

**THE EFFECT OF GRAPHIC ORGANIZERS MEDIA
ON STUDENTS' ACHIEVEMENT
IN WRITING NARRATIVE TEXT
AT GRADE XI SMA NEGERI 1 BATANGTORU**



A THESIS

*Submitted to English Educational Department of State Islamic University Syekh
Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd)*

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY
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OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

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Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anelsa** entitled **“The Effect of Graphic Organizers Media on Students’ Achievement in Writing Narrative Text at Grade XI SMA Negeri 1 Batangtoru”**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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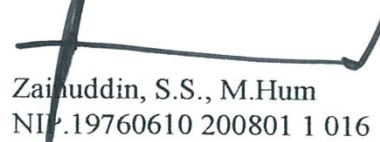
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ABSTRACT

This study is intended to investigate the effect of graphic organizers media on students' achievement in writing narrative text at grade XI SMA Negeri 1 Batangtoru. The problem faced by students at SMAN 1 Batangtoru in the ability to write narrative text is 1) the students lacks of knowledge about vocabulary, 2) the students less in grammar, and 3) the students difficult to constructing text of narrative. This study has three formulation of the problem, they are how does the students' writing narrative text before learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru, how does the students' writing narrative text after learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru, and is there any significant effect of graphic organizers media on the writing narrative text at grade XI students of SMAN 1 Batangtoru. The purpose of this study were to know students' writing narrative text before learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru, to know students' writing narrative text after learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru, and to examine there is or there is no significant effect of using graphic organizers media on students' writing narrative text at grade XI students of SMAN 1 Batangtoru. This study used experimental quantitative method with pre-test and post test design. The population was all of the students at the eleventh grade of SMAN 1 Batangtoru. The sampled were XI-1 as experimental class consisted of 31 students and XI-2 as control class consisted 30 students. The data were collected throught pre-test and post-test in writing test and analyzed by using t-test formula. The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using graphic organizers media. The mean score of experimental class in pre-test was 68.32 and the mean score of control class in pre-test was 60.82. Meanwhile, the mean score of experimental class in post-test was 82.7 and the mean score of control class in post-test was 65.12. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ ($8.41 > 2.021$). Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was effect of graphic organizers media on the writing narrative text at grade XI students of SMAN 1 Batangtoru.

Key Words: *Graphic Organizers Media, Writing Narrative Text*

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ABSTRAK

Penelitian ini focus pada pengaruh dari penggunaan media grafik terhadap kemampuan pemahaman menulis teks narrative siswa di kelas 11 SMAN 1 Batangtoru. Ada beberapa masalah yang dihadapi siswa dalam pemahaman menulis teks narrative diantaranya: 1) Kurangnya kosakata bahasa Inggris siswa, 2) Siswa kurang dalam tata bahasa, dan 3) siswa mengalami kesulitan dalam membangun teks narrative. Ada tiga rumusan masalah dalam penelitian ini yaitu bagaimana kemampuan menulis teks narrative siswa sebelum menggunakan media grafik, bagaimana kemampuan menulis narrative siswa sesudah menggunakan media grafik, dan apakah ada pengaruh yang signifikan dalam penggunaan media grafik terhadap kemampuan menulis teks narrative siswa kelas 11 SMAN 1 Batangtoru. Penelitian ini bertujuan untuk mengetahui kemampuan menulis teks narrative siswa sebelum belajar menggunakan media grafik, mengetahui kemampuan menulis teks narrative siswa sesudah belajar menggunakan media grafik dan untuk menguji apakah ada pengaruh yang signifikan media grafik terhadap kemampuan menulis teks narrative siswa kelas 11 SMAN 1 Batangtoru. Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pre-test dan post-test. Populasinya adalah keseluruhan murid kelas 11 SMAN 1 Batangtoru. Sampelnya adalah kelas XI-1 sebagai kelas eksperimen yang terdiri dari 31 siswa dan XI-2 sebagai kelas control yang terdiri dari 30 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal menulis dan dianalisis menggunakan rumus T-test. Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan media grafik. Rata-rata skor dari kelas eksperimen di pre-test adalah 68.32 dan skor rata-rata di kelas control di kelas pre-test adalah 60.82 dan skor rata-rata kelas eksperimen di post test adalah 82.7 dan skor rata-rata kelas control di post-test adalah 65.12. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{tabel}$ ($8.41 > 2.021$). Oleh karena itu, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh dari media grafik terhadap kemampuan pemahaman menulis teks narrative siswa kelas 11 SMAN 1 Batangtoru.

Kata Kunci: *Penggunaan Media Grafik, Menulis teks Narrative*

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قسم	: تعليم اللغة الإنجليزية
عنوان الرسالة	: تأثير استخدام الوسائط الرسومية على تحصيل الطلاب في كتابة النصوص السردية في المستوى الحادي عشر SMA Negeri 1 Batangtoru

خلاصة

تركز هذه الدراسة على تأثير استخدام الوسائط الرسومية على فهم الطلاب لكتابة النصوص السردية في الصف 11 في SMAN 1 Batangtoru. هناك العديد من المشكلات التي يواجهها الطلاب في فهم كتابة النصوص السردية بما في ذلك: (1) نقص مفردات اللغة الإنجليزية للطلاب ، (2) نقص في القواعد اللغوية للطلاب ، (3) يواجه الطلاب صعوبات في بناء النصوص السردية. هناك ثلاث صيغ للمشكلة في هذه الدراسة ، وهي كيف تكون قدرة الطلاب على كتابة النصوص السردية قبل استخدام الوسائط الرسومية ، وكيف هي قدرات الكتابة السردية للطلاب بعد استخدام الوسائط الرسومية ، وما إذا كان هناك تأثير كبير لاستخدام الوسائط الرسومية على القدرة على كتابة النصوص السردية لطلاب الصف الحادي عشر من SMAN 1 Batangtoru. تهدف هذه الدراسة إلى تحديد قدرة الطلاب على كتابة النصوص السردية قبل تعلم استخدام الوسائط الرسومية ، لتحديد قدرة الطلاب على كتابة النصوص السردية بعد تعلم استخدام الوسائط الرسومية واختبار ما إذا كان هناك تأثير كبير للوسائط الرسومية على القدرة على كتابة النصوص السردية لطلاب الصف الحادي عشر في SMAN 1 Batangtoru. استخدمت هذه الدراسة طريقة تجريبية كمية مع تصميم الاختبار القبلي والبعدي. السكان هم جميع طلاب الصف الحادي عشر في SMAN 1 Batangtoru. العينة عبارة عن فئة XI-1 كصف تجريبي يتكون من 31 طالبًا و XI-2 كفئة تحكم تتكون من 30 طالبًا. تم جمع البيانات من خلال الاختبار القبلي والبعدي فيشكل أسئلة كتابية وتم تحليلها باستخدام صيغة T-test. أظهرت النتائج أن متوسط درجات الصنف التجريبي كان أعلى من متوسط درجات الصنف التجريبي بعد استخدام الوسائط الرسومية. كان متوسط درجات الفصل التجريبي في الاختبار التمهيدي 68.32 ، ومتوسط درجة فئة الضبط في فئة الاختبار القبلي 60.82 ومتوسط درجة الفئة التجريبية في الاختبار البعدي 82.7 ومتوسط درجة فئة الضبط في الاختبار البعدي 65.12. بالإضافة إلى ذلك ، بعد إجراء اختبار t ، وجد أن $t_{count} < 8.41$ ($t_{table} < 2.37$). لذلك تم قبول الفرضية البديلة (H_a) من هذه الدراسة ورفض الفرضية الصفرية (H_0). يمكن أن نستنتج أن هناك تأثيرًا لوسائل الإعلام الرسومية على القدرة على فهم كتابة النصوص السردية لطلاب الصف الحادي عشر في SMAN 1 Batangtoru.

الكلمات المفتاحية: استخدام الوسائط الجرافيكية ، كتابة نصوص روائية

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey her grateful to Allah SWT- The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: “The Effect of Graphic Organizers Media on Students’ Achievement in Writing Narrative Text at Grade XI SMA Negeri 1 Batangtoru”. This thesis is written in order to fulfill one of the requirements for English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidim puan, hence, this thesis paper has been undertaken.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this opportunity the researcher would like to express her gratitude to the following People:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my first advisor who has supported and guided writer make a good thesis, who has been the great advisor for me and gave me many ideas and criticism sincerely and patiently during the progress in writing this thesis.
2. Mrs. Sri Rahmadhani Siregar, M.Pd., as my second advisor who has guided and motivated me for finishing this thesis, as the great advisor who has given me idea and suggestion during the progress of writing this thesis.

3. Rector of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan and Vice Rector I, II, III as the administrators that has accepted researcher as the university student in IAIN Padangsidempuan.
4. Dean of Tarbiyah and Teacher Training Faculty and Vices that have done the best to improve the faculty in various activity to increase students' skill.
5. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department who always supported all of her students in finishing the thesis and always be patient in facing our problems.
6. All lecturers of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan (Mrs. Dr. Eka Sustri Harida, M.Pd., Mr. Mr. Zainuddin, S.S., M.Hum ., Dr. Fitriadi Lubis, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mr. Sojuangon Rambe, S.S., M.Pd., S.S., M.Hum., Mr. Dr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd.) who had given so much knowledge and helped during I studied in this institute.
7. State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan librarian (Yusri Fahmi, S.Ag., M.Hum., and staffs), for their cooperative and permission to use theirs books.
8. My beloved parents (Suparli and Surtiati) who always give their materials, prays, motivation, and moral encouragement to finish my study and thanks also to my beloved brother and sister (Andriansyah, Nurhavivah, Widhi, Satria agus wibowo).

May Allah the almighty blesses them all, Amin. Finally, I realize that there must be some weaknesses in this thesis- I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, September 2023
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is something that needs to be mastered by someone in order to be able to express ideas through thoughts or words that are poured in a container or place that can be seen or touched. Writing is important because of basic human abilities. Writing can also benefit others through the information we provide to others in need. No matter how written a word is, it must be useful for those who need it. Writing is also one of the reliable means of communication rather than oral communication done by mouth. In written communication, the delivery of information can be more stretched, systematic and more directed.

There are various types of writing, There are four main types of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A single text may include more than one writing style¹. Narrative text is an imaginary story made to entertain people. The text also describes a series of events over time described from beginning, middle, and end.

Narrative text aims to entertain and interest readers who present stories or events that have problems. Language scholars have traditionally associated narrative, metaphor, and other figures of speech with literary texts. But in recent

¹Robin Jeffrey, "About Writing: A Guide," 2016, 2–3, <https://openoregon.press/books/pub/aboutwriting/front-matter/introduction/>.

decades there has been a shift away from that traditional view². Usually problems in narrative text can lead to conflict and have sad and happy endings.

In the result of interview with an English teacher and students SMAN 1 Batangtoru, the assumption researcher that students understand how to write narrative text well, but the fact the students did not understand about the elements of writing in English, the students had limited vocabulary, less in grammar and also many students are less interested in writing narrative text.³

Therefore, the researcher wants to make students more interested in writing narrative text by using graphic organizers in writing. Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information⁴. Which the researcher believes it will make students excited in writing because graphic organizers have interesting patterns to use in writing.

Previously, Graphic organizers were visual symbols used to represent knowledge and concepts through the relationships between them. A graphic organizer is one of the learning media that can be used in the learning process, using lines, circles, arrows, or images to visually represent a student's ideas. That graphic organizers are the simplest form. Another examples from graphic

² Charles Bazerman and Paul Prior, *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*, *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*, 2003, <https://doi.org/10.4324/9781410609526>.

³ MS Sri Purnama, Putri, "Interview with Teacher and Student of SMAN 1 Batangtoru" (Batangtoru, January 17, 2022).

⁴ Katherine S Mcknight, *The Teacher ' s Big Book of*, October, 2009, <http://myteachingcorner.blogspot.com.es/>.

organizers are charts, graphs, diagrams, and maps are examples of Learning using the medium of graphic organizers in reading and critical thinking learning. In addition, write information visually or in an image-assisted way to clarify and categorize data to make it easier to remember.

Based on the explanation stated above, the researcher interested in conducting a research entitled “The Effect of Graphic Organizers Media on Students’ Achievement in Writing Narrative Text at Grade XI SMA Negeri 1 Batangtoru”.

B. Identification of the Problem

There are some factors are involved in writing narrative text that influence students’ writing. The problem faced by students at SMAN 1 Batangtoru in the ability to write narrative text is a lack of knowledge about vocabulary, grammar, and structure of narrative text.

The students at SMA N 1 Batangtoru lack of knowledge about vocabulary because some of students less interesting in learning English, to make a good sentence or paragraph the students must have more vocabularies. The students also less in grammar because some of students still confuse about the element of English well, they confuse because have not mastered in part of speech. Then the students have some problem in the generic structure of narrative text because they cannot differentiate between generic structure of narrative text with other text.

C. Limitation of the Problem

As mentioned above, there are several factors that influence student writing narrative text, such as lack of vocabulary, lack of knowledge of grammar, lack of knowledge about the structure of narrative text. In this study, researchers were highly motivated to find out whether graphic organizers have a significant effect on aspects of writing and obstacles in learning writing narrative texts using graphic organizers.

In this research the researcher use fables narrative text because the researcher follows one of the materials in English Book Nationality Standard of Indonesia. The reason the researcher chooses the graphic organizers is because of this media that can make it easy for students to remember the things they want to express. Students can be supported with several things such as colored pencils, drawings, curved lines and symbols then can be connected with lines, to make their imaginations colorful and more attractive to writing skills. Then, can help students encouraged to write as many ideas as possible.

D. Defenition of Operational Variable

There some terminologies that were needed to be explained

1. Graphic Organizers Media

Graphic organizer media is a learning medium that coordinates ideas and concepts into a visual form. Graphic organizers media is made of lines, arrow and circles that show the relationship between main ideas and organizer the thought, knowledge and ideas.

2. Writing Narrative Text

Writing narrative text is write a text that tells a series of events sequentially and are connected to one another. This type of text has an imaginative nature or an imaginary story that aims to entertain the reader.

E. Formulation of the Problem

Based on the background and identification of the problem above, the problems of the research can be formulated as follow:

1. How does the students' writing narrative text achievement before learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru?
2. How does the students' writing narrative text achievement after learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru?
3. Is there any significant effect of graphic organizers media on the writing narrative text at grade XI students of SMAN 1 Batangtoru?

F. Purposes of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. To know students' writing narrative text before learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru.
2. To know students' writing narrative text after learning by using graphic organizers media at grade XI students of SMAN 1 Batangtoru.

3. To examine there is or there is no significant effect of using graphic organizers media on students' writing narrative text at grade XI students of SMAN 1 Batangtoru.

G. Significances of the Research

Significances of this research are:

1. For headmaster, as information especially about teaching writing narrative text by using graphic organizers media at grade XI students SMAN 1 Batangtoru.
2. For English teachers, as an information to add his strategy in teaching English especially in teaching writing narrative text by using graphic organizers media at grade XI students SMAN 1 Batangtoru.
3. For other researcher, as an information in conducting further research in the same topic.

H. Thesis Outline

The systematic of the researcher is divided into five chapters. Each chapter has one sub chapter with detail as follow:

In Chapter I it discusses about introduction, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the research and definition of operational variable.

In Chapter II it is consist of the theoretical description, related findings, conceptual framework and hypothesis.

In Chapter III contains of research methodology, time and place of the research, research design, population and sample, instrument of the researcher, the technique of collecting data and the last is the technique of data analysis.

In Chapter IV it is consist of result of the research, result of the hypothesis what the researcher found in the research, discussion, and treat of the research

In Chapter V it is about the conclusions and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Student Writing Ability

a. The Definition of Writing Narrative Text

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings¹. Narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation.² By writing, we can share idea, thinking or experiences into good composition. Thus, students who want to be able to write a good writing, they have to learning to write regularly. So a narrative text is a piece of writing that tells a story. Narratives are usually made up, but they can be based on true events³. Narratives can take many forms, including short stories, myths, poems, and fairytales.

¹Jeffrey, "About Writing: A Guide."

² Zainuddin Dian Sartika Simanjuntak, Eka Susti Harida, "Story Mapping Technique and Comprehending Narrative Text. Dian Sartika Simanjuntak , Eka Susti Harida , & Zainuddin," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 05, no. 2 (2019): 222–34, <http://jurnal.iain-padangsidempuan.ac.id/index.php/TZ/article/viewFile/2292/1862>.

