difficult to use graphic organizers as strategy in teaching and the students more active and confidence in learning process. There were many things that had been observed as follows:

- Students come to the class on time

- Students answer the teachers' greeting

- Students are enthuastics in teaching learning process

- Students listen to the teachers' explanation antentively

- Students do all the task cooperatively

- Students are actively involved in the class

- Students give their opinion actively

- Students ask question if they do not know

- Students pay attention to the teacher explanation.

Table 4.5

Students Learning Activities of Second Cycle

NO	DESCRIPTION	SECOND CYCLE		
		1	2	3
1	Students come to class on time			

2	Students answer the teachers' greeting			
3	Students are enthuastics in teaching learning process			
4	Students listen to the teachers' explanation antentively			
5	Students do all the task cooperatively			
6	Students are actively involved in the class			
7	Students give their opinion actively			
8	Students ask question if they do not know			
9	Students pay attention to the teacher explanation			

Based on the records of the teacher observation of teaching, some of the things that had been observed of teacher, as follows:

- Teacher's ability in opening the class

- Teacher's motivation in teaching learning process

- Mastering material

- Provide the material clearly

- Provide the material systematically

- Teacher's ability in organizing the class

- Teacher's strategy in teaching narrative text

- Motivation and enthusiast of students in teaching learning process

- Relationship between teacher and students in teaching learning process

Table 4.6

Teachers Learning Activities of Second Cycle

NO	DESCRIPTION	SECOND CYCLE		
		1	**2**	**3**
1	Teacher's ability in opening the class			
2	Teacher's motivation in teaching learning process			
3	Mastering material			
4	Provide the material clearly			
5	Provide the material systematically			
6	Teacher's ability in organizing the class			
7	Teacher's strategy in teaching narrative text			
8	Motivation and enthusiast of students in teaching learning process			
9	Relationship between teacher and students in teaching learning process			

The Criteria

3	Very Good
2	Good
1	Bad

The test results obtained from the implementation of these actions are as follows:

Table 4.7

The Students' Score of Post-test Cycle II

No	Initial Name	Score	Note
1	AR	80	Successful
2	AAH	60	Unsuccessful
3	AF	60	Unsuccessful
4	AZ	70	Successful
5	AM	80	Successful
6	AH	85	Successful
7	AS	95	Successful
8	AOH	70	Successful
9	BNH	70	Successful
10	DT	85	Successful
11	EK	65	Unsuccessful
12	FH	80	Successful
13	FIU	70	Successful
14	INS	80	Successful
15	IM	70	Successful
16	LF	85	Successful
17	MD	80	Successful
18	MSS	80	Successful

19	MNP	82	Successful
20	MA	70	Successful
21	MGM	80	Successful
22	MHF	80	Successful
23	MIZ	65	Unsuccessful
24	MZ	85	Successful
25	NA	85	Successful
26	NN	80	Successful
27	OS	95	Successful
28	PH	70	Successful
29	QM	85	Successful
30	RS	95	Successful
31	RH	78	Successful
32	SZ	80	Successful
33	SW	85	Successful
34	TA	82	Successful
TOTAL		2662	

To know students' ability the teacher gave them test. The total score of the students in post-test cycle I was and the number of the who took the test was 34, so the mean of the students was:

$$X = \sum x / n$$

$$X = 2662/34 = 78.29$$

The percentage:

P = R / T x 100 %

P = 30 / 34 x 100 % = 88.2%

d. Reflection

On the cycle II, there are improving from learning process by cycle II, the students have confidence and active in learning discussion. There are increasing from the students' ability in writing narrative text after using graphic oragnizers in second cycle. It can be seen from the result of pre-test until post-test II.

B. Discussion

The data in this research was taken from narrative text in the form of making a narrative text, interview, and observation. The research was conducted only in one class with two cycles. The data was taken from the second years MAN 1 Medan. the exact number of the student in the class was 34 students.

1. Qualitative Data

Qualitative data was taken from diary notes, observation sheet, interview and documentation.

a. Observation

From the observation sheet, the reaseacher was noted that the students were active and enthusiastic in learning narrative text by using graphic organizers strategy. By using the graphic organizers strategy, they found their own way to writing narrative text.

b. Interview

The interview was done and finding some the reasons of why students didn't like English especially, in the writing and some difficulities of students in writing narrative text.

c. Diary Notes

The researcher found that the students more active and enthusiastic during teaching learning process after using graphic organizers as strategy in writing narrative text. Then, the reseacher found that the students showed a good improvement in learning text especially about narrative text.

