CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of four basic skills such as listening, speaking, and reading. It is very important in teaching and learning English. Writing involves some language components such as: spelling, grammar, vocabulary, and punctuation. Writing is a skill which used to communicate indirectly, without face to face interaction, writing is also a tool of communication to express the thinking or feeling. According to D. Angelo, writing can help to think critically. Writing enables to preceive relationship, to deepen perception, to solve problem, and to give order experiences.[1] It means the purpose of writing are to make relationship with other, to solve problem in writen form such as send letter for someone. The last through writing someone can express his experiences in a paper or in written form.

Writing skill is specific ability which helps the writers put their thoughts into words in a meaningful from and mentally interact with the message. As Brown states that writing is the written product of thinking, drafting, revising, editing, evaluating, and post-writing that require specialized skill on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention

[1] Frank J.D'Angelo, *Process and Thoug Composition*,(Cambridge,Massachusetts:,Winhrop Publishe,Inc.Cambridge,1980),p,4

coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.[2] The explanation above emphasizes that writing is a process that has some steps to comprehend.

Writing is not easy because it needs intensive practice to develop idea in written text. As David Nunan states that there are two aspect that the writer needs to write something which are ; physical and mental act. At the most basic level, writing is the physical act committing words so the learners need more practice about their writing and they can start to write form the small events beside them. The next is mental act because writing is mental work of inveting ideas, thinking about to express them, and organizing them into statements and paragraphs that will be clear to a reader.[3] It means that the students need more practice and also must be patient in writing process to get good writing.

In writing paragraph, there are some kinds of text that should be learned by the students, such as narrative text, descriptive text and recount text. In this research the researcher focused on recount text. Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount text is to give the audience a description of what happened and when it happened. Recount text is one of the text that the students always produce whether they relize it or not. The students

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[2] H. Douglas Brown.*Teaching by principles and Interactive approach to Language Pedagogy*(second edition,sanfrancisco:longman,2000),p335

[3] David Nunan, *Practical English Language Teaching*,(MeGraw-Hill Companies New York,2003),p,88

spend much of their own experiences and listening to experiences of other. They describe those events in words based one what their feel, remember and listen. it means that they always produce recount text in their daily life. But in fact the students are still difficult to make a paragraphs of recount, its very difficult to incorporate the idea into a good paragraph.

To improve students writing skill, the students have to increase their practice in writing skill. In learning, the teacher should be able to select the suitable strategy that can improve students writing ability. So that, it will help the teacher to teach that skill easily.

There are many strategies that can improve students writing ability, one of them is Graphic Organizer strategy that can be used by the teacher in teaching writing. Wendy Conklin states that use the graphic organizer also enriches students' writing abilities.[4]Graphic Organizer is effective strategy in teaching writing. According to Miller "Graphic Organizer serve as visual representation of ideas that help learners organize their thoughts and apply their thinking skills to the content in a more orderly manner".[5] It means that Graphic Organizer's main function is to help present information in concise ways that highlight the organization and relationship of concepts.

Based on the researcher's preliminary research when the reseracher practice teaching at the second grade of SMPN 3 Bukittinggi, the

[4] Wendy Conklin, *Instructional Strategies for Diverse Leaners*: reprinted,2007,p 34

[5]Abdul-Majeed Tayib(Ph.D), *The Effect of Using Graphic Organizer on Writing (A Case Study of Preparatory College Students At Umm-Al-Qura University*,Vol.4,No.5,pp.31-53,May 2016(www.ejournals.org)

researcher found some problems that related to the students writing ability. First of all, the students did not master vocabulary and grammar. When the teacher gave instruction to write recount paragraph the students did mistake in writing a paragraph of recount because they did not master vocabulary and grammar. So, only some students could finish writing a pragraph of recount.

The second problem was the students had low motivation in writing a pragraph. It is based on the observation and interview that the researcher did with the teacher. The teacher said that the students had low motivation in writing a paragraph. When the teacher asked the students to make a paragraph, the students felt lazy to make a paragraph

The third, students were difficult to develop their idea to be good paragraph. It was based on the observation from the students. When the teacher asked the students to write a paragraph, they could not develop their ideas into a paragraph, because they were not confident to develop their idea.

The last, the teacher used conventional strategy in teaching writing. The teacher just focused on worksheet and textbook. The first, the teacher explained from definition, purpose, function and generic structure of recount text. Then, the teacher asked the students to writing a paragrapah. The teacher explained it clearly, but several students were not be able to write the paragraph.

Using graphic organizer can help students brainstorm new ideas. This strategy also can help students sort out the key points that the students want to make and can help students write clearly and precisely. There are several type in Graphic Organizer such as; conceptual, hierarhical, cyclical, sequential. In this research, the researcher focuses on cyclical graphic organizer toward students writing ability in recount text. Because the cyclical suitable with recount text. The cyclical organizer depicts a series of events with no beginning or end. The information is circular and continuous.

Based on the case above, the researcher conducted a experimental research about The Effect of Using Graphic Organizer in Writing recount text. The researcher was interested to conduct a research under the title " **The Effect of Using Graphic Organizer Strategy toward Students Writing Ability on Recount Text at the Second Grade of SMPN 3 Bukittinggi**".

B. Identification of The Problem

There were some factors that at the second grade in Junior High School 3 Bukittinggi had difficulties to do writing.

1. The students did not master vocabulary and grammar.
2. The students had low motivation in writing text.
3. Their students were difficult to develop their idea to be a good paragraph.
4. The teacher used conventional strategy in teaching writing.

C. Limitation of The Problem

Based on the identification of the problem above, the researcher limited the problem on teaching writing by using Graphic Organizer toward students' writing ability on recount text at the Second Grade of SMPN 3 Bukittinggi.

D. Formulation of The Problem

In accordance with the limitation of the problem, this research would be formulated in the following research question as follows:

1. Is there a significant effect of using Graphic Organizer strategy toward students writing ability on recount text at the second grade of SMPN 3 Bukittinggi?
2. Is there a significant difference of students writing ability on recount text between the students who use Graphic Organizer strategy and students who use conventional startegy at the second grade of SMPN 3 Bukittinggi?
3. Is students ability in writing using Graphic Organizer strategy is better than conventional strategy at the second grade of SMPN 3 Bukittinggi?

E. Purpose of The Research

In accordance with the formulation of the problem above, the purpose of the research are:

1. To find out whether there is an significant effect of using Graphic Organizer to toward students writing ability at the second grade of SMPN 3 Bukittinggi.

2. To find out whether there is an significant difference by using Graphic Organizer strategy and conventional strategy at the second grade of SMPN 3 Bukittinggi.
3. To find out whether the students' writing ability using Graphic Organizer strategy better than using conventional strategy at the second grade of SMPN 3 Bukittinggi.

F. Significance of The Research

The result of the study is expected to give contribution for English teacher, students, school, writer and next researcher.

1. For teacher

   The result of this research can help the teacher, especially the english teacher at Junior High School 3 Bukittinggi to improve students writing ability.

2. For students

   The result of this reserach can give solution for the students that have difficulties in Learning English especially writing. The students can use this media to make them easy to writing paragraph, and help them to improve their writing ability.

3. For researcher

   This research also give the contribution to the reseracher in getting experience in teaching writing and it could be applied by the researcher later in the field. The research also as the requirements to

obtain strata one degree on English Education Section in IAIN Bukittinggi.

4. For institution

   It would be used to add the educational literature and as the reference for the next research.

G. Definition of Key Terms

There are some keys term used in this research, to avoid this misunderstanding for the reader, the researcher explains the key terms as the following:

1. Effect

   Effect is a change an action or a result, an outcome. In this research effect is the changing of students writing ability after they use Graphic Organizer strategy.

2. Graphic Organizer

   Graphic Oragnizer is a chart or table used to help students arrange their responses in ways that outwardly demonstrate the arrangement of ideas in the mind.[6] In this research Graphic Organizer strategy defined as the appropriate strategy in teaching writing.

3. Recount Text

   Recount text basically it is written out to make report about an experience of a series of related event. A recount is eritten out to

[6] Alan Crawford,E Wendy Saul, Samuel Mathews, James Makinster, *Teaching and learning Strategies For the Thingking Classroom*(The International Debate Education Association,2005, p,236)

inform an event or to entertain people. Recount text is text functions as for telling an incident in the past.[7]

[7] Natanael Saragih et al, *IOSR Journal Of Humanities and Social Science (IOSR-JHSS),pdf,p57*

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Writing

a. Definition of Writing

Writing is a way to produce language which we do naturally when we speak. It is simply the graphic representation of spoken language, and that writen performance is much like oral performance. Writing is one of four skills which is used as means communicate with other. As Brown defined, " writing is the nature of the composing process of writing".[8] Writing is also an action and process of discovering and organizing our idea, putting them on paper, reshaping and revising them.

The result of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas. In writing, the students figure out the ideas then put into a paragraph. So, the students must be able to develop their ideas in writing paragraph. In writing, the students figure out the ideas.

In writing there are some components that must students mastery such as grammar, vocabulary, and punctuation. The

[8] H.Douglas Brown, *Teaching by Principles : An Interactive approach to Language pedagogy,Second Edition, Longman,2001,p 335*

students must be able to make the ideas into a written form as a communication. To write well, the students are be able to generate the ideas into a written form become a good writing.

As Brown states "writing is a thinking process"[9]. It means that, before the students write a paragraph the students give a chance to thinking the idea to make a good writing. Writing is a process of communication which used to convey ideas to the readers. So, the readers must be understand what the writers want to write in paragraph.

Writing is a process of thinking the ideas, prepare the outline, transfer the outline into a draft, revising the draft, and proof reading the draft to prepare for the final outcome. As Nunan said"writing is not natural activity"[10]. Writing is not just about the product, but need a process of develop ideas into a good writing. Writing needs a process of thinkng the ideas to generate the idea in paragraph.