³ Sri Rahmadhani Siregar and Institut, "Students ' Writing Ability on Islamic Narrative Text Topic Sri Rahmadhani Siregar" 07, no. 01 (2021): 143–54.

According to Marpaung that narrative text is more than just tells readers orders of events. Unlike literary text which is just re-tells events chronologically, narrative text is selling ‘conflict’.⁴ A narrative text is one that tells stories while emphasizing the elements of conflict and how the conflict might be resolved. it means that a narrative is a piece of text that⁵ tells a story in order to inform, entertain, and amuse the reader or listener.

b. The Component of Writing Narrative Text

Harmer states that writing is used as practice tool to help students practice and work with language that they have studying.⁶ Talking about writing narrative text there are some component such as:

1) Generic Structure

The generic structure of narrative text consists of five parts:

- a) Orientation, in this paragraph, the teacher tells the student who is in the story, when it is happening and what is going on.

⁴Magdalena Marpaung, *Textual Reading* (Yogyakarta: Deepublish Publisher, 2021), https://books.google.co.id/books?id=zmwyeaaqbaj&pg=pr6&dq=textual+reading&hl=id&newbks=1&newbks_redir=0&source=gb_mobile_search&ovdme=1&sa=x&ved=2ahukewjtl9ufyqd8ahum4dgghehzde8q6wf6bagceau.

⁵Istiqomah Nur Rahmawati Nurlatifah, “Teaching And Learning Narrative Text Writing Through Story Mapping,” *Tadris Bahasa Inggris* 12(1) (2019): 78–98, https://www.researchgate.net/publication/334261503_Teaching_And_Learning_Narrative_Text_Writing_Through_Story_Mapping.

⁶Jeremy Harmer, *How To Teach English*, ed. gomm Helena, 1st ed. (Essex: Pearson Education limited, 2007).

- b) Complication, this is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. It will rise into a climax of the problem.
- c) Resolution, in this part of the narrative, the complication is sorted out of the problem is solved.
- d) Coda, the narrator includes a coda if there is to be a moral or message to be learned from the story. It is considered as optional so that the writer is free to add this part or not.⁷

Those elements must exist in narrative text and it gives more explanation in order to make the story clear and understandable about narrative text.

2) Grammatical Features of Narrative Text

Based on Petter and Knapp, grammatical features of narrative text must follow to get a good narrative.⁸ When sequencing people times in time and space, narrative text typically uses as follows:

a) Action Verb

Example: memorized wrote, spoke.

They memorized surah Yasin.

⁷Hanafi, *English Text: Developing English Material* (Jawa Timur: cv.pustaka abadi, 2019).

⁸Peter & Watkins Knapp, *Genre , Text, Grammar* (Australia: UNSW Press, 2005).

b) Temporal connectives

Example: before, after, then.

Before go to sleep, they read juz amma.

c) Past tense

Example: went, slept, ate.

They went to Masjid to do ashar Pray.

d) Mental verb

Example: believed, did not answer.

They believed Allah's plan.

e) Using rhythm/ repetition

Example : bring, ask, bring.

They bring Juz amma to the classroom.

c. The Process of Writing Narrative Text

To make something needs a process, so does writing. Considering the process of standard writing, the students have to pass several steps. Harmer states there are four writing stages in general. such as planning, drafting, editing and final draft.⁹

1) Planning

Writers should plan what they are going to write. There are three main issues that writers have to do before writing. Firstly, they have to think the aim of their writing since it will affect

⁹Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education limited, 2004).

among other things not only the type of text, but also the language they use, and information they choose to include. Secondly, writers think the audience they are writing for. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the facts, ideas, or arguments which are they have planned to include.

2) Drafting

It can refer to the first version of a piece of writing as a draft. It is often done on the assumption that it will be amended later. As a writing process that proceeds into editing, draft may be produced on the way to the final version.

3) Editing (reflecting and revising)

After drafting, writers read through what they have written to check where it works and where it do not. Probably there is uncertain information or something is written ambiguous or confusing. Reflecting and revising are often helped by other readers who comment and make suggestions. It can help writers to make appropriate revisions.

4) Final version

After the author edits the draft and makes any changes they deem necessary, the final version is produced. Some changes were made during the editing process, so it may look different from the

original or original draft. But now is the time for the writer to deliver the written text to the expected audience.

Additionally, Zemach and Rumisek stated good writers go through several steps to produce a piece of writing.¹⁰ The steps are:

- a) Pre-writing. This step is where the writers try to find what she/he wants to write. Pre-writing stage involves the writers in choosing a topic, gathering ideas about that topic, organizing those ideas to talk about first to last.
- b) Drafting. At the drafting stage, the writers are focused on the fluency of writing on organization and language to be used in order to the readers can understand the ideas easily.
- c) Reviewing and revising. Reviewing stage is checking what had written, from the structure until content. Revising is not merely checking for language errors. It is done to improve the global content and the organization of ideas so that the writer's intent is made clearer to the reader.
- d) Rewriting. The students check their final text for some mistakes they have made

¹⁰Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan, 2003).

d. Steps of Writing Narrative Text

There are some steps writing narrative text :

- 1) Choose a topic. Before starting to write, writer should know and decide what they are going to write. Generally, in this step writer must consider who the subject of the write, what the purpose of the text is and consider who audience or reader is. After the students decided to write, students must decide what to write and how to start to write and then compile them into a text.
- 2) Gather ideas. In this step writer gather as many as topic or ideas and filter it later. In a collecting the ideas, the writer should let all ideas comes and write it on the list. The more ideas related to the main topic appear, easy for writer to write a sentence to be arranged later.
- 3) Organize. After gather all the ideas, writer should organize those ideas and decide which idea want to use as a main idea.
- 4) Drafting/ Writing. In this way the author can produce the words more quickly. When write first draft, writer shouldn't worry about being perfect on grammatical or content. Just let all the ideas that has been organize into words. Expand the ideas and arrange them in some reasonable order.

- 5) Review structure and content. Before finalization, check what have been written. Read again the text and look for any grammatical mistake.
- 6) Re-writing. The result of final version may look considerably different from both the original plan and the first write/draft, because many things have changed in the editing process. The fifth and sixth step can be repeated many times until the context of text suitable.¹¹

Based on the explanation above, it can be concluded that there are six steps of writing narrative text more effective and efficient they are choosing a topic, gathering ideas, organize, drafting, review and re-writing.

¹¹Rumisek.

e. Material of Writing Narrative Text

The researcher uses the material on the student book, en title “The Enchanted Fish and Letter to GOD” at grade XI SMAN 1 which relates to curriculum 2013.

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B Reading Activity

The Enchanted Fish

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. “Wow! This will feed us for days.” Much to his surprise, the fish started to talk and said, “Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o’ kind fisherman.” The astonished fisherman quickly threw him back, exclaiming, “I don’t want to hurt a talking fish! Go on! Go where you came from.”

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. “Didn’t you ask it for anything?” said the wife. “No, I didn’t, what should I have asked for?” replied the fisherman.

“I am surprised you don’t realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage”, said his wife.


The fisherman wasn’t sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*“O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won’t give up till she has her own will,
so come forth and help me!”*



Figure E.1 The fisherman talking to the fish

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Reading Activity

Letter to GOD


Rancho's house – the lone house in the entire valley – was on the crown of a low hill. From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of ripe corn in between the red kidney bean flowers. Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.

All through the morning, Rancho kept scanning the sky for signs of rainfall and he was quite confident that it would rain. *“You know, woman, now we are finally going to get some rain.”* His wife, who was busy preparing food, replied: *“Yes, God willing.”*

As soon as Rancho's family, his wife and sons, sat for dinner, just as he had predicted big drops of rain started falling. In the northeast, huge clouds were covering the sky like a blanket. The air had the smell of rain combined with the smell of fresh earth. The atmosphere at that time was absolutely heavenly. The boys left their food on pretext of getting one thing and another. All they wanted was to get wet and play in the rain.

Rancho was very happy as he looked at his field, *“Ah! Now my harvest is going to be wonderful.”* He started dreaming about all the things he will be doing once he sells the crops. Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of ice. *“Oh my God! This can't be happening,”* he thought. *“NO!! NO!! I will be destroyed. This is no rain, it is a hailstorm. I hope it will pass soon.”* But in front of his family, he kept a strong front and said, *“I am sure it will pass soon, don't worry.”*

Unfortunately it didn't. The hailstorm lasted the whole night. It destroyed the entire field of his precious crops. Everything looked so white as if someone had thrown sacks and sacks of pearls all over the place.



Picture 5.1 (Source: Kemendikbud)

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Source : Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas XI¹².

¹²Bashir Mahrukh, *Bahasa Inggris, Journal of Chemical Information and Modeling*, vol. 53, 2018, <https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-11-sma/>.

The book consists of some chapters on first and second semester. In this case, the researcher only limits the material and focus on Narrative text which is learnt from the book. The study are narrative text while to organize the vocabulary, grammar, structure of narrative text.

2. Teaching Media

Media is one of the means of communication that unites the world. Educational media help teachers conduct teaching and learning activities in the classroom. It facilitates the transfer of knowledge by teachers during the educational process. However, before using media, teachers should know if the media can help them. Bertram, et al. stated that the teachers need to understand how media resource can be useful within learner-centered.¹³ The teachers should choose the media that will be used in teaching and learning based on material needs in order to reach the goal of learning.

a. Types of Teaching Media

Laurillard believes that educational media can support four essential forms of activities, which she characteristic as discursive, adaptive, interactive and reflective, and 12 more specific processes in this dialogue She presents the following functional classification of

¹³Carol Bertram, et al., *Using Media in Teaching* (South Africa: South African Institute for Distance Education, 2010).

media and analyses how they can contribute to the pedagogical activities and processes in the Conversational Framework:¹⁴

- 1) Narrative media
- 2) Interactive media
- 3) Adaptive media
- 4) Communicative media
- 5) Productive media

Grawinda said, there are different ways to classify media. Print media, non-print media, and electronic media.¹⁵

- 1) Print media: These include: books, journals, magazines, newspapers, workbooks, and textbooks. These are easy to use, portable and inexpensive.
- 2) Non-print media: These include: projected and non-projected media.
- 3) Electronic media: These include audio media, visual media and audio-visual media, projected media and non-projected media.
 - a) Audio media: These are the teaching-learning devices that appeal to the auditory sense. In other way these media can be heard

¹⁴Laurillard, (Journal from Muh. Rajib Silmi, "Types of Media and Teaching Techniques in Teaching Speaking At Smp Brawijaya Smart School Malang)," *Suar Betang* 12, no. 2 (2018): 223, <https://doi.org/10.26499/surbet.v12i2.33>.

¹⁵Grawinda, (Journal from Singh Ritakumari, "Educational Media in Teaching Learning Process)," *Bhartiyam International Journal of Education & Research* 8, no. 2 (2019): 7.

alone, it carries sounds, for example audio tapes, record player, radio.

- b) Visual media: These are the media that appeals to the sense of seeing (eyes) or the media which can be seen, example: television, computer, white board.
- c) Audio-Visual: It refers to those instructional materials which provide learners with audio and visual experiences by appealing to the hearing and seeing senses at the same time, for example television, video tapes, and closed circuit television (CCTV).
- d) Projected media: Projected media belong to a group of instructional resources which can only be accessed by means of projecting their content on the screen or wall using a projector machine specially designed for the purpose.

3. Graphic Organizers Media

a. The Definition of Graphic Organizers Media

Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.¹⁶ Larry stated that graphic organizers are especially helpful in identifying and sorting

¹⁶Mcknight, *The Teacher 's Big Book of*.

information.¹⁷ Which mean graphic organizers are a quick way to identify a piece of text into a particular section that makes it easier to understand and find parts of it, especially in writing a piece of text such as narrative text.

Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.¹⁸ A graphic organizer has many concepts and can be customized in the form of sentences organized in which concepts are more appropriate. Consist to emphasize the organization and relationships of concepts.

It comes from Flood, which also states that graphic organizers were used to support learner comprehension by explicitly highlighting key ideas and showing the relationship between key ideas and supporting details. Graphic organizers enable the learner to use his/her prior knowledge to interact with the text at a more complex level.¹⁹ Once prior knowledge is activated, the learner can take this new information and add it to his/her schema, thus, improving comprehension.

¹⁷Larry Sullivan, *Graphic Organizers, The SAGE Glossary of the Social and Behavioral Sciences*, 2012, <https://doi.org/10.4135/9781412972024.n1131>.

¹⁸Hong Kong China, "The Use of Graphic Organizers to Enhance Thinking Skills in The Learning of Economics," 2001, 20, <https://www.worldcat.org/title/use-of-graphic-organizers-to-enhance-thinking-skills-in-the-learning-of-economics/oclc/127898543>.

¹⁹Elizabeth Culbert, *A Qualitative Investigation of the Use of Graphic Organizers* (U.S: ERIC, 1998).

Based on the definitions above, the researcher concludes that graphic organizer is a graphic which help students in gaining information by connecting the words with their meaning and other concepts.

b. The Function of Graphic Organizers Media

Graphic organizers allow teachers to show and explain relationships between content and sub-content, and show how they relate to other areas of content. Organizers, on the other hand, allow students to make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers enable students to actively participate in their learning. To facilitate understanding, the following organizers offer specific student and teacher benefits. A graphic organizer is therefore an educational medium that allows students to classify content and sub-content when writing narrative texts.

One way to improve students' learning and performance across the grade levels, in a wide range of the content areas, and with diverse students is by utilizing graphic organizers in the classroom. They help students see patterns and relationship between the given information with only a view words, concepts are clarified, information and ideas are organized, and complex relationships are shown between the

elements.²⁰ So graphic organizers can help teachers figure out how students think about things using just a few charts and words.

c. **Types of Graphic Organizers for Writing**

1. **Persuasion map**

The persuasion map is an interactive graphic organizer that helps students' familiar themselves with the process of persuasive writing . It assists them with outlining and preparing arguments for their essays, speeches, debates, etc.

How to use it

Step 1: Choose a topic of interest for your essay/debate. Do proper research around it to collect enough information.

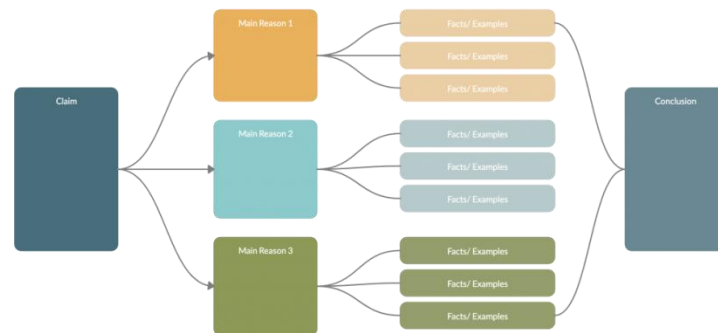
Step 2: Define the claim that you want to make with your essay persuasive writing by writing this down first.

Step 3: Next to it, write down the reasons for making that claim.

Step 4: Then write down facts, examples, and information to back up your reasoning.

Step 5: End your persuasion map with the conclusion of your essay.

²⁰A Wendy Conklin, M, *30 Graphic Organizers with Lessons and Transparencies* (U.S.A: Corrina Burton, M.A.Ed, 2004).



2. Sequence Chart

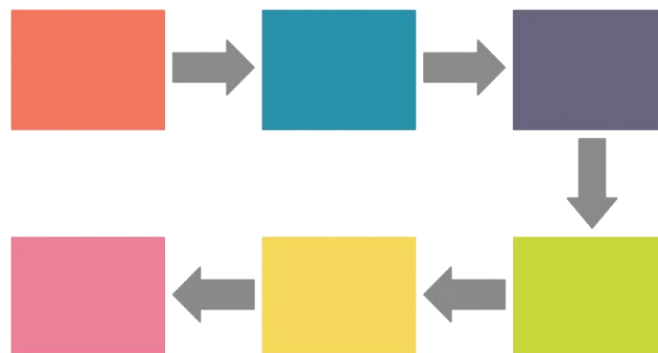
A sequence graphic organizer is a tool that helps you visualize the order of process steps, the timeline of events, and more. It can also be used for note taking, lesson planning, and essay writing.