2. The Quantative Data

The kind of the test in this research is writing test to the students in the end of each cycle. It was found that the mean of the students' score was kept improving the test in cycle II. The result of the students's score could be seen in the following table:

Table 4.8

The Students' Score of Pre-test, Post-test I and Post-test II

No	Initial Name	Pre-test	Post-test I	Post-test II
1	AR	60	75	80
2	AAH	50	55	60
3	AF	40	60	60
4	AZ	60	65	70
5	AM	40	60	80

6	AH	60	70	85
7	AS	65	80	95
8	AOH	60	65	70
9	BNH	50	60	70
10	DT	60	70	85
11	EK	60	65	65
12	FH	60	75	80
13	FIU	50	70	70
14	INS	60	75	80
15	IM	50	70	70
16	LF	72	80	85
17	MD	50	60	80
18	MSS	60	75	80
19	MNP	50	60	82
20	MA	60	70	70
21	MGM	40	60	80
22	MHF	55	75	80
23	MIZ	55	60	65
24	MZ	65	70	85
25	NA	65	80	85
26	NN	65	75	80
27	OS	65	70	95
28	PH	40	75	70

29	QM	70	80	85
30	RS	70	80	95
31	RH	40	75	78
32	SZ	72	75	80
33	SW	50	60	85
34	TA	60	80	82
TOTAL		∑= 1929	∑= 2375	∑= 2662
AVERAGE		X= 56.73	X= 69.85	X= 78.29

The data showed that the total of students' score is increased from pre-test until post-test II. It means that there was an improvement of students' ability in writing narrative text which was taught by using graphic organizers strategy.

The students' abilithy got improving from the pre-test until post-test as have been described in table. The students' score in post test I was higher that in pre-test. Then students' score in the post-test II was higher than post-test I.

CHAPTER V

CLOSING

A. Conclussion

There are some conclusions found on the discussion in the previous chapter. The conclusions are presented as follows.

The first conclusion is that graphic organizers strategycan be used to improve the students' writing skill. The students' writing ability increased. The improvement could be seen through some points. The first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of the pre-test, cycle 1, cycle 2 and the post-test . In the pre-test, the students mean score is 56.73, in the first cycle the mean value is 69.85, while in the second cycle the mean value is 78.29.

The second conclusion is that the implementation of graphic organizers strategy improves the students' motivation in learning writing. The students' attitude toward writing is positive. It is indicated their activeness in the class. They also enthusiastically write what the researcher asks to write. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes.

B. Recommendation

It is necessary to have other investigations as follow up to the research which has been done. Replication of the similar study will reinforce the findings. Some recommendation for teachers, and researchers can be listed as follows:

1. For the English teachers

The suitable choice of teaching strategy can make the teaching and learning process run well. The students will enjoy their class if the learning process is not boring. If the learning process is enjoyable, the students will understand the material more easily. If the students understand the material, the purpose of teaching and learning will be gained. Surely, it is one of the objectives of teachers in teaching. Teachers must be clever in choosing the strategy for the teaching and learning process in the classroom.

2. For the researchers

- It maybe also useful to have research with different students' condition like students' habit or interest.

- It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing

C. Implication

In teaching writing, it is important to implement an appropriate teaching approach. The use graphic organizers strategy in teaching writing of narrative texts is an effective way to improve the students' writing skill. One of the positive

points of graphic organizers strategy is the students can develop the idea to write a pargraph inchronological order.

In the Cycle 1 the researcher found that some of indicators had not been achieved, such as language features. However, the students' development of ideas in writing is improved. They seemed as if they did not have any difficulty in developing ideas when the teacher used graphic organizers strategy to create a narrative text. Beside that, they had difficulty in constructing paragraph coherenttly and cohesively. The researcher found that the students' writing still had inappropriate grammatical errors. Therefore, the researcher needed to continue the second cycle.

In the second cycle, it can be concluded that students' writing skill is improved. Their result was satisfying because the graphic organizers strategy helped the students to develop their idea and their ability in writing. It could be seen from several aspects when the researcher conducted the second cycle. First, they can develop their ideas to make a story. From the students' writing, it can be seen that picture series helped them in writing. The second aspect is the students' writing ability in grammatical improved. It could be seen in the result of their writing. The third aspect is the students were very enthusiastic in teaching and learning process and they showed positive attitude to the activities that were conducted by the researcher. Besides that, there were some students who whereactive and often asked the questions when they found some difficulties in writing.