As Oshima and Hogue suggest, there are four step in writing: prewriting, planning, writing and revising drafts, nd writing the final copy to hand in[11]. Prewriting can help the students to thinking the ideas in writing. Planning help the students to

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[9] H. Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy, Second Edition : Longman, 2001, p. 336*

[10] David Nunan, *Designing Task For The Communicative Classroom*. Cambridge: Cambridge University Press, 1998, p.36

[11] Alice Oshima and An Hogue, *1991, 1999 Writing: Academic English Third Edition*: Addison Wesley Longman, 1999,p.3

organize the ideas. Revising the drafts help the students to reform the ideas. In final process the students can get a good wrting by the process. The process of writing need by students to write a paragraph well.

b. The Purpose of Writing

The purpose of writing have to do with goals or aims of eriting. Thingking about purpose of writing, a writer should think to motivate people to write. Reinking and Andrew states that there are four common general writing purposes, two or more of which often joined forces in single piece[12].

1. To Inform

   Presenting information is one of the most comon writing purposes. It means to give information and explain it. So, writers can share knowladge and give information, directions, of ideas to readers.

2. To Persuade

   The writers attempt to influence other hand and initiate action or change. It means to convince readers about a matter of an opinion. If your purpose in writing is persuade you have to influence your reader's thoughts or action.

3. To Express Yourself

[12] Reinking and Andrew, Strategies for Successful Writing, USA: Prentice Hall, 1986, P.4

Creative writing includes personal essays fiction, plays, and poetry, as well as journals and diaries. Self-expressions has a place in other kinds of writing too. A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

4. To Entertain

Some writing is mean just to entertain; other writing couples entertiment with a more serious purpose. This types of writing often used for entertainment, pleasure, discovery, poems, or short play.

In writing there are some purpose of writing that should achieve n teaching writing. first, to give information from the writer to the reader to express the idea from the writer to the reader to express the idea from the writer in written for. Second, to convice the reader about the opinion of the writer. Third, to express the idea from the writer in written for. Last, to entertain the readers.

c. Process of writing Skills

Become a good writing not just a one process, there are four process in writing. Hogues mentions them as follows[13]:

1. Pre-writing

[13] Alice Oshima and An Hogue, 1991, 1999 Writing*: Academic English Third Edition*: Addison Wesley Longman, 1999,p.3-14

Prewriting is to generate the idea in writing. There are two step in prewriting, first choosing and narrowing a topic is to narrow the topic to a particular aspect of that general subject. Second, brainstoring is to generate the ideas.

2. Planning

Planning is to organize the ideas by brainstorming into outlining.

3. Writing and revising drafts

In this process is to write a rough draft from your outine.

4. Writing the final copy to hand in

As the final process in a writing process, the writes make all the corrections that noted on the drafts.

In writing there are several process that should be do by the writer. There are four step in writing: prewriting, planning, writing and revising drafts, and writing the final copy hand in. this step can guide the students to make paragraph well.

d. Assessing students writing

According to Harris there are some aspect to analytic scoring of writing[14]:

[14]Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 2003, p.101

Table 2.1.
Assessment of writing

SCORE	GRAMMAR
6	Few (if any) noticeable errors of grammar or word order
5	Some errors of grammar or word order which do not, however, interfere with comprehension.
4	Errors of grammar or word order very ferquent; occasional re-reading necessary for full comprehension.
3	Errors of grammar or word order very frequent; efforts of interpretation sometimes required on readers part.
2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
1	Errors of grammar or word order so severe as to make comprehension virtually impossible.
	VOCABULARY
6	Use of vocabulary an idiom rarely distinguishable from that of educated native writer.
5	Occasionally uses inappropriate terms or relies on circumlocutions expression of ideas hardly impaired.
4	Use wrong or inappropriate word fairly frequently; expression of ideas may be limited because of

	madequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequenly misused that reader must often rely on own interpretation.
1	Vocabulary limitations to extreme as to make comprehension virtually impossible.
	MECHANICS
6	Few (it any) noticeable in punctuation or spelling.
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling on punctuation; lead sometimes to obscurity.
2	Errors of spelling or punctuations so frequent that reader must often rely on own interpretation.
1	Errors of spelling or puntuations so serve as to make comprehension virtually impossible.
	FLUENCY
6	Choice of structure and vocabulary consistently appropriate; like that of educated native writer.

5	Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair overall ease of communication.
4	'patchy' with some structure or vocabulary items noticeable inappropriate to general style.
3	Structure or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
2	Communication often impaired by completely inapropriate or misused structure or vovabulary items.
1	A 'hotch-potch' of half-learners misused structures and vocabulary items rendering communication almost impossible.
	FORM
6	Highly organised; clear progession of ideas well linked; like educated native writer.
5	Material well organised; links could occasionally be clearer but communication not impaired.
4	Some lack of organisation; re-reading required for clarification of ideas.
3	Little or not attempt at connectivity, thought reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to

1	deduce connection between them. Lack of organization so severe that communication is seriously impaired.
	SCORE: Grammar:__+ Vocabulary:__ + Mechanics:__ + Fluency:__ + Form:__ =___ (TOTAL)

Final score = $\frac{total\ score}{maximum\ score} \times 100$

From all categories in the writing assessment, when students get a good score for each categories it means the student get a perfect score. So, the teacher can guide the students to focus on aspect of writing.

2. The Nature of Recount Text

a. Definition of Recount Text

Recount text is a piece of text that retell past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. When the students learn recount text at school, then they were asked by teacher to write a paragraph abou recount text, they have to know about the meaning of recount text. Recount text is a text that retell the story of past events about their own experiences, whether the stories are horrify, unearthly, and gratify. The story is

to give the readers about what happened, when it happened, and write the conclusion of their story in past events.

According to another expert about the definition of recount text, the recount text is story which retells about someone's experience. As Knapp states, Recount text basically it is written out to make report about an experience of a series of related event. A recount is eritten out to inform an event or to entertain people. Recount text is text functions as for telling an incident in the past.[15] Furthermore, recount text is the people retells their story that happened in the past, the story based on their experience in past.

b. The Generic Structure of Recount Text

The generic structure are steps to write a paragraph recount text. The students should know the generic structureso that they easy write a paragraph recount text. There are three the generic structure of recount text:

1. Orientation

   The function of orientation are to attent and focus to readers.

2. Record of Event

   To give detail about activity or event sequently.

3. Re-orientation

[15] Natanael Saragih et al, *IOSR Journal Of Humanities and Social Science (IOSR-JHSS),pdf,p57*

Consist of conclusion from the record of events.[16] Furthermore, when the students write a paragraph should have a conclusion about the story or experience in the past whether their experience is sad, happiness, unearthly or so on.

There are three the generic structure of recount text according to Boardman, he states that the steps for constructing of writen recount text are:

1. Orientation

   The first paragraph that give background information about who, what,where and when.

2. Events

   A record of events usually recounted in chronological order. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.

3. Re-orientation

   “Rounds off “ the sequences of events or retell about what happened in the end.[17] Furthermore, when the students write a paragraph recount text, of course each paragraph should have a conclusion about the story or experience in the past whether their experience is sad, happiness, unearthly or so on.

[16] Pardiyono,*Pasti Bisa the Genre-Based Writing*,(Yogyakarta,2007),p,64

[17] Natael Saragih et al,*IOSR Journal Of Humanities and Social Science (IOSR-JHSS),pdf,p,57*

c. The Language Feature of Recount Text

There are some language features of recount text, according to Natael Saragih et al : the language feature is how the students write paragraph recount text. When they write a paragraph recount text, they have to can write active and passive' form, past tense (V2) and so on.[18]

1. Active and Passive

   The decision of whether to use active or passive is much influenced by the writer's orientation in expessing ideas. Whenever the information becomes the main orientation, instead of the author or the doer, the use of passive is then considered to be the most appropriate.

2. Past Tense

   Past tense which is market with the use of the past verb, becomes the most dominat tense to be used for telling or describing activities done in the past time. Recount is record of events in the past time. The events are reprted sequently with the use of number of conjuctions ad sequence markers.

3. To Enhance the Clarity

   It has been mentioned earlier, that the core or skeleton of written text is sentence, and the core of sentence is the verb that functions as the pedicate. Instead of subject that is considered

[18] Natael Saragih et al,*IOSR Journal Of Humanities and Social Science (IOSR-JHSS),pdf*

the most important part in a sentence, the verb is to be the one. A sentence can consists of only one verb, but not one subject. It is always opened with the use of 'capita letter'.[19] Furthermore, the students should have write some sentences in one paragraph. Sentences should have verb, predicate, but not one subject and do not forget use of capital letter in the paragraph.

3. The Nature of Graphic Organizer Strategy

a. Definition of Graphic Organizer Strategy

Graphic organizer are visual representation of information that help us gather and sort partinent information. They allow the mind to see pattern and relationships between information. More often than not, these organizers are called " maps" because they help us map out our ideas in a visual way.

Graphic organizer is as visual displays of key content information disigned to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serveone purpose. As Baxendell State that to help students clearly see how ideas are organized within a text or surounding a concept.[20] Through the use of organizers, learners acquire the structure of abstract concepts.

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[19] Pardiyono,*Pasti Bisa the Genre-Based Writing*,(yogyakarta,2007),p,76-77

[20] B Baxendell, consistent, coherent, creative: the 3cs Graphic Organizers. Council for Exceptional Children, 36(3), 46-53

Understanding how to brain works help us understand why graphic organizer are valuable tools for learning. The brain stores information much like the way that a graphic organizer shows information. The brain is able to take meaning much easier from a visual format like a graphic organizer that from merely written eords on a page. Graphic organizers not only help students manage information, but they offer information that students understand at a glace. So, graphic oragnizer can help the students more understand about the text in the real world.

Using graphic organizer also enriches students' writing abilities. The student fill out graphic organizers, they learn to summarize informantion. Student cannot merelycopy information to their page. Using graphic organizer, students have to think about how to write the information in a different way. This provides a unique way for students to take notes during a lecture or while reading a passage. Graphic organizer are also a great way to assses and evaluate students' learning.

Graphic organizer can be used before, during, and after instruction in a classroom. They help us predict, plan organize and reorganize, interpret, and compare and contrast. Graphic organizer can be used for:

1. Brainstroming

Process for generating creative ideas and solutions through intensive and freewheeling group discussion.

2. Note taking while reading text or listening to a lecture

   The practice of recording information captured from another source.

3. Sumarizing and organizing information

   Summaries succinctly communicate lengthy ideas; your conclusion is the perfect place summarize the main points of your speech.

4. Prewriting tools

   The creation and arrangement of ideas prelimary to writing.

5. Comparing and contrasting information

   Compare and contrast essays are multi paragraph composition that explain ways in which two (or,very occasionally, more) subjects are similar or differnt.