How to use it

Step 1: Identify the steps in the process or event.

Step 2: Using a sequence chart arrange these steps in sequential order.

Template



3. Story map

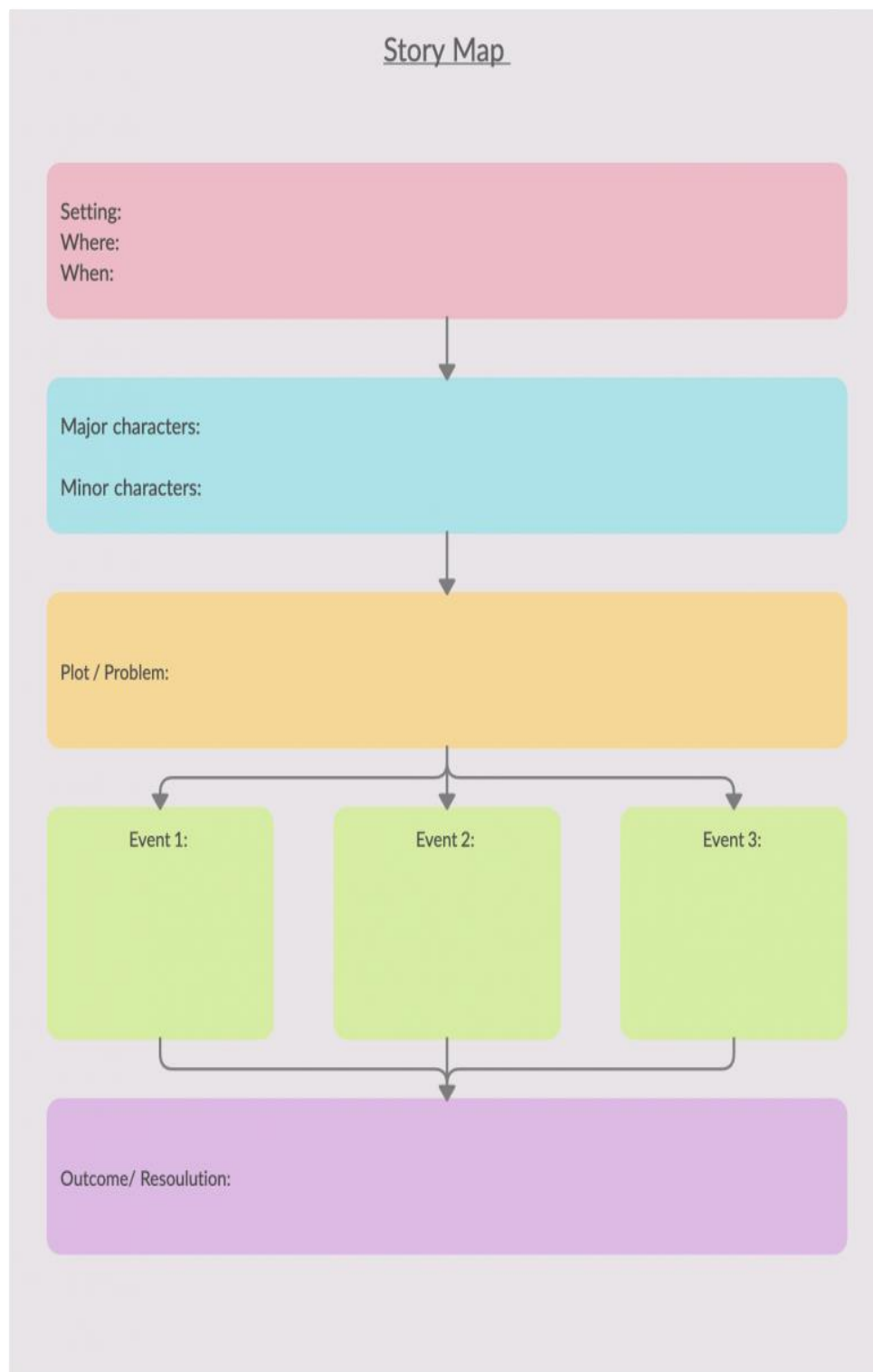
Story maps can be used to identify various elements such as characters, character behavior, themes, techniques, etc. in the book students are reading. This is a useful tool teachers can incorporate into their classrooms to improve student comprehension.

How to use it

Step 1: Read the book and understand it well.

Step 2: Discuss the different significant elements that were involved in the story. These could be the characters, setting, problem and solution, etc. You can fill the story map during the discussion.

Step 3: Once the map is complete you can discuss each element individually.



4. Biography graphic organizer

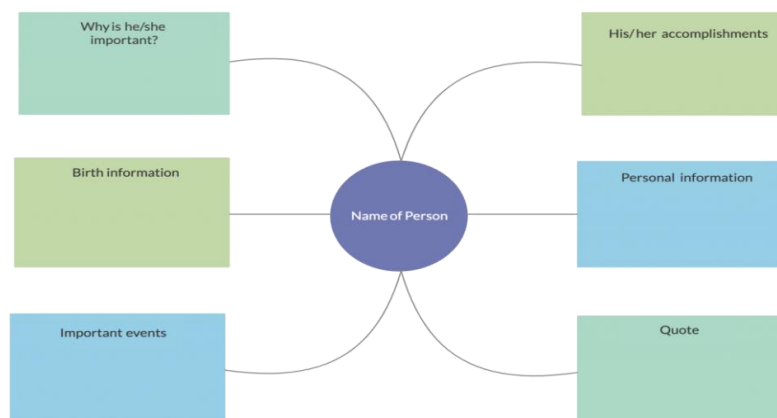
It's a tool that helps you better understand the characters in a novel, autobiography, film, or historical figure. It draws attention to various important factors in a person's life.

How to create it

Step 1: Gather as much information you can about the character you are studying. You can also refer to online resources, or ask from teachers or experts.

Step 2: As you analyze the information you have gathered, isolate the facts that stand out or you think are important.

Step 3: Use your biography graphic organizer to lay out the information in a presentable way. You can add images to make it more comprehensible as well.



5. KWL chart

KWL charts are used to glean information from a student's prior knowledge and experience. This three-column chart represents before reading (what the reader already knows), during reading (what the reader wants to learn), and after reading (what the reader has learned).

How to use it

Step 1: Get students to brainstorm around the selected topic and write down everything they know about it in the K column.

Step 2: Ask them to generate a list of questions about what they want to know in the W column of the chart.

Step 3: During or after reading the book/ lesson get them to answer these questions in the L column.

Topic.....		
K	W	L
What I Know	What I Want to Know	What I Learned

6. Learning map

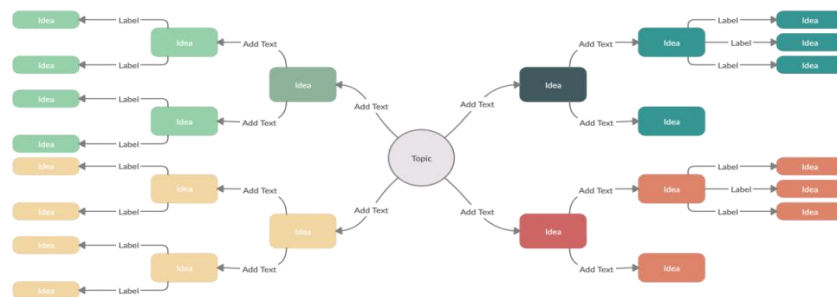
A learning map visually represents the key learnings (skills, ideas, knowledge) that a student should learn from a lesson. It usually provides an overview of the lesson/unit/course you are studying and the connections between its various components. Students can also use learning maps to take notes in the classroom.

How to use it

Step 1: At the center of the map, write down the topic (i.e. name of the lesson or unit)

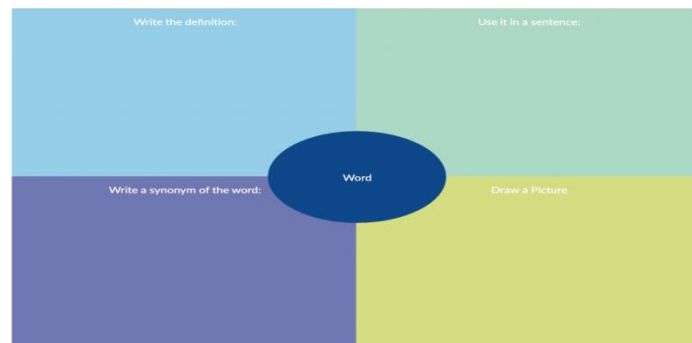
Step 2: Brainstorm ideas and information related to it. Write these down on branches emerging from the center. Make sure that you place them in a way that makes sense to teach or in a logical sequence around the center.

Step 3: Add connectors between these elements and add labels to highlight the kind of relationship between them.



7. Vocabulary graphic organizer

This tool can be used to assess a student's vocabulary knowledge. You can create a graphic organizer with different elements to help students learn new words, learn antonyms and synonyms.



8. Problem-solving organizer

A problem-solving graphic organizer can be used to improve student problem-solving skills. Help students find and evaluate solutions to problems. How to use it:

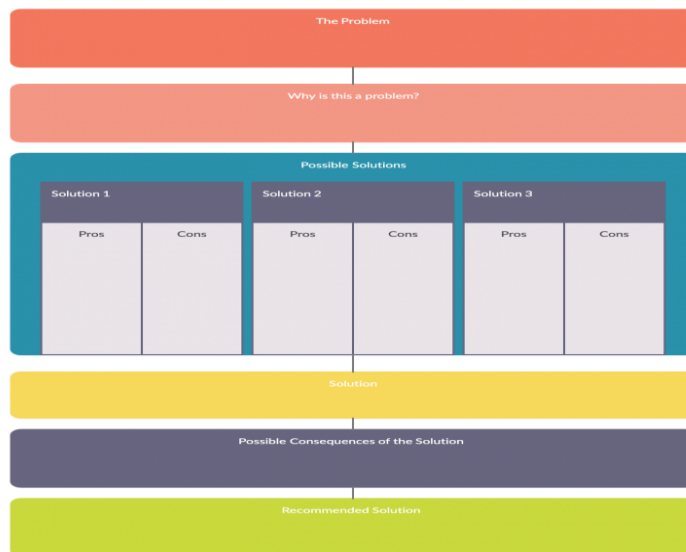
Step 1: Identify the problem and write it in the problem box

Step 2: Ask students to then write down why they think it is a problem in the first place

Step 3: Get them to brainstorm all possible solutions along with the pros and cons relates to them.

Step 4: Once they select the best possible solution, ask them to list down all its possible consequences

Step 5: Students can then make suggestions to improve the selected solution further



9. Math Graphic Organizer

The Math Graphics Organizer is used to graphically explain math concepts to students. It helps simplify and solve complex math problems.

How to use it

Step 1: Select the math problem you want to identify and a relevant graphic organizer that you can use to solve it.

Step 2: Invite your students or colleagues to collaborate as you wish.

MATH CHECK

Name: Class Section:		Class No: Teacher:	
Equation		Check Operation	
Operation			
Solution		My Answer	

10. Timeline graphic organizer

A timeline chart is a type of graphic organizer that displays a series of events in chronological order.

They are useful if you are studying history, as they can be used to display important historical events that occurred during a particular time period, along with important details such as dates and locations.

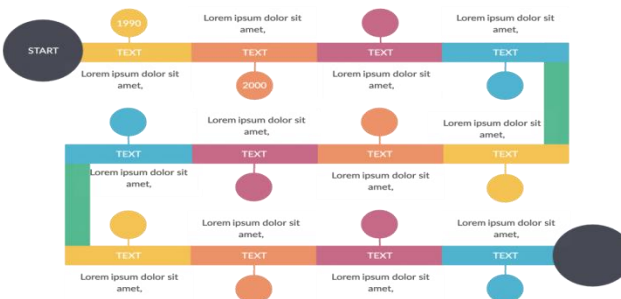
In addition, timeline charts can also be used to show the progress of something (i.e. growth of a business) or changes.

How to use it

Step 1: Identify the different events and the sequence of order in which they took place.

Step 2: Use a research on your target audience to arrange them chronologically

Step 3: Include significant details such as dates, locations and other additional information as needed.



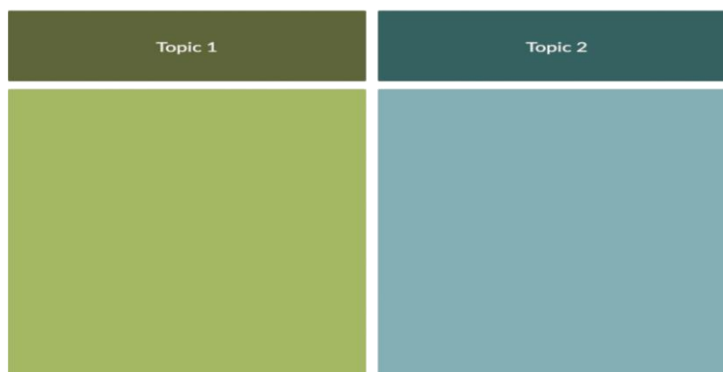
11. T-chart

T charts allow students to study two facets of a topic. For example, disadvantages and advantages, pros and cons, differences and similarities, etc.

How to use it

Step 1: Draw a T chart and write down the two areas you want to brainstorm around on each column head.

Step 2: Write down facts on each column as you carry out your brainstorming.



12. Hierarchy chart

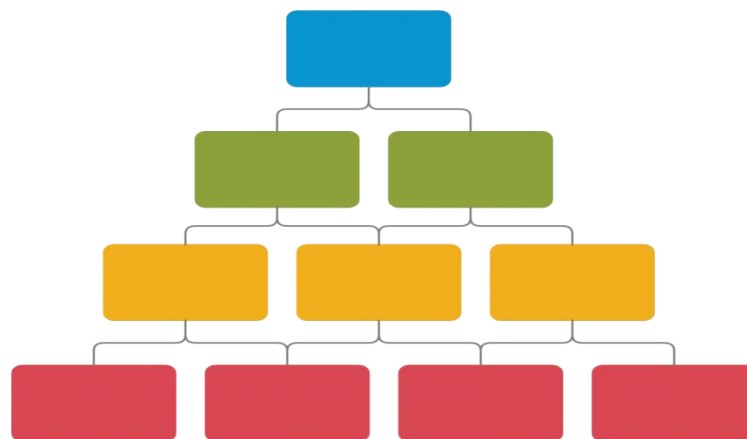
Hierarchy charts visualize the elements of a system, organization or concept from its highest position to the lowest. Students can use this tool to understand the superordinate and subordinate categories of a topic and the relationship between them.

How to use it

Step 1: Identify the most important element under the topic you are studying. Write this down at the top of the hierarchy chart.

Step 2: List down the second layer of sub-elements stemming from the first component you have identified. Add a third and fourth as necessary.

Step 3: Connect these with lines to show how they are connected to each other.



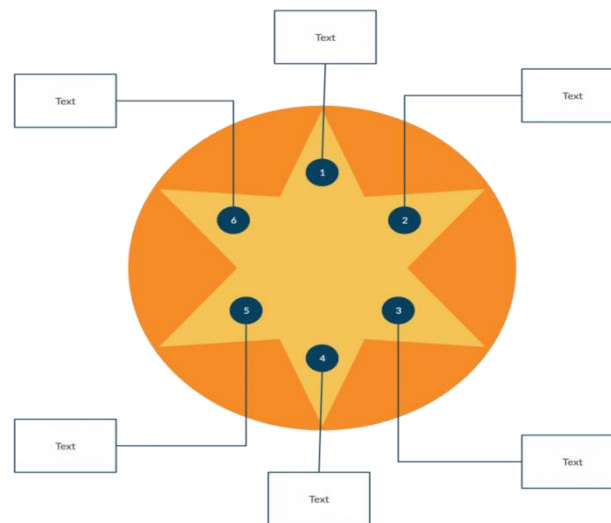
13. Star diagram

Star diagrams are used to organize the characteristics of a chosen topic. It can also be used to brainstorm around new topics.

How to use it

Step 1: Select the topic you want to study and write it down in the center of the star diagram.

Step 2: Write down the characteristics or attributes related to the central topics on each point of the star. Adjust the points of the star depending on how many traits you write down.



14. Cluster diagram

Cluster diagrams can be used to facilitate a brainstorming session or structure idea generation and even to help with exploring new topics.