In conclusion, the graphic organizers strategy could improve students' writing skills of a narrative text in terms of developing ideas. The students could construct paragraph coherenttly and cohesively. In addition, their writing ability was improved in the aspect of grammar. Then, the students' attitude towards teaching was positive in writing.

Based on the conclusion, there is an improvement of students' writing skills after the graphic organizers strategy were implemented. The researcher can imply that graphic organizers strategy can be used as away to improve the writing skills.

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APPENDIX I

OBSERVATION SHEET OF TEACHER LEARNING ACTIVITIES

FOR THE FIRST AND SECOND CYCLE

NO	DESCRIPTION	FIRST CYCLE			SECOND CYCLE		
		1	**2**	**3**	**1**	**2**	**3**
1	Teacher's ability in opening the class						
2	Teacher's motivation in teaching learning process						
3	Mastering material						
4	Provide the material clearly						
5	Provide the material systematically						
6	Teacher's ability in organizing the class						
7	Teacher's strategy in teaching narrative text						
8	Motivation and enthusiast of students in teaching learning process						
9	Relationship between teacher and students in teaching learning process						

Where: 3 = Very good

2 = Good

1 = Bad

Knowing,

Nur Azizah, S.Ag
NIP. 197011041998032002

APPENDIX II

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

FOR THE FIRST AND SECOND CYCLE

NO	DESCRIPTION	FIRST CYCLE			SECOND CYCLE		
		1	**2**	**3**	**1**	**2**	**3**
1	Students come to class on time						
2	Students answer the teachers' greeting						
3	Students are enthuastics in teaching learning process						
4	Students listen to the teachers' explanation antentively						
5	Students do all the task cooperatively						
6	Students are actively involved in the class						
7	Students give their opinion actively						
8	Students ask question if they do not know						
9	Students pay attention to the teacher explanation						

Where: 3 = Very good

2 = Good

1 = Bad

Knowing,

Nur Azizah, S.Ag
NIP. 197011041998032002

APPENDIX III

INTERVIEW SHEET

Before implementation graphic organizers strategy

Researcher   : Apakah kamu suka bahasa inggris?

Student 1   : Lumayan miss

Student 2   : Biasa saja miss

Researcher   : Apa yang paling sulit dalam bahasa inggris?

Student 1   : Speaking dan writing miss

Student 2   : Writing miss

Researcher   : Kenapa writing sulit?

Student 1   : Susah cari kata-kata bahasa inggris dan tidak tau mau apa yang ditulis miss

Student 2   : Saya suka menulis miss tapi dalam bahasa inggris sangat sulit karena kita harus menerjemahkan dan membolak-balik kamus

After implementation graphic organizers strategy

Researcher   : Bagaimana dengan metode yang miss ajarkan tadi?

Student 1   : Wah, sangat membantu miss. Saya jadi tau bagaimana proses menulis, sebelumnya saya menulis apa yang saya pikirkan saja.

Student 2   : Saya bisa tau apa yang akan saya tulis, dengan mengetahui

karakter dan jalur cerita sesuai dengan grafik yang kita buat

sebelum menulis.

Researcher   : Bagaimana dengan pelajaran bahasa inggris terutama writing

apakah masih biasa saja?

Student 1   : Saya agak mulai tertarik dengan bahasa inggris miss, dengan

grafik tadi jadi agak mudah, Miss.

Student 2   : Saya mulai ingin menulis cerita dalam bahasa inggris lagi, Miss.

APPENDIX IV

DIARY NOTES

FIRST CYCLE

First Meeting

The reseacher entered the class for the time and prepared the tools for recording gocument such as, paper and camera for taking pictures and so on. The English teacher started open the class. Firstly, the teacher introduced the researcher to the students and researchers' goals came to the students. The English teacher began to motivate the students in studying Englisghand explain about graphic organizers strategy in writing narrative text and students listened it well

Second Meeting

In this meeting, the teacher explained more about graphic organizers strategy, the importance of this startegy and how to apply in writing narrative text by using graphic organizers strategy and how easy way and fun this strategy.

Students's activities in the class:

- The students pay attention to the teachers' explanation of graphic organizers strategy
- The students asking and give opinion
- The students giving answers of teachers' questions
- The students answered the test carefully

Third Meeting

In this meeting, the students presented about their subtopic by using graphic organizers.

SECOND CYCLE

Four Meeting

The teacher was still applied the graphic organizers strategy in teaching learning process. The teacher also informed the students this strategy very important for helping them to write and suggested to be more active in the class

Fifth Meeting

This meeting, the students continued their test in the class.