6. Finding the main idea and supporting details

   Main idea is sump up author’s primary message. Supporting details is a paragraph contains facts, statements, examples-specificts which guide us to a full understanding of the main idea.

7. Showing sequence of events

   An arrangement of two or more things in a successive order the successive order of two or more things.

8. Organizing a story

   A concept in the study of management, strategy and organization studies.

9. Finding cause and effect relationship

   Nothing a relationship between actions or events such that one or more are the result of the other to others.

10. Character maps/traits

    Map can be used to organize information that describes how event occured.

11. Differentiating between facts and opinions

    A fact is something that can be checked and backed up with evidence. Opinion is based on a belief or view.

12. Helping with decision making

    The decision is a chart can be used to outline a problem, three possible solutions, and the advantages and disadvantages of each solution.

13. Showing cycles

An interval of time during which a sequence of a recurring succcesion of events or phenomena is completed.

14. Finding the 5 W+1 H questions

Who, what, when, where, and why : along with how the essential question about the subject of a news story that lead is traditionally expected to answer.

b. Types of Graphic Organizer

Graphic organizer come in many different forms; each one is designed to suit a particular type of information. According Keren Bromley there are many variations and possible combinations of organizer most of them fall into four basic categories:[21]

1. Conceptual

These types of graphic organizer include a main concept or central idea with supporting facts, evidence, or characteristic. Some common example are webs, ven, diagrams and central question organizer.

2. Hierarhichical

These organizer begin with a topic or concept and them include a number of ranks or level below the topic. The key characteristic of the pattern is that. There are distinct level that proceed from top to bottom or bottom to top. The position on

[21] Karen Bromley, *50 Graphic Organizer For Reading, Writing and More*, Scholastic Professional Books, 1999

the organizer donates the level of the label within the organization. We have include the hierachical organizer and main idea pyramid templates as example.

3. Cyclical

   The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous an example is the circle organizer.

4. Sequential

   Sequence organizer arrange events in cronological order. This type of organizer is helpful when events have a specific beginning and end. Its also appropriate for cause and effect, process and product and problem and resolution text. The pattern is linier as in time line example plot diagram and multiple time line

In this research, the researcher will use cyclical from graphic organizer type, because the researcher wants to improve student ability in writing pragraph recount.

c. Procedures of Graphic Organizers

According to Karen Bromley in graphic organizer strategy especially cyclical there are some procedures that can guide the students to write a paragraph[22]:

[22] Karen Bromley, *50 Graphic Organizer for Reading, Writing and More*, Scholastic Professional, 1999

1. Encourage the students to retell the sequence of events.
2. Add label describing the process in the center of the template.
3. In clockwise order as the students relate them, write the events in the boxes provided (delete or add boxes as needed, depending on the process).
4. Have students use the events to explain the steps in the process.

d. The Advantage of Using Graphic Orgaanizer

There are some advantages of using graphic organizer strategy toward students writing ability. The advantage of using graphic organizer strategy are[23]:

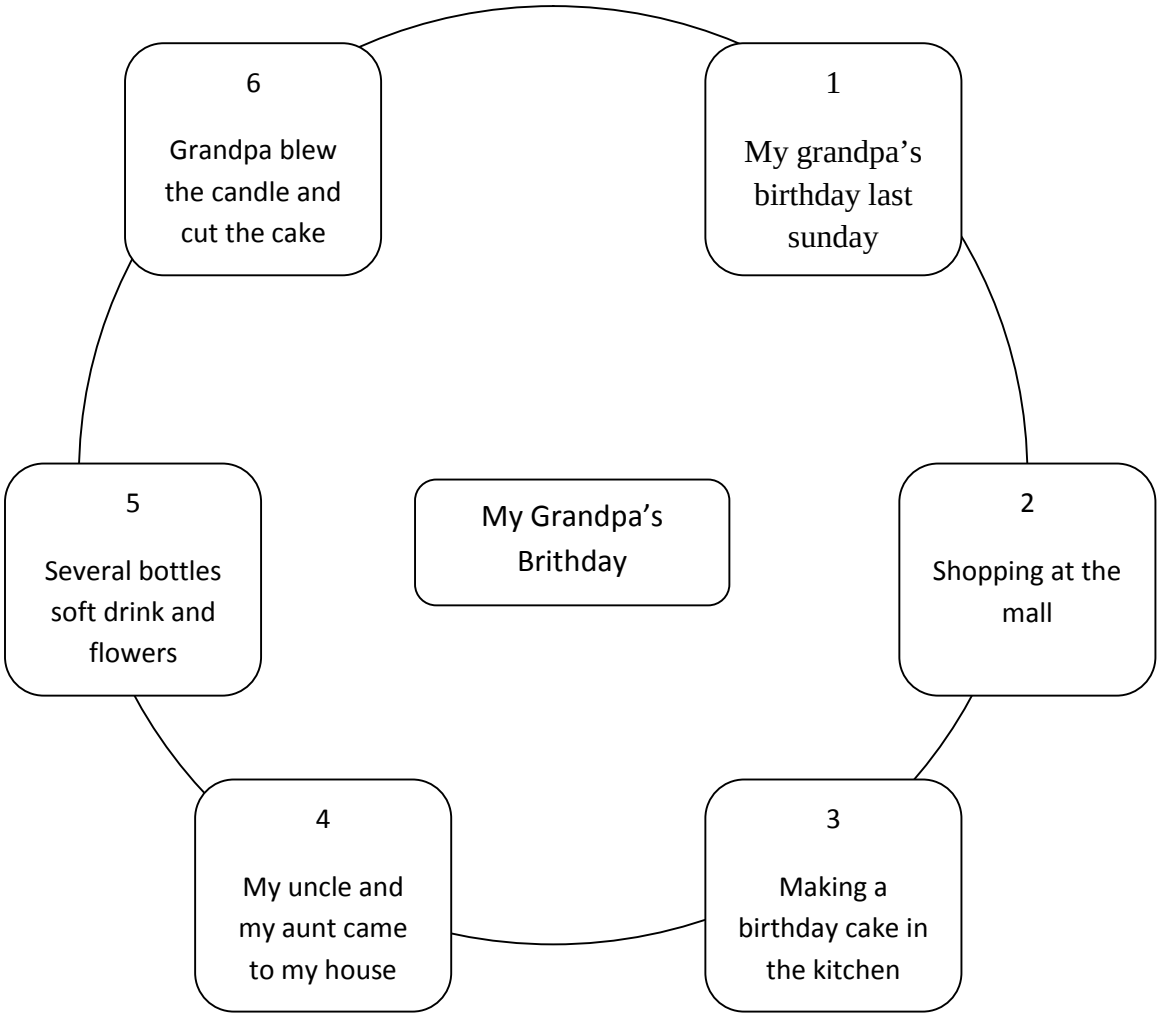
1. Graphic organizer can help the students focus on what is important, because they highlight key concepts and vocabulary, and the relationships among them, thus providing critical and creative thingking.
2. Graphic organizer are visual depictions that resemble networks and allow students to add and modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.
3. Graphic organizer serve as mental tool to help the students understand and retin important information and relationship.

The advantages of using graphic organizer strategy above by using graphic organizer can help teacher to improve students

[23] Karen Bromley, *50 Graphic Organizer for Reading, Writing and More*, Scholastic Professional, 1999

ability in writing paragraph. This strategy also help students understand the concept of part whole, record the relationship clarify and organize and assimilate different point of view. So, this strategy can help the teacher and students in learning process especially in teaching writing.

Circle Organizer



My Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and i went shopping at the mall. We bought a nice shirt. Then, we wrapped in the blue paper. Blue is my grandpa's favorite colour. On Saturday morning, my brother and i helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote "Happy Brithday" on it. After that, we put some chocolate and candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Brithday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

B. Review of Related Study

Considering the analysis of the effect of using graphic organizer to improve students writing ability, the researcher only chooses several related studies of using graphic organizer to improve students writing ability.

The first, the research was conducted by Katie Lancaster, the tittle is ***"an Examination of Using Graphic organizer to Teach Writing: A Case Study"***. From th the purpose oh this action researcher study was to determine whether or not using graphic organizer to teachwriting would have an impact on first grade student's attitudes toward writing and

proficiency in the areas of word choice and oragnization. This six weeks study was guide by two promary research questions: 1) does using graphic organizer impact students's attitudes towards writing? and 2) how does using graphic organizer impact students writing ability to use word choice and organization in writing? troughout the entirety of this study, the main sources were use to collect information. The sources that were used as survey about students attitudes towards writing and independent students writing sample completed three times troughout the study. At the conclusion of the research study, result showed the graphic organizer are an effective in teaching technique in writing.[24]

The second, the research was conducted by Laura Nicole Delrose, the title is "***Investigating the Use of Graphic Organizer for Writing***". from this research, the study has the investigating the use og graphic organizer. This study explored the efficacy of graphic organizers as a strategy to facilitate higher complexity of syntactic and discourse structures in sentence and story formation. After seven weeks of intervention, the impact of graphic organizers was assessed by comparing spontaneously written stories to scaffolded stories as well as comparing sentence combining skills from pre- to post-test. The results suggest that graphic organizers can be an effective tool used in the writing process to

[24] Katie Lancaster, *an Examination of Using graphic Organizer to teach Writing : A Case* Study, Eastren Illions University,Ele59000,2013