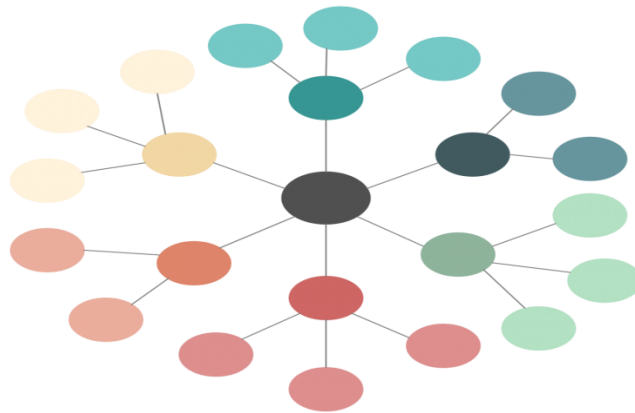
How to use it

Step 1: Pick your topic of interest to explore. This should be placed in the middle of the diagram.

Step 2: Brainstorm around this main idea and come up with sub-topics related to it. Place them around the center.

Step 3: Brainstorm around each of the sub-topics and write down related ideas around them.

Step 4: Add as many layers as you want. However, use color-coding to emphasize each branch of thought. This will make it easier for you to read and understand the cluster diagram.



15. Lotus diagram

Lotus diagram is an analytical tool that can be used to breakdown broader and more complex topics into smaller components for easy understanding. It can be used for brainstorming and studying new topics.

How to use it

Step 1: Draw a 3×3 grid in the center. On the square in the center, write down the main topic to be explored.

Step 2: Write down the related sub-topics around it as you brainstorm.

Step 3: Draw 8 more 3×3 grids around the one in the center. Each of these can be used to write down facts that you brainstorm around each subtopic.



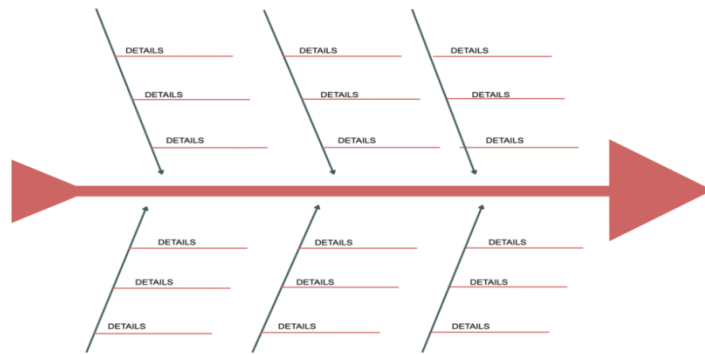
16. Cause and effect graphic organizer

This type of graphical organizer shows the cause and effect of events. A cause is why something happened, and an effect is the result of what happened. Visualization helps to clearly understand different causal relationships.

Use the graphical cause and effect organizer to identify causes and effects related to the problem you are investigating or describing.

Several models of cause and effect events can exist. A cause leading to one or more effects, or multiple causes leading to one or more effects.

- a. One cause leading to several effects
- b. Several causes leading to one effect (You can use a fishbone diagram here)
- c. Each cause having one related effect
- d. One cause triggering another cause that leads to another



17. Mind map

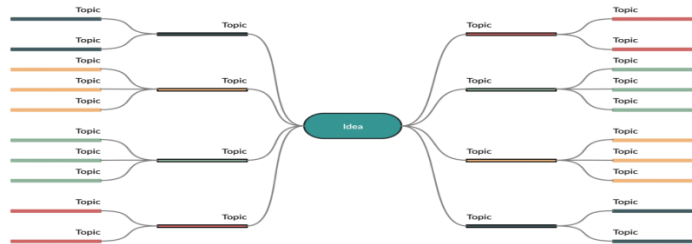
A mind map is a tool that helps capture the free flow of thought and is widely used for brainstorming around topics. Additionally, it can also be used to organize and group information about a topic.

How to use it

Step 1: Write down the topic you are brainstorming around in the center.

Step 2: On branches emerging from the middle, write down brainstormed ideas/ thoughts.

Step 3: Expand each sub idea with more facts. You can keep on adding more information to your mind map until you have enough.



18. Double bubble map

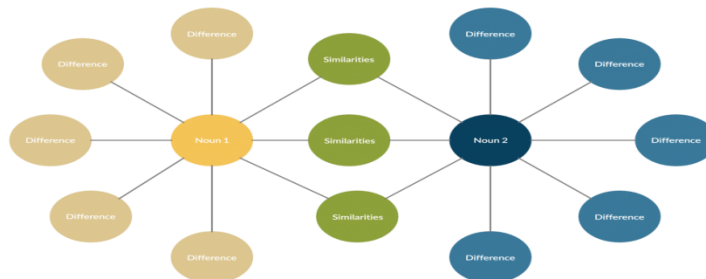
The double bubble map is one of the popular thinking maps. It is much like a Venn diagram and is used to identify similar and different qualities between two things.

How to use it?

Step 1: Write down the two ideas/ topics you are comparing in the two bubbles in the center.

Step 2: As you brainstorm and analyze the topic, write down the differences in the bubbles radiating from the center.

Step 3: Write down the similarities in the bubbles that are common to both topics.



19. Venn diagram

Another graphic organizer that helps you visually represent a comparison of differences and similarities between two subjects, is the Venn diagram . What makes it different from the is that it can include more than two topics and one common area.

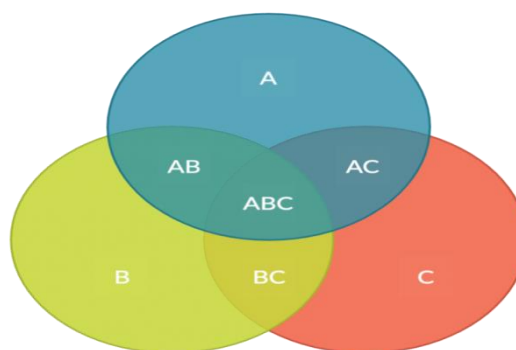
How to use it

It works similar to the double bubble map.

Step 1: Write down the topics being compared on the top of each circle.

Step 2: Writ down the differences or unique characteristics inside its own sector avoiding the overlapping area.

Step 3: List the similarities in the common area.²¹



Based on all the types of graphic organizers mentioned above, researchers choose the type of story map. Story Map is a graphical her organizer that helps students learn story elements. Learning to identify the

²¹ “The Ultimate List of Graphic Organizers for Teachers and Students,” Creately for Education, 2022.

characters, plots, settings, problems, and solutions of a story encourages students to read carefully to learn important details. There are many types of story maps. The simplest focus is on the beginning, middle, and end of the story, but more sophisticated organizers focus on story elements such as plot, character development, and themes.

d. The Advantages and Disadvantages of Graphic Organizers Media

1) Advantages of Graphic Organizers Media

Graphic Organizer is a convenient and simple tool that allows you to visualize and organize information so that students can build ideas, organize and organize information, plan what to write, improve reading comprehension, and brainstorm. It is often used as a prompt to act, organize problems and solutions, and compare and contrast ideas, cause and effect, etc. Most of the time, all a student has to do is fill in the blanks. The ability to color code thoughts in images is a great help in understanding and remembering information. A graphic organizer benefits students who use it in the following ways:

- a) Help students structure the writing project.
- b) Encourage students to judge the pros and cons of making decisions.

- c) Generate, classify ideas easily, and communicate in brainstorm
Examine relationships.
- d) Guide students to demonstrate their thinking process.
- e) Increase reading comprehension
- f) Organize and compare essential concepts and ideas.
- g) Sequence and break a story into the main elements (intro, rising
action, climax, and more).

2) Disadvantages of Graphic Organizers Media

- a) Students Get Lazy on Note Taking: As has shown above, graphic organizers make it easy and clear for students to organize concepts and ideas with appropriate structure. In this case, some students may simplify literal note-taking to just a graphic organizer. However, the dearth of comprehensive and detailed knowledge guides might affect their performance in the exam.
- b) Lack of Prompt Feedback from Teachers: For young students, both making a graphic organizer and creating a sensible answer for the graphic organizer can be time-consuming. In a 40-minute class, young students will probably spend 30 minutes drawing the graphic organizer and 10 minutes filling the blanks. If that is the case, the teacher won't have enough time to check and

correct a student's work upon completion, thus failing to send the student prompt and valuable feedback on his work.²²

e. Procedures in Using Graphic Organizers Media

Graphic organizers can be implemented in any of the following ways:

- 1) Draw the organizer on the board or on chart paper.
- 2) Use the organizer as a template for an overhead transparency.
- 3) Reproduce multiple copies of the organizer to pass out to students during class work.
- 4) Have copies of the organizer available for students to use while working independently.

The more students are exposed to organizers, the more familiar and comfortable they will become using them. Here are some things to consider when trying to be consistent:

- 1) Establish a routine for using organizers during instruction. For example, always use a web when starting a new unit, no matter what the subject area is. Use the same sequence chart when ordering events or steps in math, reading, writing, science, or social studies.

²²Allison Lynch, "What Is Graphic Organizers," in *Wonder Share* (wonder share, 2021), <https://www.edrawsoft.com/what-is-graphic-organizer.html?msclid=b65baea9b33011ec9d5f7b172757161b>.

- 2) Incorporate organizers into all phases of instruction. When students see them used as a warmup, a guided practice, or a homework assignment, they better understand the purpose and the benefits of the organizer.
- 3) If students have difficulty using a particular organizer, don't give up. Students will often struggle with new approaches. Stay consistent and keep providing them guidance and practice. When students see the teacher using an organizer consistently, they are more likely to understand it themselves²³.

Thus Researcher uses this procedure in Lesson Plan because graphic organizers are very easy to use in the learning stage that students are interested in, through stages that do not trouble the students.

4. Teaching Writing Narrative Text by Using Graphic Organizers

Media

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Harmer states that writing is used as practice tool to help students practice and work with language that they have studying. The students will ask to write sentences using given structure or new words that they have been learning. This is designed to

²³William and Mary Stowe, "Graphic Organizers: Guiding Principles and Effective Practices Considerations Packet," *Training & Technical Assistance Center*, 2015, 1–11, <https://education.wm.edu/centers/ttac/documents/packets/graphicorganizers.pdf>.

give reinforcement to students.²⁴ Writing is also used for enabling activity. It means that students write sentences in preparation for some other activity.

On the other hand, writing helps students at developing their skills as writers. In other words, the students should become better at writing in any kinds of writing that might be. Which will help the reasoning of students' minds and can also help creat a new idea in writing something. Especially in writing a work of writing that is in great demand.

Thus, it is clear that the way the teachers organize the students' writing and the way the teachers offer advice and correction will be different, depending on what kind of writing the students are involve in applying Graphic Organizers Media teaching narrative text, the teacher follows the procedure to use story map:

Step 1: Read the material of narrative text on the book and understand it well.

Step 2: Discuss the different significant elements that were involved in the story. These could be the characters, setting, problem and solution, etc. The Students can fill the story map during the discussion.

Step 3: Once the map is complete the students can discuss each element individually²⁵.

²⁴ Harmer, *How To Teach English*.

Writing a graphic organizer saves students from staring at paper for hours. These graphic organizers also help students write essays, stories, memoirs, plays, and poems. There are many methods and strategies that teachers can use in teaching story writing. Here, a teacher teaches how to write a story text using a graphic her organizer. A story map is a graphic organizer that helps students learn the elements of literature by identifying characters, plot, and setting²⁶. It is used during and after reading a text. This strategy supports students' comprehension by providing students with a framework for identifying and organizing the elements of literature.

There are many things that teacher has to do, they are The implementation of teacher's document was elaborated into three teaching phases. They were pre teaching, whilst teaching, and post teaching activities²⁷.

a. Pre-Teaching

The process in pre-teaching as follows:

- 1) Teacher comes to the class by saying salam

²⁵ Amanda Athuraliya, "The Ultimate List of Graphic Organizers for Teachers and Students," creately, 2020, https://creately.com/blog/diagrams/types-of-graphic-organizers/amp/#Graphic_Organizers_for_Teaching.

²⁶ C Dexter, D. D., & Hughes, "Graphic Organizers and Students with Learning Disabilities," *A Meta-Analysis*. 34(2) (2011): 51–72, https://dpi.wi.gov/sites/default/files/imce/ela/bank/RL.KID_Story_Map.pdf.

²⁷ Asri Kusuma Dewanti, "The Implementation Od Teacher's Teaching Preparation in Teaching English at Anak Saleh Kindergarten Malang" 1 (2016): 116, <https://jurnal.fkip.uns.ac.id/index.php/ictte/article/download/7557/5406>.

- 2) Before the lesson start, the teacher persuades the students to pray according to their belief.
- 3) The teacher checks students' attendance and prepare the lesson.
- 4) The teacher introduces the topic and mentions the goal of study.
- 5) The teacher involves the lesson to the students in brainstorming activity.

b. While-Teaching

This activity helps students find their ways through the writing narrative text. The process can be seen as follows:

- 1) The teacher explained about the definition and generic structure of narrative text and asked the students draw the organizer on the board or on chart paper.
- 2) The teacher gave example of narrative text to the students and asked the students see the organizer as a template for an overhead transparency.
- 3) The teacher asked the students read the text of narrative and Reproduce multiple copies of the organizer to pass out to students during class work.
- 4) The students have copied of the organizer available for students to use while working independently
- 5) The students listened and respond accurately about introduction writing narrative text

- 6) The students pay close attention to the vocabulary and grammar related to writing narrative text
- 7) The teacher asked the students to rewrite the narrative text in their own language.
- 8) The teacher gave time for students to rewrite the narrative
- 9) The teacher monitored students during the learning process took place until it is finished
- 10) The teacher collected the final results of students answer
- 11) The teacher concluded again the uses of generic structure and language features that used in narrative text.

c. Post-Teaching

- 1) The teacher asked questions to find out whether students understand the topic
- 2) Teacher and students made conclusion on the material that has been taught
- 3) Teacher and students closed the learning by reading a prayer.

5. Teachers' Media in Teaching Narrative Text at Grade XI SMAN 1 Batangtoru

Teachers' media is a tool that teacher use in the process of learning. The teachers use media to encourage students' motivation because it is one of important parts of success in learning process. Moreover, use of

teaching media helps the teacher to connect learners with events that are culturally relevant in order to achieve the teaching and learning goal.

English teacher in Senior High School Batangtoru often use print media include: books, and textbooks. These are easy to use, portable and inexpensive. The teachers initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams. Which, the teacher usually take material from national standard book Indonesia.

B. Conceptual Framework

The theoretical framework started with the idea that writing is one of the most important aspects of learning English. Students need to learn to write because learning to write is important for improving their English skills. Based on observations and interviews with teachers, students have problems with vocabulary, grammar, and the structure of narrative texts. Most students struggle with vocabulary, grammar and structure when writing story texts. Researchers conducted pre- and post-tests. In the pre-test, researchers gave students the story text and test materials. In a post-test, researchers gave students the same materials and media as in the test to see if the use of graphic organizers had a significant impact on the story text production of students in grade 11 of SMAN 1 Batangtoru.

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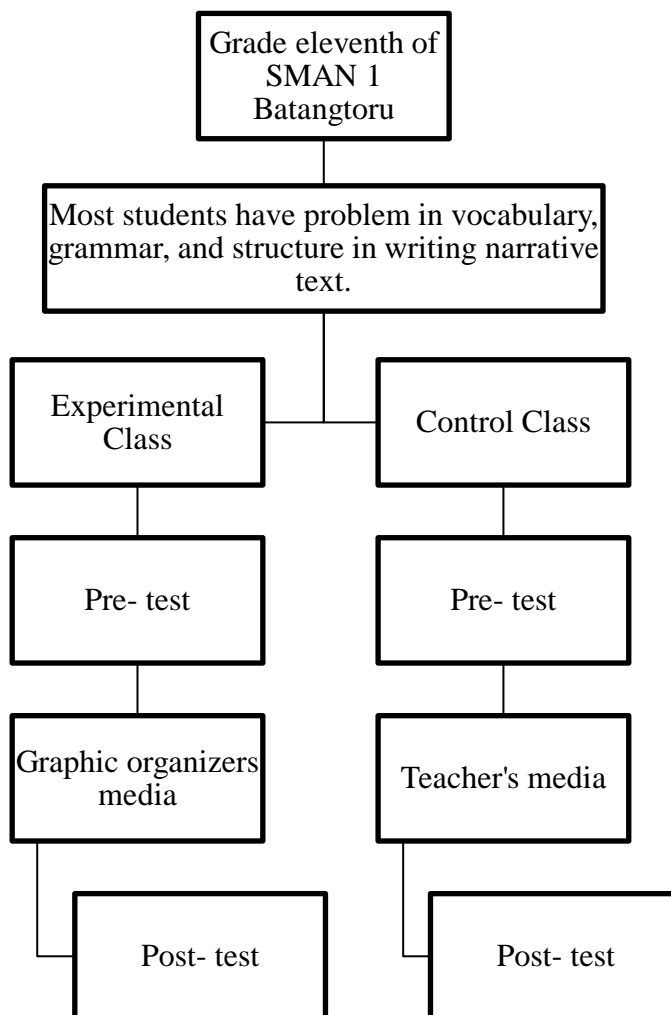


Figure 1. Theoretical Framework.