- Most of the students paid attention to the lesson well
- The students were more active in the clas
- The students explained their writing and the other students responses ans asked question taht they did not understand yet.
- The students were more serious in doing the test
- It was just a few of the students' noisy, disturb other friends and chatted with their friends when teaching learning process

Six Meeting

In this last meting, the students could answer the task better than before and also more active during teaching learning process. The researcher concludes that the students were able to write by using graphic organizers and enjoy learning activities actively. Students more focused on studying and develop their ability in writing narrative text.

APPENDIX V

DOCUMENTATION

APPENDIX VI

Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : MAN 1 MEDAN

Mata Pelajaran   : Bahasa Inggris

Kelas /Semester   : XI IIK I

Alokasi Waktu   : 2JP (2Pertemuan)

A. 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 menunjukan 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 dan metakognitif 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,

bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

C. Indikator

3. Mengidentifikasi struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

3.8.2 Menyebutkan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana

3.8.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

E. Materi Pembelajaran

Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imaginatif yang bertujuan menghibur orang).

Generic Structure of Narrative Text

Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

Coda / reorientation (optional) – lesson from the story

Kadangkala susunan (generic structure) narrative text bisa berisi: Orientation, Complication, Evaluation, Resolution dan Reorientation. Meski "Evaluation" dan "Reorientation" merupakan optional; bisa ditambahkan dan bisa tidak. Evaluation berisi penilaian/evaluasi terhadap jalannya cerita atau konflik. Sedangkan Reorientation berisi penyimpulan isi akhir cerita.

The Characteristics / Language Feature of Narrative Text:

– Past tense (killed, drunk, etc)

– Adverb of time (Once upun a time, one day, etc)

– Time conjunction (when, then, suddenly, etc)

– Specific character. The character of the story is specific, not general.
(Cinderella, Snow White, Alibaba, etc)

– Action verbs. A verb that shows an action. (killed, dug, walked, etc)

– Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

Read text carefully and see the translation

CINDERELLA

Orientation

One upon a time, there was a single father with a very beautiful daughter named Cinderella. Her mother had rested in peace in heaven.

The father looked for a new wife to take care of the home and his daughter when he worked at the day.

The father got a wife with two daughters with the same age of her daughter.

For a couple of month after marriage, the father passed away. After that, the step mother and sisters of Cinderella showed their real face.

Complication

Cinderella was treated like a helper to do all of housework from early morning until night while the stepmother and the stepsisters were only having fun all the day.

One day, the king created a dance party to find the most beautiful girl to be the prince's wife.

The king invited all people in that country, especially to whom who had daughters.

The Cinderella's step mother had that invitation and asked her two daughters to come at the party.

Of course they were so happy except Cinderella that was not allowed to come. Anyway, even Cinderella dressed in a poor dress, she looked more beautiful than her step sisters.

The big day was coming and all girls were busy to prepare their beauty to come at the party except Cinderella.

A long the day, Cinderella desperately helped her sisters to prepare their dress, hair and everything to make them looked beautiful.

Inside her heart, Cinderella really wants to join the party but she could not do that and she was too afraid to ask her step mother to join the party. Her step mother asked Cinderella to stay at home to wait their coming.

In the evening, all people started to go to the party. Cinderella was alone at home and cried silently.

She prayed for the miracle coming for her. Her praying became true. Her Godmother came to help her to be able to join the party.

"Don't cry, Cinderella, I am here to help you."

After that the Godmother changed the pumpkin to be a very beautiful cart, changed six rats to be six big horses and changed a lizard to be a coachman.

After that the Godmother changed Cinderella's appearance to be looked more and more beautiful in a beautiful dress, hair, and also with a couple of glass shoes.

Surely, Cinderella was ready to come to the party and became the most beautiful girl there.

The Godmother said, "Cinderella, now you can go there, but remember that you have to come home before midnight because at that time everything that you have now will disappear."

Cinderella went to the party by her magical cart.

In the party, no body recognized her as Cinderella even her step mother and sisters.

The prince saw Cinderella as the best girl in the party and he asked her to dance with him.

A long the party, the prince spent the time with Cinderella only to talk each other.

Cinderella was so happy and she almost forgot that the time was already end. She ran quickly leaving the prince and the party and because of that one of her shoes was left. The prince took that shoe and kept that.

The prince was already falling in love and he promised to find the girl who had that glass shoe.

The next day after the party, the prince and his guardians went around looking for the girl who had the glass shoe.

Every girl in that country was asked to wear that shoe and so far there was no one who has the foot with the same size of that shoe.