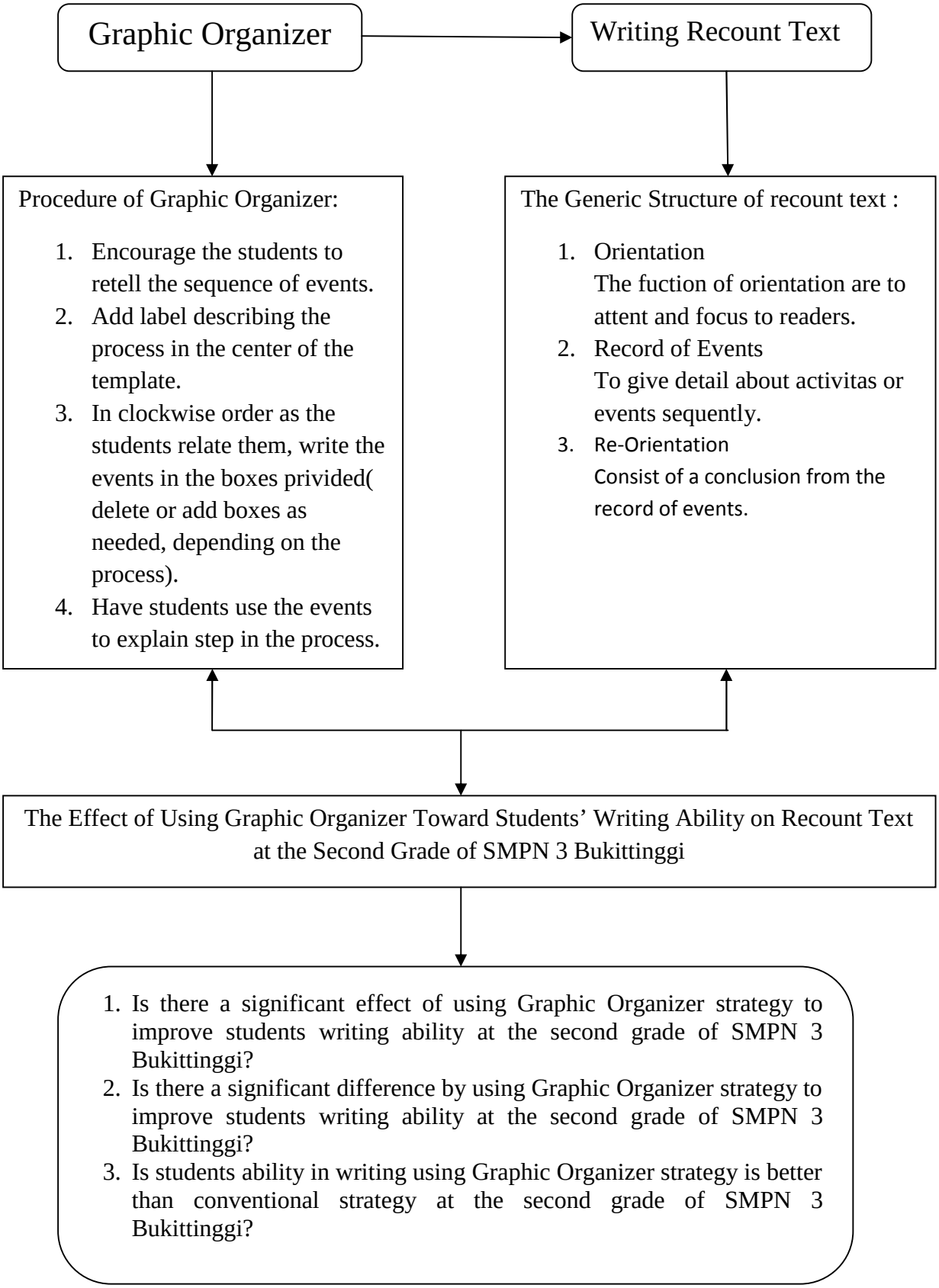
generate sentences and narratives containing more complex structure of syntax and discourse[25].

Both of the relevant study above using graphic organizer on writing. the relevant study above showed there are positive effect from using graphic organizer to improve students writing ability. From two of relevant study, there is similarity whit this research in to improve students writing ability. Both of the relevant study above, there are the differences with this research. One of them using graphic organizer in university level and one of them investigating the use of graphic organizer for writing. then, the researcher will continue the research to know the effect of using graphic organizer to improve students writing ability at the second grade of junior high school 3 Bukittinggi.

[25] Laura Nicole Delrose, *Investigating the Use of Graphic Organizer for Writing,* B.A.,University

C. Conceptual Framework

Conceptual framework from this research can be created as follow:



The schema above describes that the relationship between two variable used in this research; students ability in writing and graphic organizer strategy. Writing is productive skill that produce a written form to express the idea or information from the writer to the reader. In this research, the reseacher measure students' ability in recount text. In the recount text, there are function of the text is to retelling the events in the past. The generic structure of recount is orientation, events, and reorientation. Language features that uses in recount is using a simple past tense. To improve students writing ability in recount text by use graphic organizer, there are some procedure that the students do. First, Encourage them to retell the squence of events, add label describing the process in the center of the template, in clockwise order as the students relate them, write the events in the text boxes provided, have students use the events to explain the steps in the process.

Thus, this research indeed to know there any significant effect and significant difference by using graphic organizer strategy to improve students writing ability at the second grade of junior high school 3 Bukittinggi

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D. Hypothesis

The hypothesis of this research could be formulated as follow :

1. Ha : “There is a significant effect between students writing ability by using graphic organizer strategy and those who taught without using graphic organizer strategy”.

   Ho : “There is no significant effect between students writing ability by using graphic organizer strategy and those who taught without using graphic organizer strategy”.

2. Ha : “There is a significant differences between students writing ability by using graphic organizer strategy and those who taught without using graphic organizer strategy”.

   Ho : “There is no significant differences between students writing ability by using graphic organizer strategy and those who taught without using graphic organizer strategy”.

3. Ha : “The writing ability of the students who are taught by using graphic organizer strategy is better than without using graphic organizer strategy in writing”.

   Ho : “The writing ability of the students who are taught by using graphic organizer strategy is not better than without using graphic organizer strategy in writing”.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research was experiment research. As Sugiyono defined experiment is the research used to find a specific treatment effect against the other under controlled conditions.[26] In this experiment research there were anexperiment class that received specific treatment and control class without treatment. Cohen state that "an experiment involves making a change in the value of one variable – called the independent variable – and observing the effect of that change on another variable – called the dependent variable"[27]. In this research variable X was Graphic Organizer strategy and Y the students writing ability.

As Sugiyono said that quasy experiment design is a design the researcher can control all variable that influence the experiment[28]. In this research the researcher used two classes, experimental class and control class. In experiment class the researcher gave a treatment and control group not gave a treatment. Experiment class was treated by using graphic organizer strategy and control class without using graphic organizer strategy.

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[26]Sugiyono.*METODE PENELITIAN PENDIDIKAN: PendekatanKuantitatif, kualitatif, R&D*, Bandung, 2009,p.107

[27]Louis Cohen, LawarenceManion, and Keith Marrison. *Research Methods In Education Sixth Edition*. Canada: Routhledge, 2007,p.272

[28]Sugiyono.*METODE PENELITIAN PENDIDIKAN: PendekatanKuantitatif, kualitatif, R&D*, Bandung, 2009,p.107

This research used the pretest and posttest to know whether there were differences of the students' ability in writing. Furthermore, the two classes gave the pretest, different treatments, and posttest.

Table 3. 1

The Research Design

Class	Pre-test	Treatment	Post-test
Experiment (E)	O1	X	O2
Control (C)	O3	-	O4

Note:

E : Experiment class

C : Control class

O1 : Pre-test to experiment

O2 : Post-test to experiment

O3 : Pre-test to control

O4 : Post-test to control

X : Receivethe treatment that is using Graphic Organizer strategy

- : No treatment

B. Population and Sample

1. Population

Population is the totally subjects of the research. According to Gay, the population is the group of interest to the researcher, the group to which he would like the result of the study to be generalization.[29]As Sugiyono states that population is generalization region consisting of the objects and subjects that have certain qualities and characteristics defined by the researchers to learn and then make the conclusions[30]. Based on the background of the problem, the population of this research was the students of the second grade of junior high school 3 Bukittinggi, there was six classes in the second grade of junior high school 3 Bukittinggi: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, and VIII 6.

The population was described in the following table:

Table 3.2

The Population of The 8th Grade

No	Class	Students Totally
1	VIII 1	31
2	VIII 2	30
3	VIII 3	32
4	VIII 4	32

[29]Gay, L.R, *Educational Research*, (New York: Macmillan Publishing company)

[30]Sugiyono.*METODE PENELITIAN PENDIDIKAN: PendekatanKuantitatif, kualitatif, R&D*, Bandung, 2009,p.117

5	VIII 5	32
6	VIII 6	32
	Total	189

(Source: English Teacher in writing at junior high school 3 Bukittinggi*)*

From the table above, the population of this research was 189 students that were the total of the students in the six classes of the second grade junior high school 3 Bukittinggi.

2. Sample

Sample is a part of population and its amounts and also the characteristic are representative of population. According to Sugiyono, a sample is a part of the total and the characteristic that exist in that population[31]. They were VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6. The researcher used purposive sampling, because there were specific considerations in sampling[32]

Sample in this research was the second grade of junior high school 3 Bukittinggi, which consist of 189 Students in six class. First, both were taught by the same teacher. Both of the classes had the same levels, and conditions. Those were the researcher considerations to choose purposive sampling technique to determine the sample.

[31]Sugiyono, *MetodePenelitianPendidikan: PendidikanKuantitatifdan R & D*, (Bandung: PenerbitAlfabeta, 2009), p.118

[32]Sugiyono, Metode Penelitian pendidikan : Pendidikan kuantitatif dan R & D, (Bandung: Penerbit Alfabeta 2009), p.120

To choose the experiment and control class, the researcher followed the steps below:

1. Collect the score of the students exercise of writing from second grade at SMPN 3 Bukittinggi.
2. Test the normality of data

   The purpose of testing the normality of the data was to know wether the data spreads out normal or not. The normality test of the data was conducted by using Liliefors test. It can be done in these steps below:[33]

   a. Arrange the data from the lowest to the higher.
   b. Find the mean score ($\bar{x}$), the standard deviation (SD) and the variant

   $$\mathbf{(X)=} \frac{\sum x}{N}$$

   $$\mathbf{SD=} \frac{\sqrt{\sum (fx)^2}}{n-1}$$

   $$S^2 = \frac{\sum (fx)}{n-1}$$

   c. Find the score of Z_i by using this formula

   $$Z_i = \frac{X_i - \overline{x}}{s}$$

   d. Find the score of F (Z_i) by consulting the score of Z_i with Z_{table}
   e. Find S (Z_i)

f. Find the absolute score of F (Z_i) – S (Z_i)

g. Determine the highest score of absolute mark F (Z_i) – S (Z_i). it is name as Lo (Lilliefors)

h. Test the Lo score with Lilliefors table with the certain degree of freedom(α) : 0,05

i. Take the conclusion. <L_{tab}or if L_{tab}>it can be conclude that the data distribute normally with the degree of freedom in 5 %.