Most of them do not know how to explore and organize the words using graphic organizers. Thus, the researcher conducted quasi experimental study. Since the participants of this study are eleventh graders of SMAN 1 Batangtoru, the researcher used graphic organizers. This media is appropriate for students because it is an easy and an interesting media.

C. Review of Related Findings

There are some related findings relate to this research. The first, research had conducted by Erlik.²⁸ The researcher tried to to investigate the effect of graphic organizers on ELT students' writing quality. After doing the data analysis, it is found that The data were analyzed by utilizing independent t-test and one-way Anova based on the level of significance at 05. The result of the study shows that there is a significant difference between the mean scores of the students in the experimental and control groups. The students who are taught by using graphic organizers are better than the students who are taught using conventional strategy. The students in the experimental group perform better on writing quality in terms of content, vocabulary, and mechanics than those who do in the control group.

The second, the research came from by Namiah. The result of the study shows that the students' mean score of writing coherence on pre-test is 56.35, then it improves in post-test 1 to 70.45 and 79.4 in post-test 2. Moreover, the result of the study also shows that graphic organizers can be implemented effectively if the teacher: (1) gives clear explanation and examples of graphic organizers; (2) guides and monitors the students during the process of writing; (3) provides exercise of grammar; and (4) keeps the students motivated in

²⁸Widiyani Styati Erlik, "The Effect of Graphic Organizers on ELT Students' Writing Quality," *Indonesian Journal of EFL and Linguistics* 5 (2020): 279, https://www.academia.edu/66200931/The_Effect_of_Graphic_Organizers_on_ELT_Students_Writing_Quality.

writing. Considering the result of the study, the researcher suggests that an English teacher had better implement graphic organizers in teaching writing in order to help the students improving their writing coherence.²⁹

The third the research was written by Alagözülü. Based on his research the researcher found that All sorts of literary texts (short stories, novels, drama, poetry) are of value in teaching a foreign language. Especially short stories, more compact and condensed, are practical for classroom use. The story making elements in a short story like plot, characters, conflict, climax, and resolution can be easily recognized and demonstrated by graphic organizers, which are effective visual aids that arrange essential aspects of an idea or topic into a pattern using labels.³⁰

The fourth came from Lee. Suggests that graphic organizers may be a viable choice in scaffolding revision in addition to text because they enable writers to see better what they are revising. However, this ability to ‘see’ better may be better offered by organizers with perceptual operations as opposed to those without. This is because organizers with perceptual operations differentiate main ideas from sub-ideas clearly and provide an

²⁹ Inayatun Namiah, “Improving Students’ Writing Coherence Through Graphic Organizers,” *English Education*, 2020, https://www.academia.edu/52800847/Improving_Students_Writing_Coherence_Through_Graphic_Organizers.

³⁰ Nuray Alagözülü, “Infusing Graphic Organizers and Short Stories in Language Teaching,” *English Language Education Professor of Linguistics*, 2020, https://www.academia.edu/5577672/Infusing_Graphic_Organizers_And_Short_Stories_In_Language_Teaching.

overview of how the ideas in the organizers are related to one another which facilitates categorization and diagnosis of writing problems in the revision process. This possible advantage however precludes that students must be properly trained over a period of time to understand the format function of each organizer so that they would not misinterpret the ideas in the organizers when generating or revising ideas in their own organizers or when providing feedback on their peers' organizers.³¹

The last came from Agasi. The result of his research shows that there was improvement in students' writing skill. Based on the mean score of the students in pre-test was 19.34, meanwhile in the post-test I of cycle I, it increased to 60.5. In the post-test II of cycle II the value had increased to average value 72.9. Besides, the class condition was better where the students' enthusiasm was increased to learn English. The students were able to transform their idea into written form using graphic organizers. Based on the result above, it can be concluded that (1) Graphic Organizers strategy can improve students' writing skill in class VIII G of SMP Negeri 4 Sukoharjo in 2017/2018 Academic Year and (2) class condition was better after the

³¹Chien Chieng Lee, "Graphic Organizers as Scaffold for Students' Revision in the Pre-Writing Stage," *Proceedings of the Australasian Society for Computers in Learning in Tertiary Education Conference*, 2018, 544, https://www.academia.edu/16192131/Graphic_organizers_as_scaffold_for_students_revision_in_the_pre_writing_stage.

implementation of Graphic Organizers strategy. Graphic Organizers strategy can be new way in teaching learning to improve students' writing skill.³²

Based on the research above, researcher concluded that writing narrative text in the school has the problem. Some researchers give some strategy to minimalist and solve the problems by using graphic organizers. Finally, this research is written by researcher to add and complete the researcher before. The researcher wants to solve the writing problem on narrative text in order can be affect at grade XI students of SMAN 1 Batangtoru through Graphic Organizers.

D. Hypothesis

The hypothesis of this research is as follows:

1. Ha: There is a significant effect of graphic organizers media on the writing narrative text at grade XI students of SMAN 1 Batangtoru.
2. Ho: There is no significant effect of graphic organizers media on the writing narrative text at grade XI students of SMAN 1 Batangtoru.

³²Berlidio Rizky Agasi, "The Use of Graphic Organizers to Improve Students' Writing Skill of Junior High School," *English Language Education*, 2019, https://www.academia.edu/75985106/The_Use_of_Graphic_Organizers_to_Improve_Students_Writing_Skill_of_Junior_High_School.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The researcher did the research at SMAN 1 Batangtoru. It is located at Sibolga – Aek pining St, South Tapanuli of North Sumatera. The subject of this research is the eleventh students of SMAN 1 Batangtoru. The researcher chose this school because the researcher curious about the students' writing narrative text by using graphic organizers. The researcher did the research starting from May 2022 up to February 2023.

B. Research Design

In this research, the writer conducted a quantitative research. The method in this investigation that the writer used was a quasi experimental. Pre-test was given to both the control and experimental class at the eleventh graders of SMAN 1 Batangtoru to measure the condition before treatment. Next, the treatment was given to the experimental class by using graphic organizers while the treatment of the control class was given by lecturing. After conducting the treatment, the test was given to both classes as the post-test.

The experimental research consists of two classes, those were: the experimental class and the control class. The design of the experimental class can be described as follows:

Table 1
Pre-Test Post-Test Control Group Design

E	O ₁	X	O ₂
P	O ₁	-	O ₂

Where:

E : Symbol for experimental Class

P : Symbol for control class

X : Symbol for treatment

O₁: Symbol for pre-test

O₂: Symbol for post-test¹

It can be explained that the subjects are assigned to the experimental class (top line) and the control class (bottom line). The researcher checked the quality of the subjects firstly by giving a pre-test. Then researcher gave a treatment for the experimental class, in this study the researcher give graphic organizers media as the new treatment. Meanwhile the control class is given nothing. The researcher just think the control class as usual.

C. Population and Sample

a. Population

The population of this research is all the eleventh grade students of

¹Jack R. Freankel, *How to Design and Evaluate Research in Education Seventh Edition* (New York: McGraw-Hill, 2009)p.262.

SMAN 1 Batangtoru . It consists of six Classes started from class 1 to 7 (XI-1 –XI-7). The population number was showed in the table below:

Table 2
Population of Grade XI students of SMAN 1 Batangtoru

No.	Class	Total Students
1.	XI-1	31
2.	XI-2	30
3.	XI-3	30
4.	XI-4	29
5.	XI-5	30
6.	XI-6	32
7.	XI-7	32
Total		214

Source: school administration data of SMAN 1 Batangtoru

b. Sample

The researcher used random sampling to choose the sampel of this research. The researcher identifying and selecting the individuals, cases, or events that can provided the best information to achieved the study's objectives. The sample of this research choosen by the English teacher randonmly with paper. The sample of this research were grade XI 1 and XI 2 SMAN 1 Batangtoru. The class XI 1 as a experimental class and XI 2 as a control class.

Based on the explanation above, the researcher had given pre-test to know whether the samples are homogenous and normal or not. After calculating the data, the researcher had found that the three classes were homogenous and normal (XI -1 and XI -2), (see appendix 6 and 7). So, the researcher chose two classes as the

sample randomly. They were XI -1 and XI -2 class. In this research, the researcher chose XI -1 as experimental class and it class consisted of 31 students whereas XI -2 as control class and it class consisted of 30 students. So, total sample of the research were 61 students. It can be seen from the table below:

Table 3
Sample of the Research

Sample	Class	Total
Experimental Class	XI -1	31
Control class	XI -2	30
Total		61

D. Definition of Operational Variables

1. Graphic Organizers Media (Variable X)

Graphic organizers are graphical representations of the relationships between ideas and concepts. Students can use graphic organizers to make a concrete and visual connection between words and their meaning. So, graphic organizers are visual tools that assist students in comprehending and organizing information. They are similar to mind maps in that they encourage active learning and creativity while also assisting students in developing higher-level thinking skills.

2. Writing Narrative Text (Variable Y)

Narrative story is a story tells about something interesting that

has purpose to amuse, entertain or the readers.² The using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

A narrative text is a piece of writing that tells a story. Narratives are usually made up, but they can be based on true events. Narratives can take many forms, including short stories, myths, poems, and fairytales. So, narrative text is a type of text that is used to describe past actions or events, as well as how troublesome experiences and resolutions are used to amuse and sometimes to teach moral lessons to the reader.

E. Instrument of Collecting Data

Instrument is very important to support every research. A research must have an instrument for taking the valid data. In this research, the researcher used writing test type essay test to get the data. The researcher administrated writing test to find out whether there is any improvement of students' narrative text writing achievement after the implementation of graphic organizers.

The scoring for the tests is based on the rating scale scoring rubric:

²Rayendriani Fahmei Lubis, "The Chief of English Education Department Lecturer of Tarbiyah and Teacher Training Faculty (FTIK), Institut for Islamic Studies (IAIN) Padangsidempuan" 4, no. 2 (2016): 1–14.

Table 4
Indicators of Writing Narrative Text

Scoring Elements	Scale	Quality	Description
Generic structure (Orientation,Complication , Resolution, Reorientation)	30-27	Excellent to Very Good	Knowledgable substansive through development of thesis-relevant to assign topic.
	26-22	Good to Average	Some knowledge of subject -adequate rang -limited development of thesis - mostly relevant to topic, but lack detail
	21-17	Fair to Poor	Limites knowledge of subject-little substance-inadequate development of topic
Organization	16-13	Very Poor	Does not show knowledge of subject - nonsubstantive – not pertinent or not enough to evaluate
	20-18	Excellent to Very good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequuincing – cohesive
	17-14	Good to Average	Somewhat cobby – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13-10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate – no organization – or not enough to evaluate.

Scoring Element	Scale	Quality	Description
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective words/idiom choice and usage – word form mastery – appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of words/idiom form, choice, usage, but meaning confused or obscured.
	13-10	Fair to Poor	Limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured.
Language Use	9-7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – not enough to evaluate.
	25-22	Excellent to Very good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	21-19	Good to Average	Effective but constructions problem in construction – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
Language Use	18-17	Fair to Poor	Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition.
	17-11	Very Poor	No mastery of sentence construction rules dominated by errors – does

Scoring Elements	Scale	Quality	Description
Mechanics			not communicate – not enough to evaluate.
	5	Excellent to Very good	Effective complex constructons – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	4	Good to Average	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	Fair to Foor	Frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuatin, and capitalization – handwriting illegible or not enough to evaluate. ³

F. Validity and Reliability

A good test must have validity so the test can measure the aspects that measured. In this case, the researcher used construct validity to measure whether the test has good validity or not. The result of research must be also reliable. Reliability instrument is requirement for getting the result of researcher reliability.

Construct validity and reliability are a test validity based on the

³J.B Heaton, *Writing English Language Test* (United States of America: Hong Kong, 1998).

judgment of the experts. In this case, expert gave opinion about the instrument, what is instrument can be used or still need improving, or may be the instrument is failed. The researcher used essay test to test students' writing ability on narrative text. In this research, scoring criteria is based on the five aspects of writing; content, organization, language use, vocabulary, and mechanics. To make it sure, the researcher consult to the English teacher of SMAN 1 Batangtoru and a lecturer who teaches in English Education Department of State University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

G. Procedure of Collecting Data

Concerning to the procedure of data collection in this study, it was explained as follow:

a. Pre Test

The pre-test gave for both classes (experimental and control class) to know the student basic ability in writing narrative text before the implementation of graphic organizers for experimental class and conventional media for control class. The researcher used some steps in giving pre-test as follows:

- a. The researcher prepared the essay written test
- b. The researcher distributed the paper of the test to students of experimental class and control class
- c. The researcher explained what students need to do

- d. The researcher gave time to answer the question
- e. The students answered the question
- f. The researcher collected their paper test
- g. The researcher checked the answer and counts the score of the students

b. Treatment

To obtain the data needed, an experimental teaching is one of the techniques that conducted by the researcher. In this study, the researcher only taught experimental class which received treatment and did not conduct in control class because the researcher compared two classes to find out which one is the effective class in writing narrative text, the class writing narrative text used graphic organizers media class writing narrative text uses conventional media.

c. Post Test

The post-test gave for both classes (Control class and Experimental class) after implementation of graphic organizers media for the experimental class and conventional media for control class in order to know the students achievement in writing narrative text after the treatment. Here the researcher has some procedures, they are:

- 1) The researcher prepared the test
- 2) The researcher distributed the paper of the test to both of class (experimental class and control class)

- 3) The researcher explained the instruction to answer the tes.
- 4) The researcher gave time to answer the test
- 5) The students answered the test
- 6) The researcher collected their paper
- 7) The researcher checked the answer of students and counts the score.

H. Technique of Analysis Data

1. Normality Test

Normality test is use to know whether research the data normal or not. Test of normality in this research used SPSS v.23 using the Shapiro-wilk test with a significant level of 5% or 0.05 with criteria. If the value is significant ($\text{sig} < 0.05$), the students' pre-test and post-test were not distributed.

2. Homogeneity test

Homogeneity test is used to find out whether control class and experimental class have the same variant or not. The researcher used SPSS v.23 to calculate the data. The test criteria are:

- a. If the significant value ($\text{sig} > 0.05$) the data variance of the two classes is homogeneous (accept).
- b. If the significant value ($\text{sig} < 0.05$), the data variance of the two classes is not homogeneous (accept).