Finally, the prince came to Cinderella's house. Her stepmother and sisters welcomed the prince proudly.

Resolution

The prince said to the stepmother, "How many daughter you have madam?"

The stepmother said, "I have three daughters but I guess you will like one of my two daughters because the other one is so ugly."

The prince said, "Okay, but I'm looking for the girl to whom this shoe belongs. Let me asked all your daughters try this shoe."

One by one Cinderella's step sisters try that shoe but they could not fix their feet in that shoe.

And the last, Cinderella try to wear her glass shoe and of course she could do that because she was the only one who can wear that shoe.

The prince looked Cinderella deeply and he remembered that Cinderella was the girl in that party who run away before midnight.

"I know you, beautiful lady. You cannot hide yourself in this dirty dress. I have been falling in love since I meet you in the party. Would you like to marry me?" The prince asked Cinderella.

"Yes I would, My Lord." Cinderella replied.

After that, the prince married Cinderella and they were happy evermore shall be.

F. Langkah-langkah Pembelajaran

No	Aktivitas
1	**Pembukaan** a. Guru masuk ke kelas dan memberi salam b. Guru dan murid berdoa sebelum memulai pelajaran c. Guru mengecek kehadiran murid d. Guru menanyakan pelajaran yang lalu e. Guru memberikan motivasi f. Guru menjelaskan tujuan pembelajaran sekarang
2	**Aktivitas inti** a. Guru menjelaskan naratif teks dan menghubungkan dengan kejadian masa lalu b. Guru menjelaskan pengertian, struktur teks dan contoh dari naratif teks c. Guru menjelaskan strategi graphic organizers d. Guru memberikan prosedur strategi graphic organizers e. Guru memberikan tugas menulis naratif teks menggunakan graphic organizers f. Guru mengumpulkan tugas yang telah diselesaikan murid g. Guru meminta salah satu murid untuk menjelaskan apa yang telah dikerjakan murid tersebut di depan kelas

3	**Penutup**
	a. Guru memberikan kesimpulan pembelajaran hari ini
	b. Guru memberikan motivasi
	c. Guru menyuruh murid untuk belajar di rumah

G. Metode Pembelajaran

Graphic organizers strategy

H. Media Alat dan Bahan Pembelajaran

Media :

Worksheet atau lembar kerja (siswa)

Lembar penilaian

Alat/Bahan :

Penggaris, spidol, papan tulis

Laptop & infocus

Slide presentasi (ppt)

I. Sumber Belajar

1. Buku sekolah

2. Internet

J. Penilaian, Pembelajaran Remedial dan Pengayaan

Teknik Penilaian

Penilaian Kompetensi Pengetahuan

Tes Tertulis

Tes Lisan

Penilaian Kompetensi Keterampilan

Proyek, pengamatan, wawancara'

Mempelajari buku teks dan sumber lain tentang materi pokok

Menyimak tayangan/demo tentang materi pokok

Menyelesaikan tugas yang berkaitan dengan pengamatan dan

eksplorasi

Portofolio / unjuk kerja

Laporan tertulis individu/ kelompok

Produk,

Instrumen Penilaian

Elements	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%

Total score	100%

K. PembelajaranRemedial dan Pengayaan

Remedial

Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM.

Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar

Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

Fungsi social teks pemaparan jati diri

Pengayaan

Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya Membuat *surat pemaparan jati diri melalui email.*

Guru Bahasa Inggris   **Peneliti**

Nur Azizah, S.Ag   **Raihana Tuzzikriah**
NIP. 197011041998032002 **NIM. 34.14.4.006**

       Kepala MAN 1 Medan

       Maisaroh, S.Pd, M.Si
       NIP. 196208041991032002

APPENDIX VII

Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : **MAN 1 MEDAN**

Mata Pelajaran : **Bahasa Inggris**

Kelas /Semester : **XI IIK I**

Alokasi Waktu : **2JP (2Pertemuan)**

A. 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 menunjukan 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 dan metakognitif 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,

bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

C. Indikator

3. Mengidentifikasi struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

3.8.2 Menyebutkan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana

3.8.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

E. Materi Pembelajaran

Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imaginatif yang bertujuan menghibur orang).

Generic Structure of Narrative Text

Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

Coda / reorientation (optional) – lesson from the story

Kadangkala susunan (generic structure) narrative text bisa berisi: Orientation, Complication, Evaluation, Resolution dan Reorientation. Meski "Evaluation" dan "Reorientation" merupakan optional; bisa ditambahkan dan bisa tidak. Evaluation berisi penilaian/evaluasi terhadap jalannya cerita atau konflik. Sedangkan Reorientation berisi penyimpulan isi akhir cerita.