3. Test the homogeneity of the data

The purpose of the homogeneity test was to know whether the population has the homogenous or not. F test was used to test the homogeneity of the data. F test is done by follow these steps below[34]:

a. Find the mean score ($\overline{x}$)

$$\overline{x} = \frac{\Sigma x}{n}$$

b. Find the standard deviation (s)

$$S = \frac{\sqrt{\Sigma (fx)^2}}{n-1}$$

C. Find the variant(S^2) = $S^2 = \frac{\Sigma(fx)}{n-1}$

d. Find the F-obtained $= \frac{the higher\ variant}{the lower\ variant}$

[33]Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. Educational Research: Competencies for analysis and Applications. (New Jersey: Pearson Education, Inc), p102

e. Find the score of F table with the certain of level significant(α) 0,05

f. Take the conclusion, if the F-obtained < F-table, the data is homogeny.

C. Instrumentation

As Sugiyono said, instrumentation is a tool used to measure the nature and social phenomena are observed[35]. It means that instrument is a tool to measuring in the research. The researcher used test as an instrument.In this research the researcher used only written test. Written test to makes a recount paragraph.

In order to make that test became valid and reliable; the researcher did the validity and reliability of the test. As Sugiyono suggest, a valid research results is if there were similarities between the data collected with the data actually happened on the object under study, furthermore research was reliable, if there is equality of data in a different time.[36] As explained below:

1. Validity

Test is true if it measures accurately what is intended to be measured. As Gay stated validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is

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[34]Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. Educational Research : Competencies For analysis and Applications. (New Jersey : Pearson Education. Inc), p.102

[35]Sugiyono, *MetodePenelitianPendidikan: PendidikanKuantitatifdan R & D*, (Bandung:PenerbitAlfabeta, 2009), p.148

[36]Sugiono, *MetodePenelitianPendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D……. p.172*

appropriate.[37] He also stated, for any test it is important to seek appropriate type of validity. In this research, the researcher used content validity and expert validity. Content validity use by comparing the instrument that has content appropriateness to measure what is supposed to be measured[38]. It means the teacher should consider the purpose of test and choose the appropriate validity that will be used in order the test can be evaluated based on lesson objective. In this research, the researcher considered the test with the syllabus and lesson plan. In this case, the researcher did validity and consulted the instrumentation to the experts they are the lecturers.

2. Reliability

Test is reliable if it gives the constant result if the test is given to the some individual in another time. According to gay, reliability is the degree to which a test consistently measure whatever it measures[39]. In other hand, if a test can give the current result as same as the previous test that had been conducted, it means that the test has a high reliability. Suggested by Hughes in order to make the test reliable they are: first, students not be given a choice and the range over which possible answer might should be restricted. Second, the test provided clear and explicit instructions. Third, the test was well laid out and perfectly legible. Fourth, the format and testing technique were familiar for students. Last, the identification students who did the test were only by

[37] L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161
[38] Margono.2007. MetodologiPenelitianPendidikan. Jakarta: PT. RinekaCipta, p.187

number[40]. It was clear that reliability is used to measure the quality of the test scores and the consistency of the test.

In this research, the researcher used the rater agreement type of reliability as the scores are given by two raters. The scores given by rater 1 were correlated to scores given by rater 2. The researcher chose inter-rater reliability because the scores were getting from the test that evaluated by two raters, they were the researcher herself and English teacher at the second grade of SMP 3 Bukittinggi.

Then the product moment formula was used to see the correlation of the scorer's score. The formula is[41]:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma X)^2\}}}$$

In which:

r_{xy} = correlation index

N = The sum of tester

ΣXY = The sum item score and total score

ΣX = The sum of scorer 1

ΣY = The sum of scorer 2

[39]L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161

[40]Arthur Hughes, Testing for Language Teachers. (Cambridge: Cambridge University Press, 1990), p. 91-93

[41]Sugiyono, *MetodePenelitianPendidikan: PendidikanKuantitatifdan R & D*, (Bandung:PenerbitAlfabeta, 2009), p.255

Table 3.3

The Correlation coefficient[42]

The range of score category	Interpretation
0,00 – 0,19	Very Low
0,20 – 0,39	Low
0,40 – 0,59	Sufficient
0,60 – 0,89	High
0,90 – 1,00	Very High

D. Technique of Data Collection

In this research taken the data from the students writing text. The pre-test gave experimental and control class. The students were asked to write a paragraph recount text. The pretest was used to know the students writing test based on scoring and measuring guidance for writing.

The post-test gaven experimental and control class after giving the treatment to experimental class. The students were asked to write paragraph on recount text. The postes was used to know the development of students writing at the ending. The students writing score and measuring guidance for writing, the scores of the students on this test was collected in oder to be use as the data in this research.

E. Technique of Data Analysis

In this research after the researcher getting the data, the researcher compared the score between experiment class and control class. The data was analyzed by using statistic analysis. To know the result wheter it is statically significant or not, it was analyzed by using t-test. There was four

formulas that used to analyzed the data in this research. The first used to find the average score of each group. The second is sum of square. The third caculate standart deviation. The last calculate t-test formulate to find out the differences of students' score between experiment calss and control class, Gay says that it uses to see significance of the different mean square between two groups[43]. The t-test was used as suggested by Gay[44]

The formulas are as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}\ \frac{(1\ +\ 1)}{n1\quad n2}}}$$

Where:

For Hypothesis 1

t = the score of t- calculated (obtained)

X1 = mean score of the posttest of the experimental class

X2 = mean score of the pretest of the experimental class

SS_1 = Sums of squares of the posttest of the experimental class

SS_2 = Sums of squares of the pretest of the experimental class

n1 = Number of experimental class in posttest

n2 = Number of experimental class in pretest.

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[42] Sugiyono, *MetodePenelitian Pendidikan: Pendidikan Kuantitatifdan R & D*, (Bandung:PenerbitAlfabeta, 2009), p.255

[43] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.399

[44] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.399

To find whether there is significant difference and whether Graphic Organizer strategy better then without using Graphic Organizer strategy using formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}\ \frac{(1\ +\ 1)}{n1\quad n2}}}$$

Where:

For hypothesis 2

T = the value of t-calculated (obtained)

X1 = mean score of the posttest from experiment class

X2 = mean score of the posttest from control class

SS1 = the sum of squares of experimental class

SS2 = the sums of squares of control class

n1 = number of experiment class

n2 = number of control class

Posttest score was analyzed by using the t-test to see whether there is or there is no significant difference of students ability in writing result between students who are taught by using graphic organizer strategy and students who are not taught by graphic organizer strategy by comparing mean scores both of classes.

To test the hypothesis to indicated a significant effect and significant difference between mean scores of two classes, it will be compared between $t_{-obtained}$ with t_{tab} at degree of freedom ½ α 0.05=0.025. Then to test the hypothesis to indicate students ability in writing by using Graphic Organizer strategy is better than without using Graphic Organizer strategy, it will be compared between $t_{-obtained}$ with t_{tab} degree of freedom α 0.05. The condition the alternative hypothesis (H_a) is accepted if $t_{-obtained} > t_{tab.}$ While the null hypothesis (H_o) is accepted if $t_{-obtained} < t_{tab.}$

So, since the $t_{obtained}$< t-table it means Ho is accepted, which state that there is no significant effect and significant difference between using Graphic Ognizer strategy toward students writing ability at second grade in SMPN 3 Bukittinggi, if $t_{obtained}$> t-table it means Ha is accept, which state there is significant effect and significant difference between using Graphic Organizer strategy toward students writing ability at second grade in SMPN 3 Bukittinggi.

CHAPTER IV

RESULTS AND DISCUSSION

A. Findings

This chapter revealed the findings and discussion explains about the analysis of data collected to answer the formulation of the problems: first, is there a significant effect of using Graphic Organizer strategy than without using Graphic Organizer strategy at the second grade of SMPN 3 Bukittinggi?. Second, is there a significant difference by using Graphic Organizer strategy towards students writing ability at the second grade of SMPN 3 Bukittinggi ?. Third, is the students' ability in writing using Graphic Organizer strategy are better than without using Graphic Organizer strategy at the second grade of SMPN 3 Bukittinggi?. The findings consist of three part, they are description of the data, analysis of the data and testing the hypothesis.

1. Description of the data

The data of this research was got based on the research that had been done by the researcher at the second grade in SMPN 3 Bukittinggi. The scores of the students' writing mastery were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

In analyzed the data of pre-test and post-test, the statistical formula was applied to calculate the mean score of pretest and posttest

of experiment class and control class, the standard deviation and the mean difference of both classes. The instrument of this research was written test. The test was scored from the two raters, because to made the score more objective. Before the score from two raters decided into two, the researcher calculated the mean score of pretest and posttest from the two raters (seen in the appendix 12 and 13). The table 4.1. presents the result of the calculation of the mean score of pretest and posttest in control and experiment class from the two raters.

Table 4.1.
the calculation of the mean score of pretest and posttest in control and experiment class from the two raters.

Raters	**Mean score Pretest**		**Mean score Posttest**	
	Experiment	**Control**	**Experiment**	**Control**
Raters 1	49,65	47,76	71,84	58,73
Raters 2	50,25	48,7	72,25	59,33

From the table above, the score between two raters have slight difference in the assessment. In the assessment of writing there are 5 categories that must be assessed, that is: grammar, vocabulary, mechanics, fluency, and form. In posttest of both class there was an increase in students score. It could be seen in the table above that the mean of two raters in posttest increases and there was increases of all categories (seen in appendix 13).

After the two raters gave the score, the researcher calculated the score between rater 1 and rater 2. After that the score was decided into two, then the result from the score that used for the t-test.