3. Hypothesis test

Hypothesis was using T-test. The researcher used Independent Sample T-test by using SPSS v.23. Based on the result of the test in the SPSS software, the hypothesis will be determined if it is accepted or not. By using SPSS for the T-test of the sample, the comparison of the number significance with the significance level (0.5) or if $<$ will be the reason to determine if the H_0 were to be accepted or not. If $<$ or Sig. (2-tailed) $>$ 0.05 the H_0 is accepted thile the reverse shows H_a is accepted.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to examine the effect of Graphic Organizers Media On Students' achievement in Writing Narrative Text At Grade XI SMA Negeri 1 Batangtoru, the researcher collected the data by using writing test. Sample of the research were XI -1 and XI-2 class. XI -1 as an experimental class and XI -2 as a control class. Then, the test divided into two aspects, they were pre-test and post -test. Pre-test was done before giving treatment whereas post-test was done after giving treatment. The researcher applied quantitative analysis by using formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Graphic Organizer Media

a. Pre-test Score of Experimental Class

Based on students' answers in pre-test the researcher has calculated the students' score. The lowest score was 33, the highest score was 86, range was 53, the total score of experimental class in pre-test was 1818, median was 59.86, mean score was 68.32, modus was 61.75, interval was 9, standard deviation was 12.87 and variant was 134.70. The researcher drawn the table sum in the following:

Table 5
The Score of Experimental Class in Pre-test

Data statistic	Score
Lowest score	33
Highest score	86
Range	53
Total	1818
Median	59.86
Mean	68.32
Modus	53
Interval	9
Standard deviation	12.87
Variant	134.70

Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow:

Table 6
Frequency Distribution of Experimental Class Pre-test

No.	Interval	Mid-point	Frequency	Percentages
1	33 – 41	37	3	9.68%
2	42 – 50	46	5	16.13%
3	51 – 59	55	7	22.58%
4	60 – 68	64	8	25.80%
5	69 – 77	73	5	16.13%
6	78 – 86	82	3	9.68%
	<i>i = 9</i>		31	100%

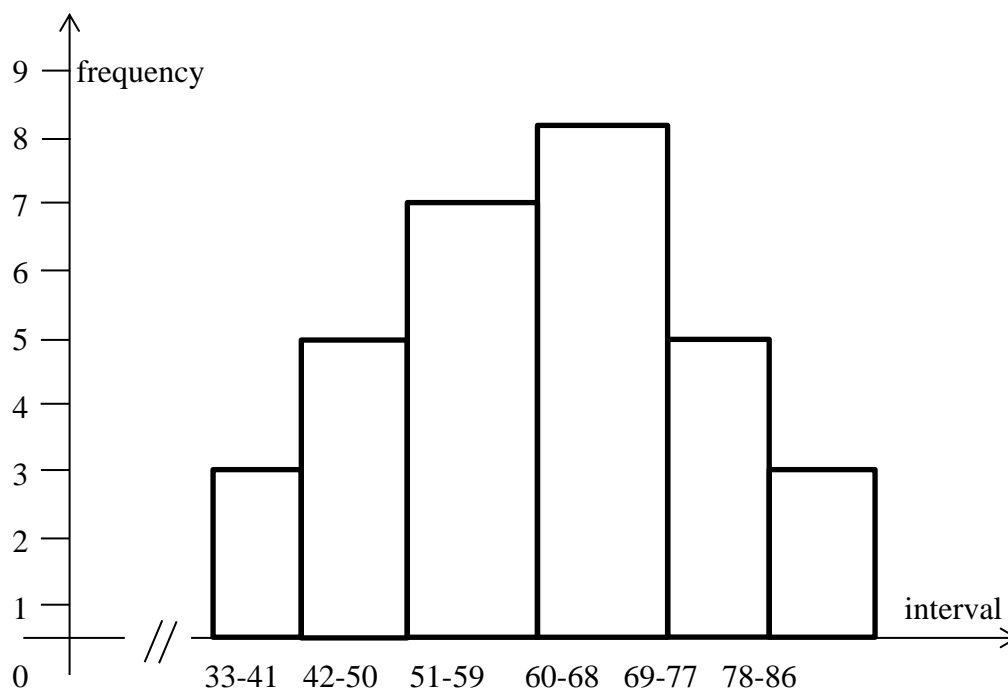


Figure 2. Histogram Result Score of Students' Writing Narrative in Experimental Class in Pre-Test

Based on the figure above, the frequency of students' score from 33 up to 41 was 3; 42 – 50 was 5; 51 up to 59 was 7; 60 up to 68 was 8; 69 up to 77 was 5; 78 up to 86 was 3. The histogram shows that the highest interval (78 - 86) was 3 students and the lowest interval (33-41) was 3 students.

b. Pre-test Score of Control Class

In pre-test of control class, the researcher calculated the result that had been gotten from the students answering in test. The lowest score was 35, the highest score was 76, range was 41, total score of control class in pre-test was 1738, median score was 58.09, mean score was 60.82, modus was

59.49, interval was 7, standard deviation was 10.5 and variant was 126.82. It can be seen on appendix 5 and 6. The score of pre- test control class can be seen in the following table below;

Table 7
The Score of Control Class in Pre-Test

Data statistic	Score
Lowest score	35
Highest score	76
Range	41
Total	1738
Median	58.09
Mean	60.82
Modus	59.49
Interval	7
Standard deviation	10.5
Variant	126.82

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Mid-point	Frequency	Percentages
1.	35 – 41	38	3	10%
2.	42 – 48	45	4	13.33%
3.	49 – 55	52	5	16.67%
4.	56 – 62	59	8	26.67%
5.	63 – 69	66	6	20%
6.	70 – 76	73	4	13.33%
	<i>i = 7</i>		30	100%

In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

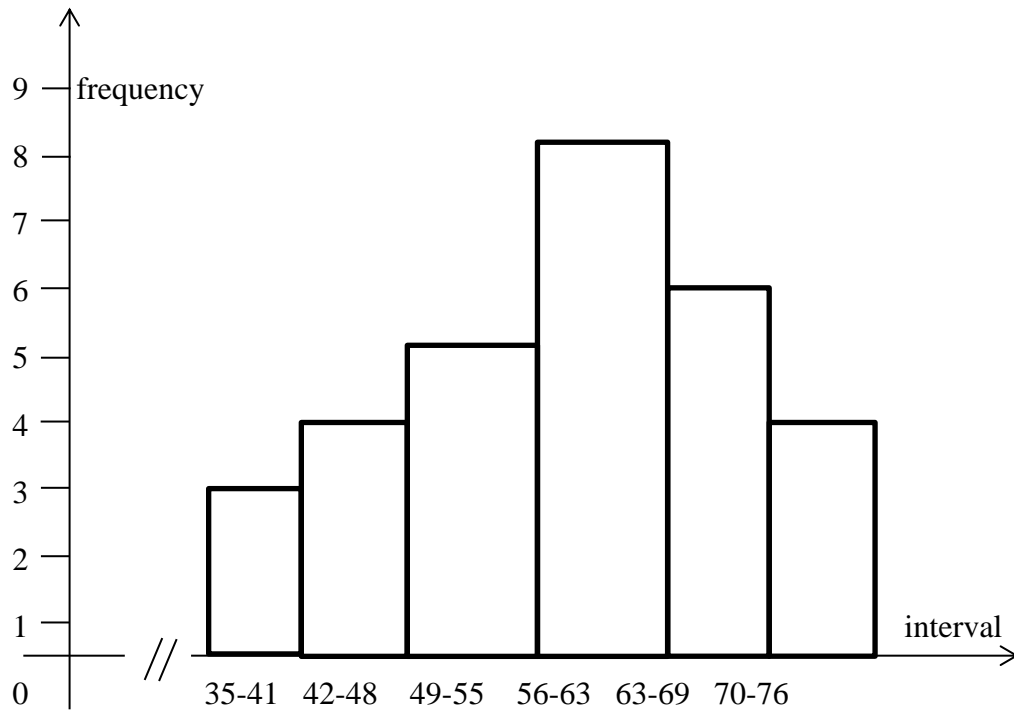


Figure 3. Histogram Result Score of Students' Writing narrative text in Control Class in Pre test

Based on the figure 2 above, the frequency of students' score from, 35 up to 41 was 3; 42 up to 48 was 4; 49 up to 55 was 5; 56 up to 63 was 8; 63 up to 69 was 6; 70 up to 76 was 4.

2. Description of data after Using Graphic Organizers Media

a. Post-test Score of Experimental Class

The calculation of the result that had been gotten by the students answering in question (test) after the researcher did the treatment by using pictures set technique. The lowest score was 62, the highest score was 90, range 28, total score of experiment class in post-test was 2353, median was 69, mean score was 82.7, modus was 77.2, interval was 5, standard deviation was 6.8, variant was 49.52. It can be seen on appendix 7 and 8. It can be seen in the following table:

Table 9
The Score of Experimental Class in Post Test

Data statistic	Score
Lowest score	62
Highest score	90
Range	28
Total	2353
Median	69
Mean	82.7
Modus	77.2
Interval	5
Standard deviation	6.8
Variant	49.52

Based on the table 9 the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid-point	Frequency	Percentages
1.	62 – 66	64	4	12.90 %
2.	67 – 71	69	5	16.13%
3.	72 – 76	74	8	25.80%
4.	77 – 81	79	9	29.03%
5.	82 – 86	84	3	9.68%
6.	87 – 91	89	2	6.45%
$i = 7$			31	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

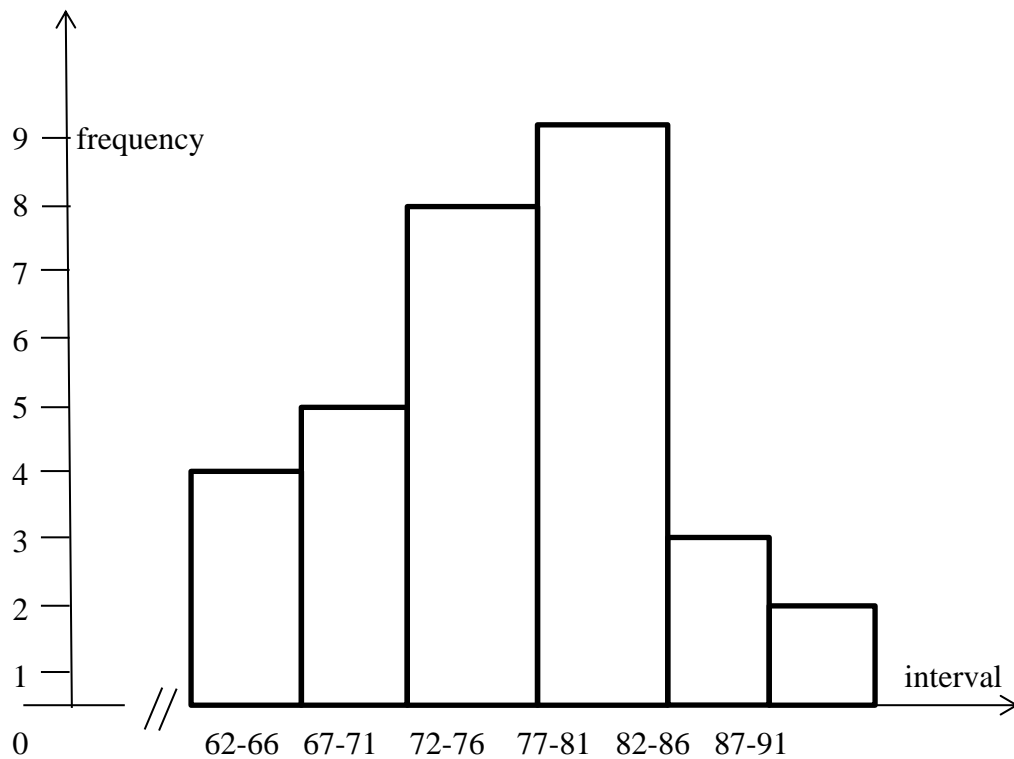


Figure 4. Histogram Result Score of Students' Writing narrative text in Experimental Class in Post test

Based on the figure above, the frequency of students' score from 62 up to 66 was 4; 67 up to 71 was 5; 72 up to 76 was 8; 77 up to 81 was 9; 82 up to 86 was 3; 87 up to 91 was 2. Then, the interval which had highest frequency was 90 up to 94 was 2 students and the lowest interval 60 – 62 up to 66 was 4 students.

b. Post-test Score of Control Class

The result that had been gotten by the students in answering the question (test) after the researcher taught the writing by using conventional strategy. The lowest score was 40, the highest score was 80, range was 40, the total score of control class in post-test was 1903, median was 63.58, mean was 65.12, modus was 64.6, interval was 7, standard deviation was 9.38, variant was 86.39. It can be seen on appendix 8. The table can be seen in the following:

Table 11
The Score of Control Class in Post-Test

Data statistic	Score
Lowest score	40
Highest score	80
Range	40
Total	1903
Median	63.58
Mean	65.12
Modus	64.5
Interval	7
Standard deviation	9.38
Variant	86.39

Then, the computed of the frequency distribution of the students' score of

control class can be applied into table frequency distribution as following:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-point	Frequency	Percentages
1.	40 – 46	43	2	6.67%
2.	47 – 53	50	3	10%
3.	54 – 60	57	6	20%
4.	61 – 67	64	9	30%
5.	68 – 74	71	7	23.33%
6.	75 – 81	78	3	10%
<i>i = 7</i>			30	100%

For the clear description of the data, the researcher presents them in

histogram on the following figure:

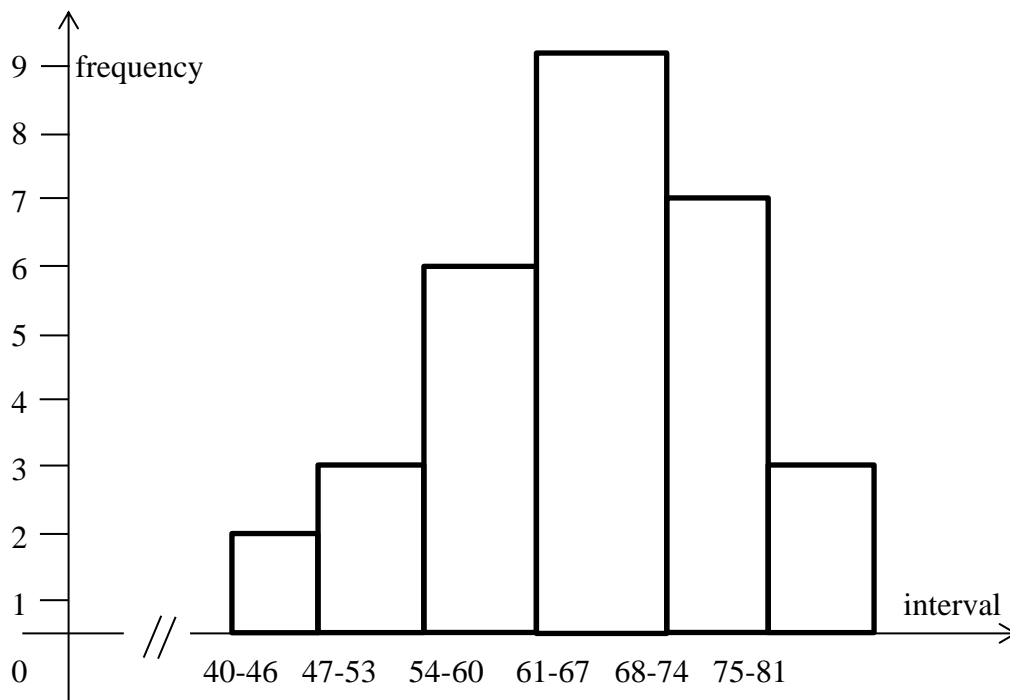


Figure 5. Histogram Result Score of Students' Writing narrative text in Control Class in Post test

Based on the figure 4, the frequency of students' score from 40 up to 46 was 2; 47 up to 53 was 3; 54 up to 60 was 6 ; 61 up to 67 was 9;68 up to 74 was 7; 75 up to 81 was 3.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-test in Experimental and Control Class

Based on students' answers in pre-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes were law in writing. Experimental class consisted of 31 students (XI-1), the lowest score was 33 whereas the highest score was 86. Besides that, control class consisted of 30 students (XI-2), the lowest score was 35 whereas the highest score was 76. In pre-test the researcher did not apply the technique to both of class. It can be seen in the following table below:

Table 13
Comparison Score of Students Writing Ability
in Pre-test(Experimental and Control Class)

No	Initial Name	Result Pre-Test of Experimental Class	Initial Name	Result Pre-Test of Control class
1	AS	33	MRA	35
2	AFH	40	SRH	40
3	FS	40	AAF	40
4	AN	45	AM	45
5	DNL	45	RSA	45
6	ESTR	50	DSA	45
7	HRN	50	DZ	47
8	JSP	50	DS	50
9	RFS	55	IM	50

No	Initial Name	Result Pre-Test of Experimental Class	Initial Name	Result Pre-Test of Control class
10	FBRI	55	FAD	55
11	WND	55	HA	55
12	ANNS	55	MR	55
13	FZI	55	MFH	60
14	ALSH	57	MS	60
15	HS	67	NA	60
16	AMD	60	RFD	60
17	AK	60	RHY	62
18	RD	60	WH	62
19	NYL	60	ES	62
20	AS	60	SDN	62
21	PHT	60	AMS	65
22	HL	65	SA	65
23	HS	65	ASA	65
24	AZH	70	ARY	65
25	ANG	70	SS	68
26	AM	70	RZQ	68
27	ADL	70	SE	70
28	YM	70	ADR	70
29	AN	75	AAG	76
30	CD	75	ADR	76
31	SLLR	86	-	-