The Characteristics / Language Feature of Narrative Text:

– Past tense (killed, drunk, etc)

– Adverb of time (Once upun a time, one day, etc)

− Time conjunction (when, then, suddenly, etc)

− Specific character. The character of the story is specific, not general.

(Cinderella, Snow White, Alibaba, etc)

− Action verbs. A verb that shows an action. (killed, dug, walked, etc)

− Direct speech. It is to make the story lively. (Snow White said,"My name is

Snow White). The direct speech uses present tense.

Read text carefully and see the translation

PINOCCHIO

Orientation

Long time ago, there was a lonely puppet maker named Geppetto. He had neither wife nor child.

One day, Geppetto find an old beautiful wooden log. He brought it home and carved it to be a wooden puppet.

Inside his heart, Geppetto prayed and hoped that his puppet would be alive as his boy.

His praying was coming true. In the night while Geppetto was sleeping, a fairy came and gave a soul to the puppet. In the morning, Geppetto was shocked and also happy seeing his puppet alive. He named it Pinocchio.

Pinocchio was a naughty wooden boy. He liked to tell a lie. Even though, when he said a lie, his nose became longer than before.

His nose would be back in the normal size if he asked to the fairy and promised to be a good boy.

Unfortunately, he never did his promised and still liked to say a lie.

The fairy said that he would never be a real boy if he still did the same thing. The fairy also said that his lying would take him into a trouble. Pinocchio said yes but in fact he still did the same thing.

Complication

Geppetto wanted Pinocchio to be like the other boy.

He sent Pinocchio to school and bought him some books.

At the first day of the school, Pinocchio brought all of his books.

In the middle of the way to go to school, he saw there was a puppet show he was so curious to see. He forgot about the school and saw the puppet show.

He loved it and he wanted to meet the puppet master. The puppet master saw Pinocchio as a unique and alive puppet boy. So he caught Pinocchio and locked him in a caravan.

Pinocchio was so sad and afraid. He wished to be with his father, Geppetto. The good fairy came and set him free.

Pinocchio seemed not to be cured of that habit. In the other day, he repeated his mistake. He should go to school but at the way to school he saw there was a trip to go to Fun Island. He sold his books to buy the ticket.

Finally, Pinocchio was in a trip to go to the Fun Island. But it was a fake trip; Pinocchio was kidnapped and made into a slave in an island.

Once again, Pinocchio regretted his attitude.

Resolution

He tried to run away from that island. He found a small boat and he began to sail. He did not know where to go.

In the middle of the sea, he saw his father Geppetto in a small boat looking for him. He was so happy seeing his father but unfortunately, there was a whale that suddenly appeared and ate both Pinocchio's and Geppetto's boat.

Inside the whale's stomach, Pinocchio was crying.

He asked for apologize and he promised to his father to be a god boy and never repeat his mistakes.

They pray to God for their live. The good fairy came again and set them free.

After that event, Pinocchio became a good boy. The fairy changed him into a real human boy so that Pinocchio and Geppetto were so very happy.

F. Langkah-langkah Pembelajaran

No	Aktivitas

1	**Pembukaan**
	
	   a. Guru masuk ke kelas dan memberi salam
	   b. Guru dan murid berdoa sebelum memulai pelajaran

	c. Guru mengecek kehadiran murid
	d. Guru menanyakan pelajaran yang lalu
	e. Guru memberikan motivasi
	f. Guru menjelaskan tujuan pembelajaran sekarang
2	**Aktivitas inti** a. Guru menjelaskan naratif teks dan menghubungkan dengan kejadian masa lalu b. Guru menjelaskan pengertian, struktur teks dan contoh dari naratif teks c. Guru menjelaskan strategi graphic organizers d. Guru memberikan prosedur strategi graphic organizers e. Guru memberikan tugas menulis naratif teks menggunakan graphic organizers f. Guru mengumpulkan tugas yang telah diselesaikan murid g. Guru meminta salah satu murid untuk menjelaskan apa yang telah dikerjakan murid tersebut di depan kelas
3	**Penutup** a. Guru memberikan kesimpulan pembelajaran hari ini b. Guru memberikan motivasi c. Guru menyuruh murid untuk belajar di rumah

G. Metode Pembelajaran

Graphic organizers strategy

H. Media Alat dan Bahan Pembelajaran

Media :

Worksheet atau lembar kerja (siswa)