There were 62 students who were involved in the pre-test and; 32 students in the experimental class and 30 students in the control class. There were also 62 students who were involved in the post-test; 32 students in the experimental class and 30 students in the control class. The description of the data in both of the experimental class and control class were explained below:

a. Data from Pre-Test of Experimental and Control Class

Pre-test is the data analysis that have been given by the researcher at the first meeting before conducting the treatment.The analysis pre-test scores attained by the experimental class is as follows :

Table 4.2.
The calculation of the pretest score in experiment class

NO	NAME	X	X^2
1	AA	60	3600
2	AR	47	2209
3	A	30	900
4	AAS	57	3249
5	AA	60	3600
6	AK	59	3481

7	ANA	60	3600
8	DP	27	729
9	DM	60	3600
10	DA	57	3249
11	DA	63	3969
12	DSA	53	2809
13	FW	47	2209
14	HU	27	729
15	IP	40	1600
16	MF	30	900
17	MRA	75	5625
18	MR	59	3481
19	OZS	27	729
20	RD	75	5625
21	RFS	53	2809
22	RF	35	1225
23	RB	52	2704
24	SYP	63	3969
25	SR	43	1849
26	SPA	75	5625
27	SAA	33	1089
28	VOL	63	3969

29	WF	30	900
30	W	57	3249
31	YAJ	43	1849
32	ZAS	40	1600
	N= 32	1600	86.730

The data obtained show that the lowest score of pre-test gained by the experimental group is 27 and the highest score is 75. It was found that there two students got 27, and three students got the higher score 75. The overall score of experimental class is ($\sum$Xi = 1600) and double overall score is ($\sum Xi^2 = 86.730$).

The result of the students' score from the pretest scores of the control class are as follow:

Table 4.3.
The calculation of the pretest score in control class

NO	NAME	X	X^2
1	AAR	43	1849
2	AR	55	3025
3	ADP	23	529
4	ADK	60	3600
5	ARR	27	7729
6	AW	37	1369
7	DAS	55	3025

8	DI	47	2209
9	FAN	47	2209
10	FA	55	3025
11	FM	37	1369
12	FAF	47	2209
13	HRJ	60	3600
14	ISR	63	3969
15	IN	50	2500
16	LA	75	5625
17	MR	60	3600
18	MDS	30	900
19	NSA	53	2809
20	OA	60	3600
21	PT	23	529
22	RK	42	1764
23	RA	53	2809
24	RR	42	1764
25	RAP	35	1225
26	RA	63	3969
27	SID	75	5625
28	SD	43	1849
29	VOR	35	1225

30	WR	53	2809
	N = 30	1448	75.318

The data obtained show that the lowest score of pre-test gained by the control group is 23 and the highest score is 75. It is found that there is two student got 23, and two student got the higher score 75. The overall score of control class is ($\sum Xi = 1488$) and double overall score is ($\sum Xi^2 = 75.318$).

b. Data From the Posttest of the Experimental and Control Class

The posttest was given to the experiment class after treated and control without teatment. Both groups were given the same test material and time allocation. The data gained from the posttest score of the experimental class are as follows:

Table 4.4.
The calculation of the posttest score in experiment class

NO	NAME	X	X^2
1	AA	70	4900
2	AR	63	3969
3	A	55	2809
4	AAS	67	4489
5	AA	67	4489
6	AK	63	3969
7	ANA	73	5329

8	DP	60	3600
9	DM	80	6400
10	DA	77	5929
11	DA	83	6889
12	DSA	75	5625
13	FW	77	5929
14	HU	55	3025
15	IP	83	6889
16	MF	62	3844
17	MRA	87	7569
18	MR	80	6400
19	OZS	55	3025
20	RD	82	6724
21	RFS	60	3600
22	RF	63	3969
23	RB	67	4489
24	SYP	87	7569
25	SR	80	6400
26	SPA	83	6889
27	SAA	70	4900
28	VOL	87	7569
29	WF	77	5929

30	W	82	6724
31	YAJ	60	3600
32	ZAS	82	6724
	N= 32	2312	170.380

The data obtained show that the lowest score of posttest gained by the experiment group is 55 and the highest score is 87. It is found that there is three student got 55, and three students got the higher score 87. The overall score of experimental class is ($\sum Xi$ = 2312) and double overall score is ($\sum Xi^2$ =170.380).

The result of the students' score from the post-test scores of the control class are as follow:

Table 4.5.
The calculation of the posttest score in control class

NO	NAME	X	X^2
1	AAR	53	2809
2	AR	75	5625
3	ADP	30	900
4	ADK	65	4225
5	ARR	47	2209
6	AW	60	3600
7	DAS	65	4225
8	DI	63	3969
9	FAN	53	2809
10	FA	43	1849

11	FM	33	1089
12	FAF	65	4225
13	HRJ	67	4489
14	ISR	63	3969
15	IN	57	3249
16	LA	79	6241
17	MR	79	6241
18	MDS	40	1600
19	NSA	57	3249
20	OA	70	4900
21	PT	47	2209
22	RK	63	3969
23	RA	65	4225
24	RR	43	1849
25	RAP	53	2809
26	RA	67	4489
27	SID	80	6400
28	SD	77	5929
29	VOR	43	1849
30	WR	70	4900
	N = 30	1772	110.100

The data obtained show that the lowest score of posttest gained by the experiment group is 30 and the highest score is 80. It is found that there are one students got 30, and one student got the higher score 80. The overall score of experimental class is ($\sum Xi$ = 1772) and double overall score is ($\sum Xi^2$ =110.100).

2. Analysis of the data

There were several steps to analyze the data. First, the researcher calculated mean score of the pretest and posttest of the experimental and the control class. Second calculated standard deviation. After that calculated into the t-test. Mean of pretest in the experiment and the control class were presented in the Table 4.6. (seen in appendix 14 and 15).

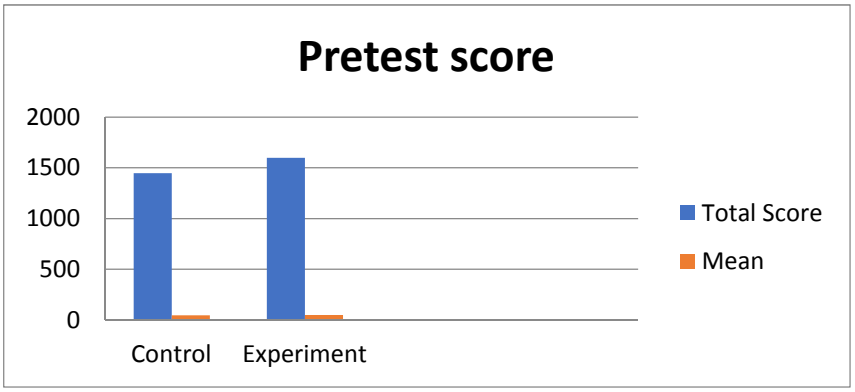
Table 4.6.
Mean of pretest in experiment and control class

Class	Students	Total Score	Mean	Highest score	Lowest score
Experiment Class	32	1600	50,00	75	27
Control Class	30	1448	48,26	75	23

The above score can be described through the following chart.

Chart 4.1.

Mean of pretest in experiment and control class



The table shows that the total of the pretest scores was 1600 for the experimental groups and 1448 for the control groups. The mean of the pretest scores of the experimental group was 50,00 and the control group was 48,26. The highest score in experiment class is 75 got by 3 students. The lowest score in experiment class is 27 got by 3 students (seen in appendix 15). In control class the highest score is 75 got by 2 students. The lowest score in control class is 23 got by 2 students (seen in appendix 14). It means that the students of the two groups have slight difference of ability in writing before the treatments were given. Many students could not achieve the satisfied score.

After the pretest, the experimental class was given treatment by using Graphic Organizer strategy. In the control class used conventional strategy that commonly applied before this research. After the treatments, the posttest was conducted to both groups. The purpose of the posttest was to know whether there were

improvements in the student's writing ability on recount text in the experimental class who were taught by using Graphic Organizer strategy. The result of the posttest score and mean of the experimental and control groups were presented in following table 4.7.

Table 4.7.

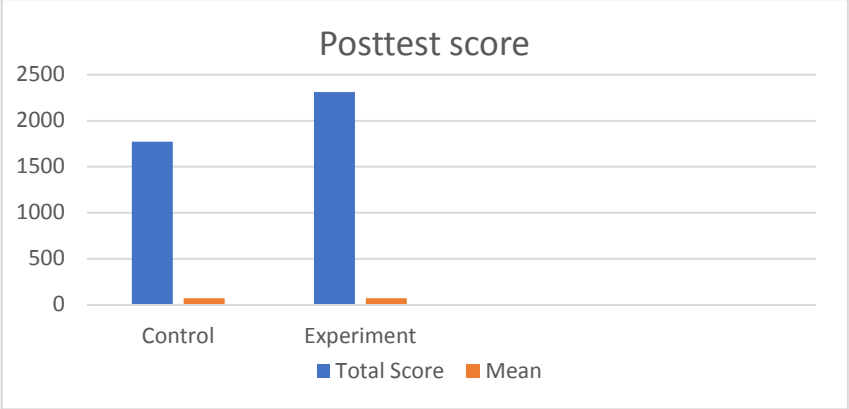
Mean of posttest in experiment and control class

Class	Students	Total Score	Mean	Highest Score	Lowest score
Experiment Class	32	2313	72,25	87	55
Control Class	30	1772	59,06	80	30

The above score can be described through the following chart.

Chart 4.2.

Mean of posttest in experiment and control class



The table shows that the mean of the posttest scores of the experimental group was 72,25 and the control group was 59,06. The highest score in experiment class is 87 got by 3 students. The lowest score in experiment class is 55 got by 3 students (seen in appendix 17). In control class the highest score is 80 got by 1 students. The lowest score in control class is 30 got by 1 students (seen in appendix

16). It means that the experiment class got the highest score in writing after the treatments were given.

From the result of pretest and posttest scores of experimental class we could see that the posttest score was higher than the pretest. Overall the score between pretest and posttest score of the experimental class was higher than the control class.

Then the researcher calculated the two mean posttest scores by using t–test formula to know whether it was significant or not between experiment class and control class.

After the treatment, the researcher calculated the difference of pretest and posttest scores between both of classes experimental and control class to know whether the result different was significant or not between both of groups. Then, the result was analyzed by using t-test formula. Before it was done, the researcher calculated the standard deviation of both classes, the normality of the data, homogeneity of the data after that calculated the t-test.

The standard deviation of the two classes was calculated first (seen in appendix 18 and 19). The table 4.8. presents the result of the calculation of the standard deviation from pretest in experiment and control class.

Table 4.8.

The standard deviation of pretest in experiment and control class

Class	Students	Mean	Standard Deviation
Experiment Class	32	50,00	14,73
Control Class	30	48,26	13,68

The data in the table above show that the standard deviation of the experiment class is 14,73 which is higher than that of the control group which is 13,68. It means that there is difference of the pretest scores between experiment and control class.