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

histogram on the following figure:

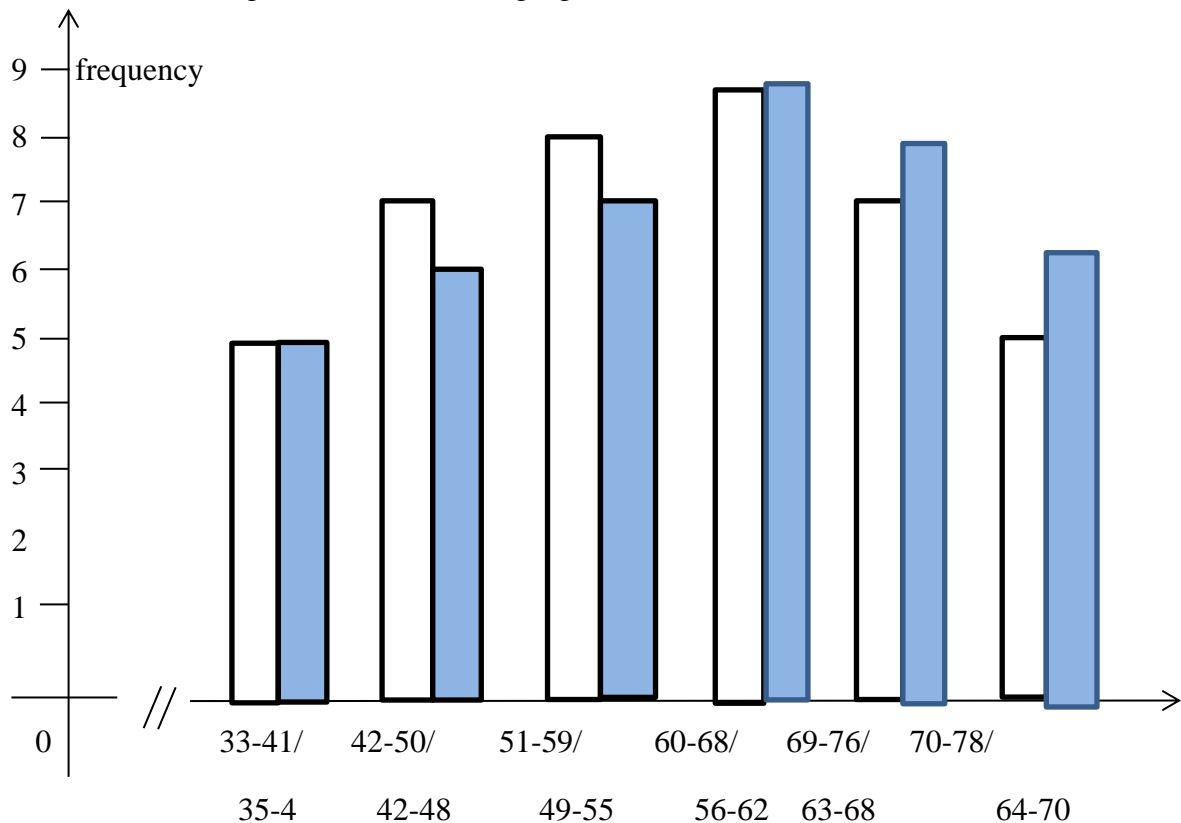


Figure 6. Histogram of comparison Score of Students' Writing Ability in Pre-test (Experimental and Control class)

b. Comparison Score of Post-test in Experimental and Control Class

Based on students' answers in post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in writing. Experimental class consisted of 31 students (XI-1), the lowest score was 62 whereas the highest score was 90. Then, most of students got raising score and their score increased very significant. But,

control class consisted of 30 students (XI-2), the lowest score was 48 whereas the highest score was 80. Students' score increased too but not significant. In post-test, the researcher applied graphic organizer media in experimental class and control class was give conventional strategy.

It can be seen in the following table:

Table 14
Comparison Score of Students Writing Ability
in Post-Test(Experimental and Control Class)

No	Name	Result post-test of experimental class	Name	Result post-test of control class
1	AS	62	MRA	48
2	AFH	62	SRH	50
3	FS	65	AAF	55
4	AN	65	AM	55
5	DNL	68	RSA	57
6	ESTR	68	DSA	58
7	HRN	70	DZ	58
8	JSP	70	DS	60
9	RFS	70	IM	60
10	FBRI	75	FAD	60
11	WND	75	HA	62
12	ANNS	75	MR	65
13	FZI	75	MFH	65
14	ALSH	75	MS	65
15	HS	75	NA	65
16	AMD	76	RFD	65
17	AK	76	RHY	67
18	RD	78	WH	67
19	NYL	78	ES	67
20	AS	78	SDN	68

21	PHT	80	YR	70
22	HL	80	SA	70
23	HS	80	ASA	70
24	AZH	80	ARY	75
25	ANG	80	SS	75
26	AM	80	RZQ	77
27	ADL	85	SR	77
28	YM	85	ESG	80
29	AN	86	AAG	80
30	CD	90	ADR	80
31	SLLR	90	-	

It can be seen in histogram too, the figure following below:

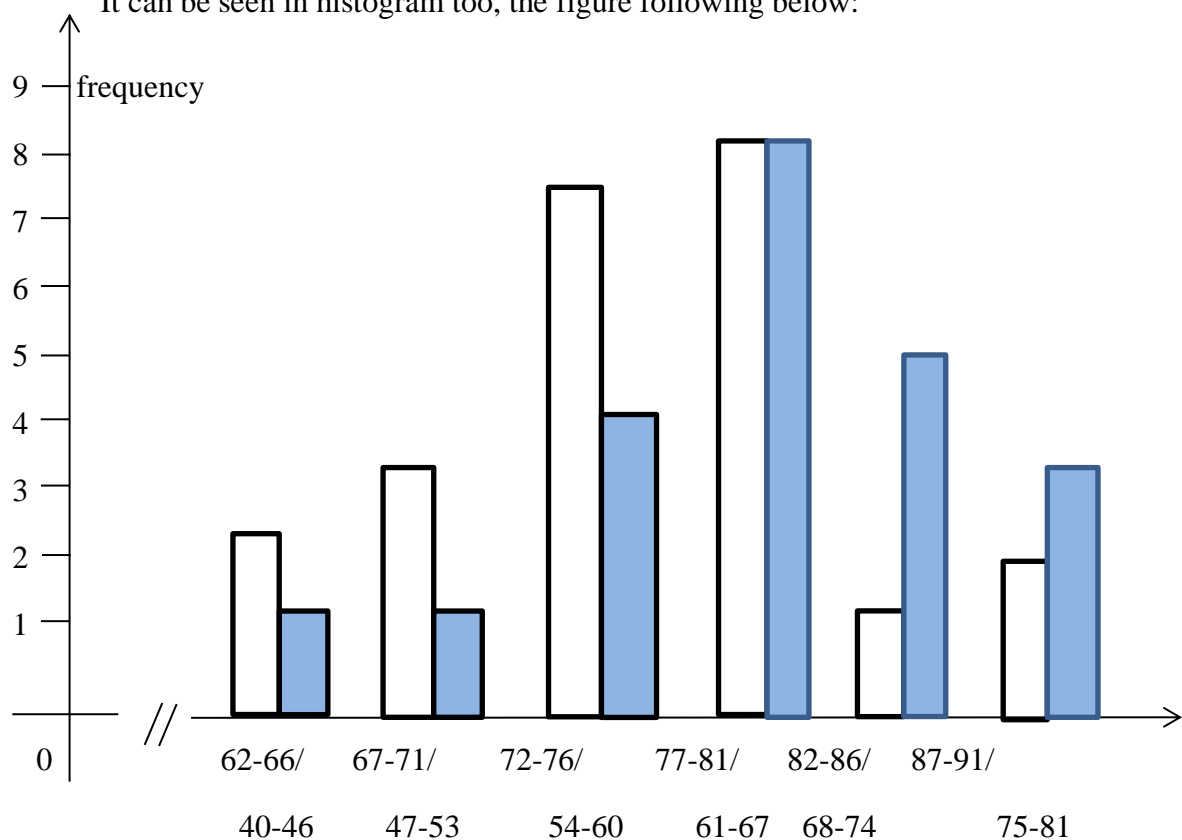


Figure 7. Histogram of Comparison Score of Students' Writing Narrative Text in Post-Test (Experimental and Control Class)

B. Data Analysis

1. Requirement Test

Researcher took requirement test as the way to get mean score of the also to know whether the data are normality homogenous or not.

a. Normality and Homogeneity Pre-test

1) Normality of Experimental and Control Class in Pre-test

The normality assumption means that the collected data follows a normal distribution. Which is essential for parametric assumption. Most statistical programs basically support the normality test, but the results only include values and not the power of the normality test. The result of normality test of experimental and control class in pre-test can be seen in the table below:

Table 15

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.110	31	.200*	.980	31	.824
Control Class	.176	30	.019	.956	30	.251

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the score of Experimental class $Lo = .200$
 $<Lt = .824$ with $n = 31$ and control class $Lo = .019 > Lt = .251$ with $n = 30$ and

real level 0.05. so the result was H_a accepted means that experimental class and control class are normal.

2) Homogeneity of Experimental class and Control Class in Pre-test

A test of homogeneity compares the proportions of responses from two or more populations with regards to a dichotomous variable or variable with than two outcome categories. the most common assessment for homogeneity of variance used an F-test to hypothesis that the variance is equal across groups. A p values less than .05 indicates a violation of the assumption.

The analyzing of homogeneity data test were calculated the median, subtract the medium from each value in the dataset, counted how many times the data will make a run above or below the median, and used significance tables to determine thresholds for homogeneity.

Table 16

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.015	1	67	.904
Based on Median	.018	1	67	.893
Based on Median and with adjusted df	.018	1	66.668	.893
Based on trimmed mean	.020	1	67	.889

Based on the table above, based on mean = .904 was compared with based on trimmed mean = .889. So by using the list of based on mean distribution is got = .889 showed that both of them was homogeneous.

b. Normality and Homogeneity in Post-test

1) Normality of Experimental and Control Class in Post-Test

A normality in post-test determines whether a sample data has been drawn from a normally distributed population. The two well-known tests of normality, namely the Kolmogorov- Smirnov test and the Shapiro-Wilk test are most widely used methods to test normality of the data. Normality tests can be conducted in the statistical software SPSS like in the table below:

Table 17

Class	Kolmogorov- Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.163	31	.036	.962	31	.330
Control Class	.101	30	.200	.967	30	.454

a. Lilliefors Significance Correction

Based on the table above, the score of Experimental class $L_o = .036 < L_t = .330$ with $n = 31$ and control class $L_o = .200 < L_t = .454$ with $n = 30$ and real level 0.05. so the result was H_a accepted means that experimental class and control class are normal.

2) Homogeneity of Experimental and Control Class in Post-test

A post -test of homogeneity compares the proportions of responses from two or more populations with regards to a dichotomous variable or variable with more than two outcome categories and can seen in the table below:

Table 18

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.909	1	59	.344
Based on Median	.825	1	59	.875
Based on Median and with adjusted df	.825	1	57.864	.368
Based on trimmed mean	.926	1	59	.340

Based on the table above, based on mean = .344 was compared with based on trimmed mean = .340. So by using the list of based on mean distribution is got = .340 showed that both of them was homogeneous.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used t-test formula. Hypothesis of the research was “there was the significant effect graphic organizer media on students’ writing ability in narrative text at XI grade SMA N 1 Batangtoru”. The result of researcher’s calculation can be seen below:

Table 19**Result of T-test**

Pre-test		Post-test	
T _{count}	T _{table}	T _{count}	t _{table}
-2.57	2.021	8.41	2.021

The test hypothesis have two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation, researcher found that t_{count} 4.68 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 30 - 2 = 59$. Cause $t_{\text{count}} > t_{\text{table}}$ ($8.41 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the effect graphic organizer media on students writing ability in narrative text at XI grade SMAN 1 Batangtoru. It described the mean score of experimental class by using graphic organizer media was 82.7 and the mean score of control class by using conventional strategy was 65.12. So form the explanation above that students' writing narrative text by using graphic organizer media was better than using conventional strategy. Then there was significant effect on students' writing ability by using graphic organizer media in narrative text at XI grade SMA N 1 Batangtoru.

C. Discussion

The researcher discussed the result of this research with the theory that related graphic organizer. In this case, the theory which has been discussed by the researcher was from Sullivan stated that graphic organizers are especially helpful in identifying and sorting information.¹ Which means graphic organizers are a quick way to identify a piece of text into a particular section that makes it easier to understand and find parts of it, especially in writing a piece of text such as narrative text.

Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning. For easy understanding, specific benefits to students and teachers are presented in the following organizer. So, graphic organizers is teaching media which allowed students be active to classified content and sub content in writing narrative text.

The students directly had spirit. They are easier to develop topic, ideas and make into the good paragraph. This proofs show that graphic organizer is suitable to be applied in teaching writing. Based on the related findings, the researcher discussed the result of this research and compared with the related findings. The first, research

¹ Sullivan, *Graphic Organizers*.

had conducted by Erlik². She tried to investigate the effect of graphic organizers on ELT students' writing quality. After doing the data analysis, it is found that The data were analyzed by utilizing independent t-test and one-way Anova based on the level of significance at .05. The other researcher is by Namiah³. The result of the study shows that the students' mean score of writing coherence on pre-test is 56.35, then it improves in post-test 1 to 70.45 and 79.4 in post-test 2. The last is Berlidio. The result of his research shows that there was improvement in students' writing skill.⁴ Based on the mean score of the students in pre-test was 19.34, meanwhile in the post-test I of cycle I, it increased to 60.5. In the post-test II of cycle II the value had increased to average value 72.9.

From the result of the research that is previously stated, it was proved that the students who were taught by using graphic organizer got better result. As in this research, the mean score of experimental class was higher than control class (82.7 > 65.12). Thus, the researcher concluded that there was significant effect of graphic organizer on students' writing ability in narrative text at XI grade SMA N 1 Batangtoru. Moreover, graphic organizer was an effective and efficient technique and it could increase students' writing ability.

² Widiyani Styati Erlik, "The Effect of Graphic Organizers on ELT Students' Writing Quality."

³ Inayatun Namiah, "Improving Students' Writing Coherence Through Graphic Organizers," *English Education*, 2020,

⁴ https://www.academia.edu/52800847/Improving_Students_Writing_Coherence_Through_Graphic_Organizers.

D. Threats of The Research

While doing this research, the researcher realized that there were many threats on the part of the researcher. It goes from headlines to data analysis techniques, so the researcher knows it was not the best thesis to date.

On doing the test, there were the threats of time to collect the data from school, because the time of data collection in the last semester. Then, students also did not do the test seriously and some of students absent in the day the researcher do the test. Researcher knew that everything wants to be searched, but it was more difficult to obtain excellent results from research, because the help of authors, researcher and entire consultants and writing lecturers are threatened.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' writing ability before using graphic organizer at XI grade SMA N 1 Batangtoru was low. Before using graphic organizer, the mean score of experimental class was 68.32 and the mean score of control class was 60.82. Both of the scores were low.
2. After using graphic organizer media, the mean score of experimental class was 82.7 and the mean score of control class 65.12. The score of experimental was higher than the score of control class. So, after using graphic organizer media students' writing ability increased.
3. The result of research showed that the students' score in the experimental class was higher than control class. The result proved that t_0 was higher than t_t . t_0 was 8.41 and t_t was 2.021 ($8.41 > 2.021$). It means that there was a significant effect of using graphic organizer media on students writing ability in narrative at XI grade SMA N 1 Batangtoru. So, the hypothesis was accepted.

B. Suggestion

After finishing the research, the researcher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. The headmaster of SMA N 1 Batangtoru, it can be used to motivate the teachers to teach as well as possible to maximize learning writing process because through this research it was proven that this technique increased students writing ability especially in narrative text.
2. English teacher, from the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to English teacher of SMA N 1 Batangtoru to apply various innovative techniques in teaching English. It also can be supported by choosing right technique and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
3. Next researcher, the finding of this research were subject matter, it can be developed largely and deeply by adding other variables. It also may be useful with different students' condition like different population characteristic.
4. Readers, this research can be used as well as possible as positive input.