Lembar penilaian

Alat/Bahan :

Penggaris, spidol, papan tulis

Laptop & infocus

Slide presentasi (ppt)

I. Sumber Belajar

1. Buku sekolah

2. Internet

J. Penilaian, Pembelajaran Remedial dan Pengayaan

Teknik Penilaian

Penilaian Kompetensi Pengetahuan

Tes Tertulis

Tes Lisan

Penilaian Kompetensi Keterampilan

Proyek, pengamatan, wawancara'

Mempelajari buku teks dan sumber lain tentang materi pokok

Menyimak tayangan/demo tentang materi pokok

Menyelesaikan tugas yang berkaitan dengan pengamatan dan

eksplorasi

Portofolio / unjuk kerja

Laporan tertulis individu/ kelompok

Produk

Instrumen Penilaian

Elements	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total score	100%

K. PembelajaranRemedial dan Pengayaan

Remedial

Remedial dapat diberikan kepada peserta didik yang belum mencapai

KKM maupun kepada peserta didik yang sudah melampui KKM.

Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM

dan remedial karena belum mencapai Kompetensi Dasar

Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

Fungsi social teks pemaparan jati diri

Pengayaan

Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar. Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya Membuat *surat pemaparan jati diri melalui email*.

Guru Bahasa Inggris   **Peneliti**

Nur Azizah, S.Ag   **Raihana Tuzzikriah**
NIP. 197011041998032002   **NIM. 34.14.4.006**

Kepala MAN 1 Medan

Maisaroh, S.Pd, M.Si
NIP. 196208041991032002

APPENDIX VIII

Instrument of Pre test

Write down the narrative text about Malin Kundang!

APPENDIX IX

Instrument of Post Test I

Write down the narrative text about Malin Kundang with graphic organizers!

APPENDIX X

Instrument of Post Test II

Write down the narrative text about the other legend/fable with graphic organizers!

APPENDIX XI

Key answer of Pre Test

Malin Kundang

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. Malin Kundang grew up as a skillful young boy. He always helps his mother "Mom, what if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree, but Malin Kundang had made up his mind. "Mom, if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin kundang. His mother wiped her tears, "If you really want to go, I can't stop you. I could only pray to God for you to gain success in life," said his mother wisely. In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. "Take a good care of yourself!" said Malin's mother Before Malin stepped onto the ship. Malin's mother hugged him tight as if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. Even though it's been a year she had not heard any news from Malin Kundang. she kept waiting and praying for him. After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman.The man was Malin Kundang, her son.

Malin'mother approached her beloved son. "Malin, you're back!" said Malin's mother and without hesitation, she came running to hug Malin Kundang,"I miss you so much." But, Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife."You're not my Mother. I don't know you. my mother has passed away," said Malin Kundang. Malin Kundang's mother take a step back, "Malin… what do you mean?? I'm your mother!" she said sadly. "take this old woman out of here," Malin Kundang ordered his bodyguard. Malin's mother cried as she was dragged

by the bodyguard,"Malin… my son. Why do you treat your own mother like this?" "Malin Kundang ignore her. her feelings are very hurt, he cried and said," I curse you into stone! ". In a calm sea, suddenly the wind was blowing so hard and the storm came .finally, malin turned to be a stone. He was punished for not admit his own mother.

APPENDIX XII

Key answer of Post Test I

<p style="text-align:center;">**Malin Kundang**</p>

Orientation

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. Malin Kundang grew up as a skillful young boy. He always helps his mother "Mom, what if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree, but Malin Kundang had made up his mind. "Mom, if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin kundang. His mother wiped her tears, "If you really want to go, I can't stop you. I could only pray to God for you to gain success in life," said his mother wisely. In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. "Take a good care of yourself!" said Malin's mother Before Malin stepped onto the ship. Malin's mother hugged him tight as if she didn't want to let him go.

Complication

It had been three months since Malin Kundang left his mother. Even though it's been a year she had not heard any news from Malin Kundang. she kept waiting and praying for him. After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman.The man was Malin Kundang, her son.

Resolution

Malin'mother approached her beloved son. "Malin, you're back!" said Malin's mother and without hesitation, she came running to hug Malin Kundang,"I miss you so much." But, Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife."You're not my Mother. I don't know you. my mother has passed away," said Malin Kundang. Malin Kundang's mother take a step back, "Malin… what do you

mean?? I'm your mother!" she said sadly. "take this old woman out of here," Malin Kundang ordered his bodyguard. Malin's mother cried as she was dragged by the bodyguard,"Malin… my son. Why do you treat your own mother like this?" "Malin Kundang ignore her. her feelings are very hurt, he cried and said," I curse you into stone! ". In a calm sea, suddenly the wind was blowing so hard and the storm came .finally, malin turned to be a stone. He was punished for not admit his own mother.