After that the researcher calculated the standard deviation of posttest in both classes (seen in appendix 20 and 21). The table 4.9. presents the result of the calculation of the standard deviation from posttest in experiment and control class.

Table 4.9.

The standard deviation of posttest in experiment and control class

Class	Students	Mean	Standard Deviation
Experiment Class	32	72,25	10,37
Control Class	30	59,06	13,68

The table above show that the standard deviation of the experiment class is 10,37 and the control group which is 13,68. It means that there is difference of the posttest scores between

experiment and control class. After calculated standard deviation of pretest.

a. Normality of the data

After knowing the mean score and standard deviation from the two classes, it deals with normality tests to see whether the obtained data was normal. The table 4.10. and 4.11. presents the normality test of the pretest in control and experiment class.

Table 4.10.

The normality test of the pretest in control class.

X	f	fk (a)	Sn (xi)	z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
23	2	2	0,067	-1,85	0,0322	0,0348	0,0348
27	1	3	0,1	-1,55	0,0606	0,0394	0,0394
30	1	4	0,133	-1,33	0,0918	0,0412	0,0412
35	2	6	0,2	-0,97	0,1660	0,034	0,034
37	2	8	0,25	-0,82	0,2061	0,0439	0,0439
42	2	10	0,333	-0,46	0,3228	0,0102	0,0102
43	2	12	0,4	-0,38	0,3520	0,048	0,048
47	3	15	0,5	-0,09	0,4641	0,0359	0,0359
50	1	16	0,533	0,13	0,5517	-0,0187	-0,0187
53	3	19	0,633	0,35	0,6368	-0,0038	-0,0038
55	3	22	0,733	0,49	0,6879	0,0451	0,0451
60	4	26	0,867	0,86	0,8051	0,0619	0,0619
63	**2**	**28**	**0,933**	**1,08**	**0,8599**	**0,0731**	**0,0731**
75	2	30	1	1,95	0,9744	0,0256	0,0256
	N= 30						

x = 48,26

s = 13,68

Table 4.11.

The normality test of the pretest in experiment class.

X	F	fk (a)	Sn (xi)	z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
27	3	3	0,094	-1,56	0,0594	0,0346	0,0346
30	**3**	**6**	**0,188**	**- 1,36**	**0,0859**	**0,1021**	**0,1021**
33	1	7	0,219	-1,15	0,1251	0,0939	0,0939
35	1	8	0,25	-1,02	0,1539	0,0961	0,0961
40	2	10	0,313	-0,68	0,2483	0,0647	0,0647
43	2	12	0,375	-0,48	0,3156	0,0594	0,0594
47	2	14	0,438	-0,20	0,4207	0,0173	0,0173
52	1	15	0,469	0,14	0,5557	-0,0867	0,0867
53	2	17	0,531	0,20	0,5793	-0,0483	0,0483
57	3	20	0,625	0,48	0,6844	-0,0594	0,0594
59	2	22	0,688	0,61	0,7291	-0,0411	0,0411
60	4	26	0,813	0,68	0,7517	0,0613	0,0613
63	3	29	0,906	0,88	0,8106	0,0954	0,0954
75	3	32	1	1,70	0,9559	0,0446	0,0446
	N = 32						

$\bar{x}$ = 50,00

s = 14,73

The table 4.12. presents the result of the calculation of the normality test from pretest in experiment and control class.

Table 4.12.

The result of the calculation the normality of the pretest in control and experiment class.

Class	Students	L_{tabel}	L_o
Experiment Class	32	0,157	0,1021
Control Class	30	0,161	0,0731

The data can be classified into normal when the L_{tabel} is higher than L_o at 0,05 level. In this research, the researcher

analyzed the normality test of students pretest and posttest score in experiment and control class. It was found that the L_o of the pretest in control class was 0,0731 and L_{tabel} 0,161 and experiment class was 0,1021 and L_{tabel}0,157, it can be stated that the data of both class were categorized normal because the L_{tabel} is higher than L_o.

The analysis of normality test was also done to students' posttest score in control and experiment class. The table 4.13. and 4.14. presents the normality test of the posttest in control and experiment class.

Table 4.13.

The normality test of the posttest in control class.

X	F	fk (a)	Sn (xi)	Z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
30	1	1	0,033	-2,12	0,0170	0,016	0,016
33	1	2	0,067	- 1,90	0,0287	0,0383	0,0383
40	1	3	0,1	-1,39	0,0823	0,0177	0,0177
43	**3**	**6**	**0,2**	**-1,17**	**0,1210**	**0,079**	**0,079**
47	2	8	0,267	-0,88	0,1894	0,0776	0,0776
53	3	11	0,367	-0,44	0,3300	0,037	0,037
57	2	13	0,433	-0,15	0,4404	-0,0074	0,0074
60	1	14	0,467	0,07	0,5279	-0,0609	0,0609
63	3	17	0,567	0,29	0,6141	-0,0381	0,0381
65	4	21	0,7	0,43	0,6604	0,0396	0,0396
67	2	23	0,767	0,58	0,7190	0,048	0,048
70	2	25	0,833	0,80	0,7881	0,0449	0,0449
75	1	26	0,867	1,17	0,8790	-0,012	0,012
77	1	27	0,9	1,31	0,9049	-0,0049	0,0049
79	2	29	0,967	1,46	0,9278	0,0392	0,0392
80	1	30	1	1,53	0,9370	0,063	0,063
	N = 30						

$\bar{x}$ = 59,06

s = 13,68

Table 4.14.
The normality test of the posttest in experiment class.

X	f	fk (a)	Sn (xi)	Z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
55	3	3	0,093	-1,66	0,0485	0,0445	0,0445
60	3	6	0,188	- 1,18	0,1190	0,069	0,069
62	1	7	0,219	-0,99	0,1619	0,0571	0,0571
63	**3**	**10**	**0,313**	**-0,89**	**0,1867**	**0,1263**	**0,1263**
67	3	13	0,406	-0,51	0,3050	0,101	0,101
70	2	15	0,469	-0,21	0,4168	0,0522	0,0522
73	1	16	0,5	0,07	0,5279	0,0279	0,0279
75	1	17	0,531	0,27	0,6064	-0,0754	0,0754
77	3	20	0,625	0,44	0,6700	-0,045	0,045
80	3	23	0,719	0,75	0,7734	-0,0554	0,0554
82	3	26	0,813	0,94	0,8264	-0,0134	0,0134
83	3	29	0,906	1,04	0,8508	0,0552	0,0552
87	3	32	1	1,42	0,9222	0,0778	0,0778
	N = 32						

$\bar{x}$ = 72,25

s = 10,37

The table 4.15. presents the result of the calculation of the normality test from posttest in experiment and control class.

Table 4.15.

The result of the calculation the normality of

the pretest in control and experiment class.

Class	Students	L_{tabel}	L_o
Experiment Class	32	0,157	0,1263
Control Class	30	0,161	0,079

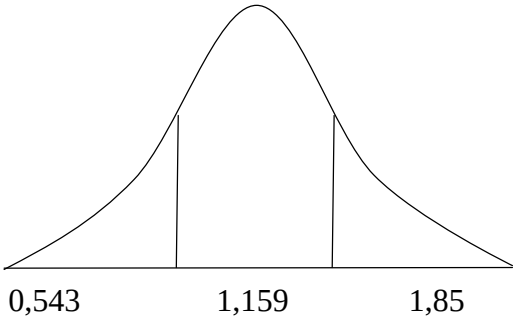
Based on the table above, it was found that the L_o of control class was 0,079 and $L_{tabel}$was 0,161 and experiment class was 0,1263 and L_{tabel}0,157. It can be assumed that the score in the data

of posttest control and experiment class were categorized normal because L_{tabel} was higher than $L_{o.}$

b. Homogeneity of the data

After analysis normality of the data, the researcher analysis the homogeneity of the data. The score is categorized homogeny when the F_{hit} between F_{left} and F_{right}. The result of the calculation homogeneity of the pretest in control and experiment class was present in chart 4.3. (seen in appendix 26 pages 142).

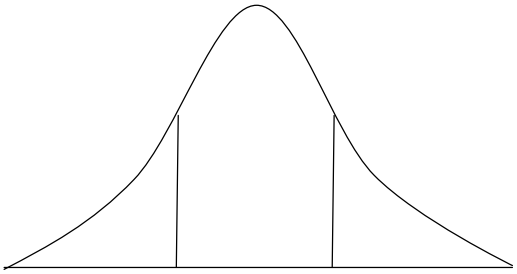
Chart 4.3.
The result of the calculation the normality of the pretest in control and experiment class.



From the chart above, it was found that the F_{hit} was located between F_{left} and F_{right} ,F_{hit} was 1,159, F_{left} was 0,543 and F_{right} was 1,85, it can be stated that the data of both class were categorized homogeneous at the level 0,05.

The result of the calculation homogeneity of the posttest in control and experiment class was present in chart 4.4.

Chart 4.4.
The result of the calculation the normality of the posttest in control and experiment class.



0,540 1,736 1,84

From the chart above, it was found that the F_{hit} was located between F_{left} and $F_{right,}$ $F_{hi\ t}$ was 1,736, F_{left} was 0,540 and F_{right} was 1,84, it can be stated that the data of both classes were categorized homogeneous.

Then, to know there is significant difference between both classes, the researcher used t-test and to calculate the t-test the researcher determined the degrees of freedom first.

3. Testing the hypothesis

Hypothesis testing was done to know whether the null hypothesis has to be accepted or rejected. If t-value < t-table, it means that null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. To test the hypothesis, the t-test formula, degree of freedom and the standard of significance (0.05 or 5%) were used. The last steps t-value were compared to t-table.

a. For hypothesis 1

The hypothesis 1 calculated about pretest and posttest in experiment class. The hypothesis 1 want to know there is significant effect by using Graphic Organizer strategy about students' writing ability. To calculate the t–test the researcher determined the degrees of freedom first by using formula as bellow:

Df = N1 + N2 – 2 = 32 + 32 – 2

= 62

Then, to find if there is significant difference by using Graphic Organizer strategy t-test formula was used (seen in appendix 28):

$$t = \frac{X_1 - X_2}{\sqrt{\frac{SS_1 + SS_2}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

The result of the calculation for hypothesis 1 of the pretest and posttest in experiment class was present in table 4.17.

Table 4.16.

The result of t-test hypothesis 1

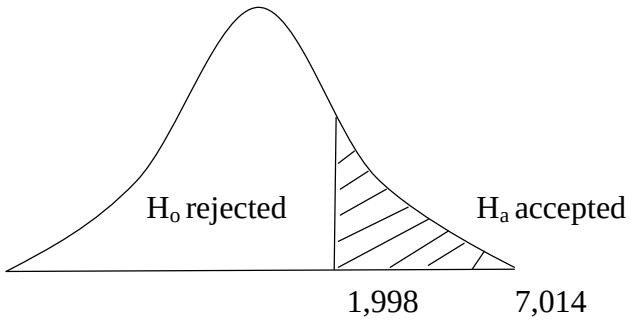
of pretest and posttest in experiment class

Subject	Students	Sum of square	t- value	t- table
Posttest	32	3.333	7,014	1,998
Pretest	32	6.730		

It is shown in the chart below:

Chart 4.5.

The curve of the t-test result in the pretest and posttest of the experiment class.



The table show that the result of pretest and posttest in experiment class. The result of t value 7,014 is higher than t-table 1,998 with the level significance of 5% and degree of freedom 62. By looking at the calculation above which states t value is higher than t table, then the conclusion is that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is significant effect by using Graphic Organizer strategy

toward students' writing ability at the second grade of SMPN 3 Bukittinggi.

b. For hypothesis 2

Hypothesis testing was done to know whether the null hypothesis has to be accepted or rejected. If $t_{value} >$ t table, it means that null hypothesis H_o is rejected and alternative hypothesis is accepted. To test the hypothesis the t test formula were determined with degree of freedom (df).

$$Df = N1 + N2 - 2 = 32 + 30 - 2$$

$$= 60$$

After that t value were compared to t table. Then, to find if there is significant difference between both classes t-test formula was used (Seen in appendix 29):

$$t = \frac{X_1 - X_2}{\sqrt{\frac{SS_1 + SS_2}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

The result of the calculation for hypothesis 2 of the posttest in control and experiment class was present in table 4.16.

Table 4.17.

The result of t-test hypothesis 2 of posttest

in experiment and control class

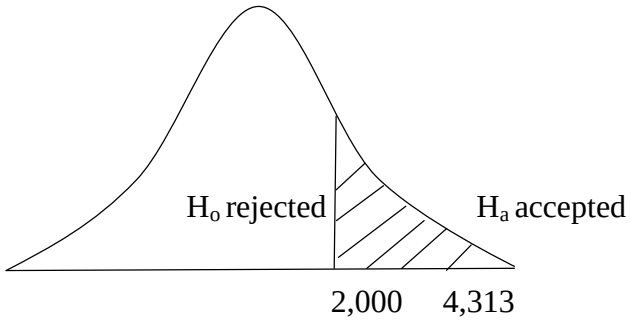
Subject	Students	Sum of square	t- value	t- table
Experiment Class	32	3333	4,313	2,000
Control Class	30	5433,87		

It is shown in the chart below:

Chart 4.6.

The curve of the t-test result in the posttest of the

control and experiment class.



The table shown that the result of posttest in experiment and control class. The result of t_{value} 4,313 is higher than t-table 2,000 with the level significance of 5%. By looking at the calculation above which states t value is higher than t table, then the conclusion is that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It mean that there was significant difference of using Graphic Organizer strategy than

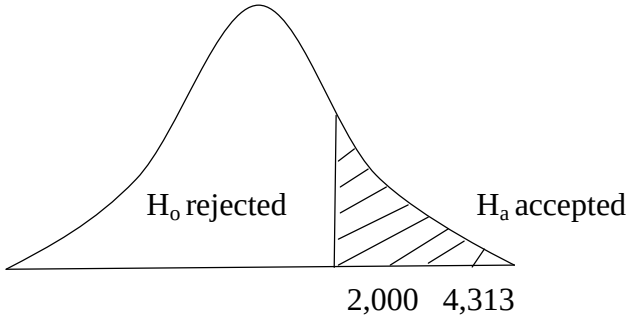
without using Graphic Organizer strategy at the second grade of SMPN 3 Bukittinggi.

c. For hypothesis 3

In hypothesis 3 is to know the students' ability in writing using Graphic Organizer strategy better than without using Graphic Organizer strategy at the second grade of SMPN 3 Bukitinggi. It is shown in the chart below:

Chart 4.7.

The curve of the t-test result of the third hypothesis of posttest in experiment and control class



The result shows that the posttest in experiment class was higher than posttest in control class, posttest in experiment class was 72,25 and control class 59,06. It means that the students' ability in writing using Graphic Organizer strategy is better than without using Graphic Organizer strategy at the second grade of SMPN 3 Bukittinggi. Therefore, Graphic Organizer strategy is effective in teaching writing, (Ha) is accepted and the null

hypothesis (Ho) is rejected. It can conclude that, the Graphic Organizer strategy could help the students in writing.

B. Discussions

This section discusses te research findings based on the related to the study. Writing is pocess of thinking the ideas, prepare the outline, transfer the outine into draft, revising the draft, and proof reading the draf to prepare for the final outcome. As Nunan said writing not natural activity. Writing not just about the product, but need process of develop ideas into a good writing.

It means that writing needs a process of thinking the ideas to generate the idea n a paragraph. There are many strategy that can used by teacher to teach writing. One of strategy can be used by the teacher is Graphic Organizer strategy.

This research is about the effect of teaching writing by using Graphic Organizer strategy. The result of this research was calculated by using t-test. Graphic Organizer strategy was used as a new strategy and compared to Conventional strategy. It used two classes as with Class VIII-3 given Graphic Organizer strategy and class VIII-2 taught by using conventional strategy. The researcher conducted the research in four meetings for each group. At the first meeting, pre test was administered in both of the experiment and control class. The second meeting until the third meeting, the researcher gave the treatment. The treatment was teaching by using Graphic Organizer strategy in the experimental class. In

contrary, the control class was not taught by using Graphic Organizer. In the last meeting, the students were given post test after they got the treatment.

The result of all statistical analysis suggests that the application of Graphic Organizer strategy is more effective than conventional strategy. The experimental class achieved higher score than the control class. The strategy helps the students to generate ideas an independently in writing paragraph. Furthermore, Graphic Organizer strategy could help the teacher of SMPN 3 Bukittinggi in teaching English especially in teaching writing.

In the hypothesis 1 it is showed that the mean of pretest and posttest in experiment class. The mean of pretest in experiment class was 50,00 and the posttest of experiment class was 72,25. It means that the mean of posttest of experiment class was higher than pretest in experiment class. The t-test result is shown that the result of t value 7,014 is higher than t-table 1,998. The fact showed that the Graphic Organizer strategy had significant effect for students' writing ability on recount text.

In the hypothesis 2 calculated the posttest in experiment and control class, the researcher found that there was significant effect of using Graphic Organizer strategy than without on students' writing ability on recount text. It can be shown from the mean of posttest in experiment class and control class. The mean of control class was 59,06 and the mean of experiment class was 72,25. It means that the means of experiment class was higher than the mean of control class. The t-test result is shown that

the result of t_{value} 4,313 is higher than t-table 2,000. The fact showed that the students' writing ability using Graphic Organizer strategy is better than without using Graphic Organizer strategy.

The last hypothesis the data of experiment and control classes were also obtained to indicate the students who are taught by using Graphic Orgnizer strategy is better than the students who are not taught by using Graphic Organizer strategy. It was found that the mean score of posttest in experiment class was higher than the mean score of the control class. It can be conclude that Graphic Organizer strategy can help students to enriches their ability in writing recount text. The result is suitable with Wendy Conklin states that use the graphic organizer also enriches students' writing abilities.[45]

The factor which influenced the improvement of students in pretest to posttest were: first, by using the Graphic Organizer strategy the students could focus on what important, and that could easily to applied by the students, because the they highlight key concepts and vocabulary, and the relationships among them, thus providing critical and creative thingking. Second, the students could independently in writing. The cues of Graphic Organizer strategy helped the students to wrote the paragraph independently.

The result of the analysis is the students' ability in writing using Graphic Organizer strategy is better than without using Graphic Organizer

[45] Wendy Conklin, *Instructional Strategies For Diverse learner*: reprinted,,2007,p34

strategy at the second grade of SMPN 3 Bukittinggi and the Graphic Organizer strategy can increase students' writing ability on recount text. Therefore, Graphic organizer strategy is effective in teaching writing, it could assumed that (Ha) is accepted and the null hypothesis (Ho) is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION.

A. Conclusion

After analyzing the results of the study, the researcher concluded that:

1. The mean score of posttest was higher than pretest experiment class. It showed that Graphic Organizer strategy could improve students' writing ability on recount text. It could be seen from the data in t-test that indicated there was significant different of the students score in pretest to posttest in experiment class. The t-test result is shown that the result of t value 7,014 is higher than t-table 1,998. It can be concluded that null hypothesis (Ho) was rejected an alternative hypothesis (Ha) was accepted.
2. The mean score of posttest in experiment class was higher than control class. It was showed in t-test that of t_{value} 4,313 is higher than t table 2,000. It can be concluded that null hypothesis (Ho) was rejected an alternative hypothesis (Ha) was accepted. The researcher found that there was significant effect of using Graphic Organizer strategy than without using Graphic Organizer on students' ability in writing recount text.
3. From the results of the test, it implied that Graphic Organizer strategy could be used as an alternative strategy in teaching writing.

From the conclusion above, it means that the Graphic Organizer strategy could towards students' writing ability on recount text and Graphic organizer strategy could be used as alternative strategy in teaching writing.

B. Suggestion

Based on the research that the researcher has done, showed that the conventional strategy that usually used by the teacher at school didn't really influence to the students ability in writing. Therefore the researcher want to suggest:

1. All of English teacher should use Graphic Organizer strategy as one of alternative strategy in teaching writing. It could increase the students interest in learning English especially in writing, and change their views that learning writing in not difficult.
2. Graphic Organizer strategy could help the students in writing paragraph or essay.
3. The next researcher could develop the Graphic Organizer strategy to apply in teaching and learning process in the future.