APPENDIX XIII

Key answer of Post Test II

Snow White

Orientation

         Once upon a time, there was a king with a daughter named Snow White. She was named Snow White because she had skin as white as snow.

Her mother was dead when Snow White was a child.

After the death of her mother, her father remarried a beautiful lady which was actually a witch.

         Her stepmother, who was a witch, has a mirror that could answer all of questions.

         The stepmother always asked who the most beautiful lady in this world was and the answer was always the stepmother. That made her happy because her most important thing was her beauty.

         After became the new queen, the stepmother killed the king.

         After that, the queen completely became the one who controlled that kingdom. So far, the queen still kept Snow White alive because she was not a threat for her.

Complication

         But when Snow White grew up became a beautiful teenager, the mirror had a different answer when the queen asked who the most beautiful lady was.

         The mirror said that Snow White was the most beautiful woman in the world. That made the queen became angry and mad of Snow White.

         One day, the queen asked a hunter to kidnap and kill Snow White in the far away wood. But the hunter did not kill Snow White as he ordered. The hunter killed a pig and took its heart as a proof for the queen.

         In the wood, Snow White was very afraid. She ran away until she found a small house which belonged to seven dwarfs.

         She told them about her story and the dwarfs decided to help her. Snow White lived together with seven dwarfs peacefully in the wood.

The queen thought that Snow White was dead and she asked one more again to the mirror who the most beautiful woman was.

The mirror replied that the most beautiful woman was Snow White and that answer made the queen became angry and she knew that Snow white was still alive.

She asked again where Snow White Lived and the mirror told the queen.

After that, the queen decided to kill Snow White by herself. She changed herself to be an old woman and brought a basket of poisoned red apple to be given to Snow White.

At the day when all dwarfs began to work mining the gold under the mountain, Snow White was alone at the house.

The queen came and gave the apples to Snow White and she began to eat one apple.

One bite was enough to kill Snow White and after a bite eating that apple, Snow White felt down and the queen accomplished her mission.

When the dwarfs went home, they were shocked knowing Snow White dying.

They put her into a glass coffin and take care of her body. They could not burry her because they did not heart to do that.

Resolution

Tree day letter there was a prince who had loss in the wood and couldn't find the way back home.

He found the dwarfs' home and came to ask the way back to his kingdom. Inside the home, he met the dwarfs and also saw Snow White inside the glass coffin. He was so amazed with her beauty.

The dwarfs told him about her. He kissed her hand and her head to give his respect and surprisingly Snow White was alive. She opened her eyes and the apple chunk flew out of her throat.

Everyone in that house was so happy because Snow White was alive again. The prince asked her to be his queen and Snow White agreed. After that, the prince took her to his kingdom and married her. They were happy ever after.

APPENDIX XIV

Students' Work

APPENDIX XV

Name of Students

No	Initial of Students	Name of Students
1	AR	Afifatuh Rahma
2	AAH	Ahmad Anas Hsb
3	AF	Ahmad Fauzan
4	AZ	Ahmad Zulfikar
5	AM	Arif Maulana
6	AH	Artika Handayani Hrp
7	AS	Asita Salsabila
8	AOH	Atmaja Oldan Hrp
9	BNH	Bahcrul Nabiel Hakim
10	DT	Defina Tasya
11	EK	Egi Kadinda
12	FH	Fadilaul Hasanah
13	FIU	Fariz Ilhamsyah Umar
14	INS	Indah Nabila Srg
15	IM	Iqbal Maladzie
16	LF	Lailan Fauza
17	MD	Muamar Davala
18	MSS	M. Susanto Syahputra
19	MNP	Mhd. Nugraha Pratama
20	MA	Muhammad Arif

21	MGM	M. Guslihan Mahmuda
22	MHF	M. Hafiz Febriansyah
23	MIZ	M. Iqbal Zubaidi
24	MZ	Muhamad Zakaria
25	NA	Nur Azizah
26	NN	Nurul Nasyahirah
27	OS	Oktavia Sukmayati
28	PH	Priamadoni Hrp
29	QM	Qholbi Mutiara
30	RS	Raya Sari
31	RH	Randy Hardiansyaf
32	SZ	Siti Zahara
33	SW	Sri Wulandari
34	TA	Tata Arbiyana