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APPENDIX 1

A. MATERIAL OF NARRATIVE TEXT MEETING 1S

B Reading Activity

The Enchanted Fish

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."



Figure E.1 The fisherman talking to the fish

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

The fish immediately came swimming to him, and said, *"Well, what is her will? How can I help your wife?"* "Ah!" said the fisherman, *"she says that when I had caught you, I ought to have asked you for something before I let you go. She does not like living in our little hut, and wants a snug little cottage."* "Go home, then," said the fish, *"She is already in the cottage!"* So the fisherman went home, and saw his wife standing at the door of a nice trim little cottage. *"Come in, come on in! Look at the beautiful cottage we have."* Everything went fine for a while, and then one day the fisherman's wife said, *"Husband, there is not enough room for us in this cottage, go back to the fish and tell him to make me an emperor."* "Wife," said the fisherman, *"I don't want to go to him again. Perhaps he will be angry. We ought to be happy with what the fish has given us and not be greedy."* "Nonsense!" said the wife; *"The fish will do it very willingly, I know. Go along and try!"* With a heavy heart the fisherman went to the middle of the sea and said:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

"What would she have now?" said the fish. "Ah!" said the fisherman, *"she wants to be an emperor."* "Go home," said the fish; *"She is an emperor already."*

So he went home and he saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full two yards high. And on each side of her stood her guards and attendants in a row. The fisherman went up to her and said, *"Wife, are you an emperor?"* "Yes," said she, *"I am an emperor."* "Ah!" said the man, as he gazed upon her, *"What a fine thing it is to be an emperor!"* "Husband," said she, *"it is good to be an emperor."* They were happy for a while.

Then a time came when she was not able to sleep all night for she was thinking what she should ask next. At last, as she was about to fall asleep, morning broke, and the sun rose. "Ha!" thought she, as she woke up and looked at it through the window, *"after all I cannot prevent the sun from rising."* At this thought she was very angry, and wakened her husband, and said, *"Husband, go to the fish and tell him I must be Lord of the sun and the moon."* The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed. "Alas, wife!" said he, *"cannot you be happy with being such a powerful emperor?"*

"No," said she, "I am very uneasy as long as the sun and the moon rise without my permission. Go to the fish at once!" "I don't think this is a good idea," said the fisherman but his wife wouldn't listen to him. "Why don't you just go and ask the fish to make me the Lord of everything?" she said.

Then the man went shivering with fear. As he was going down to the shore a dreadful storm arose. The trees and the very rocks shook and the sky became black with stormy clouds. There were great black waves, swelling up like mountains with crowns of white foam upon their heads. Unfortunately, the fisherman did not have any choice, so he got onto his boat and rowed to the middle of the sea and cried out as loud as he could:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

"What does she want now?" said the fish. "I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon. "Go home," said the fish, "to your small hut." And it is said that they live there to this very day.

(Adapted from Grimm Brothers, 1812. "The fisherman and his wife")



Figure E.2 Fisherman and wife at their small hut

B. MATERIAL OF NARRATIVE TEXT MEETING 2

B Reading Activity

Letter to GOD

Rancho's house – the lone house in the entire valley – was on the crown of a low hill. From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of ripe corn in between the red kidney bean flowers. Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.



Picture 5.1 (Source: Kemendikbud)

All through the morning, Rancho kept scanning the sky for signs of rainfall and he was quite confident that it would rain. *"You know, woman, now we are finally going to get some rain."* His wife, who was busy preparing food, replied: *"Yes, God willing."*

As soon as Rancho's family, his wife and sons, sat for dinner, just as he had predicted big drops of rain started falling. In the northeast, huge clouds were covering the sky like a blanket. The air had the smell of rain combined with the smell of fresh earth. The atmosphere at that time was absolutely heavenly. The boys left their food on pretext of getting one thing and another. All they wanted was to get wet and play in the rain.

Rancho was very happy as he looked at his field, *"Ah! Now my harvest is going to be wonderful."* He started dreaming about all the things he will be doing once he sells the crops. Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of ice. *"Oh my God! This can't be happening,"* he thought. *"NO!! NO!! I will be destroyed. This is no rain, it is a hailstorm. I hope it will pass soon."* But in front of his family, he kept a strong front and said, *"I am sure it will pass soon, don't worry."*

Unfortunately it didn't. The hailstorm lasted the whole night. It destroyed the entire field of his precious crops. Everything looked so white as if someone had thrown sacks and sacks of pearls all over the place.

Rancho and his wife were worried to death. Everything they had was destroyed and they had no inkling as to what they will do.

The boys asked them, *"What are we going to do? Everything is destroyed. We don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?"*

Rancho said, *"My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us."*

All through the night, Rancho kept on thinking how to ask for help from God. *"God knows everything but I think I should write to Him and ask directly what I want."*

Rancho was thankful for the day his parents had sent him to school. Even though he wasn't interested in studies, he had grudgingly learnt to read and write. So he took out paper and a pen and started writing.

Rancho Lucas
The Violet Hill
Argentina

18th May 1999

Dear God

Hi,

I am writing this letter to you out of extreme urgency, otherwise I wouldn't have disturbed you. You know about the recent hailstorm in my place. Well, it has destroyed me. Everything in my farm was destroyed. My corn and kidney beans were almost ready and all it needed was a rainfall but instead of rainfall came a storm. If it had lasted for a short period it would have been OK, but unfortunately it lasted for an entire night. It has put me at a serious disadvantage, you see God, my sole source of income is that farm and now it is completely destroyed. Nothing is left. If I leave it like this, my family will die of hunger, since we will not have anything to eat. I can't sit still and do nothing about it. I need 100 pesos to buy the seeds and resow my field all over again and buy some food till the next harvest. So dear God, please help me. I know you will not disappoint me.

*Sincerely Yours,
Rancho, the farmer*

He put the letter inside an envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, "It takes a man with strong faith to start a communication with God. I wish I had such strong faith."

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After much thought, he decided to read the letter and perhaps reply it. He opened Rancho's letter. Little did he know that replying the letter would need more than good intention, a pen and paper. Rancho needed a lot of money but the postmaster didn't have any. Since he had already decided to help Rancho, he decided to give part of his salary, and he asked his friends and co-workers to contribute. But it was impossible for him to collect 100 pesos. He was happy that at least 70 pesos were collected. So he put the money in an envelope and signed it as "God" and asked the postman to deliver it to Rancho's house.

When the postman arrived at Rancho's house and delivered the letter to him, Rancho was exhilarated beyond means. And he kept repeating Thank you God! Thank you God! I knew you wouldn't let me down.

Rancho had very strong faith in God. He was not surprised when he opened the envelope. But as he was counting the money, he became very angry. God couldn't have made a mistake in sending the money. So he took out paper and wrote to God again. Then he placed a stamp on it and put it in the mailbox. When the postman took the letter out, he immediately took it to the Postmaster. The Postmaster quickly opened the letter and everyone in the post office gathered around him wanting to know what Rancho wrote to God.

*Rancho Lucas
The Violet Hill
Argentina*

*20th May 1999
Dear God*

I am really grateful to you for sending the money. I knew you wouldn't let my family go hungry. Of the money you sent me, I only received 70 pesos. Please send me the rest. I really need the money. But, this time please, God don't send it through the mail, because the people working here in this post office are all a bunch of thieves.

*Sincerely yours
Rancho, the farmer*

(Inspired from "Una carta a Dios" by Por Gregorio López y Fuente)

C. Pre-test (Essay Test)

1. Rewrite the narrative text above by using your own language!

D. Treatment (Story Map)

1. Rewrite the narrative text above by using your own language with this graphic organizers!

E. Post test (Essay Test)

Rewrite the narrative text above by using your own language from your understanding after using graphic organizers.

Story Map

Setting:
Where:
When:

Major characters:
Minor characters:

Plot / Problem:

Event 1:

Event 2:

Event 3:

Outcome/ Resolution:

APPENDIX 2

LESSON PLAN (CONTROL CLASS)

Sekolah : SMAN 1 Batangtoru

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Alokasi Waktu : 2x45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar: Mampu memahami text yang sedang dipelajari dengan benar

2. Indikator

- a. Siswa terampil memahami teks narrative berbentuk fabel dan sederhana untuk memperoleh hiburan.
- b. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami text narrative dengan baik dengan bantuan yang diberikan guru.
2. Siswa diharapkan mampu menulis sebuah teks yang berbentuk narrative.

D. Materi Pembelajaran

1. Narrative adalah teks yang menceritakan imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya untuk menghibur pembaca.
2. Generic structure/ciri-ciri narrative teks: Orientation, Complication, Resolution, Re-orientation/ coda.
 - a. Orientation: the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on in this paragraph.
 - b. Complication: this is the section of the story in which the narrator tells about something that will set off a chain of events. These events will have an impact on one or more of the characters, and the complications are the catalyst. The

beginning of the problem that leads to the crisis of the main participants is described

- c. Resolution: The complication is resolved or the problem is handled in this section of the story. The problem is resolved, either happily or tragically.
- d. Re-orientation/ coda: this is an optional ending remark to the story; it contains a coda if the story has a moral or message to be learned.

4. Grammatical Features

- a. The use of noun phrases (a handsome prince, a beautiful princess)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses(he went to jungle)
- d. The use of adverbial phrases of time and place(in the garden, two days ago)
- e. The use of action verb(walk, went)
- f. The use of saying verb (say, tell, ask)

5. The example of Narrative Text

- a. Meeting 1

- the enchanted fish

- b. Meeting 2

- letter to god

Pertemuan Ke-1 (2 x 45 Menit)

Kegiatan Pendahuluan

- a. Greeting (salam dan tegur sapa)
- b. Berdoa
- c. Guru memeriksa kehadiran siswa
- d. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan dalam kelas

Kegiatan Pembelajaran /Kegiatan Inti

- a. Guru menjelaskan tentang pengertian narrative text dan generic structure text narrative dan guru menyuruh siswa untuk manggambar media grafik pada selemba kertas.
- b. Guru memberikan contoh narrative teks pada siswa dan mengajak siswa menggunakan media grafik sebagai bahan unruk menulis
- c. Siswa membaca teks narrative tentang teks yang diberiksan oleh guru dan siswa membuat bebarapa grafik yang akan digunakan unuk menulis teks selama pelajaran berlangsung
- d. Siswa mendengarkan dan merespon dengan cermat introduction tentang penulisan narrative text dan siswa menggunakan media grafik yang telah digambar sebagai media untuk menulis teks.
- e. Siswa memperhatikan dengan seksama penjelasn tentang kosakata. dan tata bahasa yang berkaitan dengan penulisan teks narrative.

- f. Guru menyuruh siswa untuk menulis kembali narrative text menggunakan bahasa sendiri.
- i. Memberi waktu untuk siswa untuk menulis kembali narrative text.
- j. Guru memantau murid selama proses pembelajaran berlangsung sampai selesai.
- k. Guru mengumpulkan hasil akhir jawaban tulisan siswa.
- j. guru menyimpulkan kembali penggunaan generic features, language features yang digunakan dalam narrative text.

Penutup

- a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic.
- b. Mengakhiri pelajaran.
- c. Mengingatkan siswa untuk belajar di rumah.
- d. Salam

Pertemuan Ke-2 (2 x45)

Kegiatan Pendahuluan

- a. Guru memberi salam
- b. Berdoa
- c. Guru memeriksa kehadiran siswa .
- d. Guru memberi motivasi belajar siswa secara kontekstual
- e. Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada

pertemuan pertama

Kegiatan Inti

a. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain

1. Mengingat kembali materi/teks yang sudah dipelajari
2. Guru memberi materi siswa materi lain untuk dibahas

b. Konfirmasi

1. Guru menanyakan kembali terkait materi terhadap pemahaman siswa terhadap materi

2. Guru memberi soal tertulis kepada siswa untuk dikerjakan.

3. Guru mengumpulkan hasil akhir jawaban siswa.

4. guru menghitung hasil akhir jawaban siswa

Kegiatan Penutup

a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic

b. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.

c. Siswa dan guru menutup pembelajaran dengan membaca do'a

E. Penilaian:

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indicator	Teknik	Bentuk	Contoh soal
Membuat text narrative dengan memperhatikan fungsi sosial, dan unsur kebahasaan secara benar dan sesuai konteks.	Tes tertulis	Tugas Individu	2. Rewrite the narrative text above by using your own language!

Padangsidempuan, November 2022

Mengetahui,

Validator

Peneliti

Nurilam S.Pd

Anelsa

LESSON PLAN

(EXPERIMENTAL CLASS)

Sekolah : SMAN 1 Batangtoru

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Alokasi Waktu : 2x45

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2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar: Mampu memahami text yang sedang dipelajari dengan benar

2. Indikator

- a. Siswa terampil memahami teks narrative berbentuk fabel dan sederhana untuk memperoleh hiburan.
- b. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami text narrative dengan baik dengan bantuan yang diberikan guru.
2. Siswa diharapkan mampu menulis sebuah teks yang berbentuk narrative.

D. Steps Pembelajaran dengan Menggunakan Graphic Organizers

1. Draw the organizer on the board or on chart paper.
- 2) Use the organizer as a template for an overhead transparency.
- 3) Reproduce multiple copies of the organizer to pass out to students during class work.
- 4) Have copies of the organizer available for students to use while working independently .

The more students are exposed to organizers, the more familiar and comfortable they will become using them. Here are some things to consider when trying to be consistent:

- 1) Establish a routine for using organizers during instruction. For example, always use a web when starting a new unit, no matter what the subject area is. Use the same

sequence chart when ordering events or steps in math, reading, writing, science, or social studies.

2) Incorporate organizers into all phases of instruction. When students see them used as a warmup, a guided practice, or a homework assignment, they better understand the purpose and the benefits of the organizer.

3) If students have difficulty using a particular organizer, don't give up. Students will often struggle with new approaches. Stay consistent and keep providing them guidance and practice. When students see the teacher using an organizer consistently, they are more likely to understand it themselves .

Thus graphic organizers are very easy to use in the learning stage that students are interested in, through stages that do not trouble the students.

E. Materi Pembelajaran

1. Narrative adalah teks yang menceritakan imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya untuk menghibur pembaca.

2. Generic structure/ciri-ciri narrative teks: Orientation, Complication, Resolution, Re-orientation/ coda.

a. Orientation: the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on in this paragraph.

b. Complication: this is the section of the story in which the narrator tells about something that will set off a chain of events. These events will have an impact on one or more of the characters, and the complications are the catalyst. The

beginning of the problem that leads to the crisis of the main participants is described

- c. Resolution: The complication is resolved or the problem is handled in this section of the story. The problem is resolved, either happily or tragically.
- d. Re-orientation/ coda: this is an optional ending remark to the story; it contains a coda if the story has a moral or message to be learned.

4. Grammatical Features

- a. The use of noun phrases (a handsome prince, a beautiful princess)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (he went to jungle)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, went)
- f. The use of saying verb (say, tell, ask)

5. The example of Narrative Text

a. Meeting 1

the enchanted fish

b. Meeting 2

1. Treatment with graphic Organizers

2. letter to god

Pertemuan Ke-1 (2 x 45 Menit)

Kegiatan Pendahuluan

- a. Greeting (salam dan tegur sapa)
- b. Berdoa
- c. Guru memeriksa kehadiran siswa
- d. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan dalam kelas

Kegiatan Pembelajaran /Kegiatan Inti

- a. Guru menjelaskan tentang pengertian narrative text dan generic structure text narrative.
- b. Guru memberikan contoh narrative teks pada siswa.
- c. Siswa membaca teks narrative tentang teks yang diberiksan oleh guru
- d. Siswa mendengarkan dan merespon dengan cermat introduction tentang penulisan narrative text.
- e. Siswa memperhatikan dengan seksama penjelasn tentang kosakata. dan tata bahasa yang berkaitan dengan penulisan teks narrative.
- f. Guru menyuruh siswa untuk menulis kembali narrative text menggunakan bahasa sendiri.
- g. Guru memberi waktu untuk siswa untuk menulis kembali narrative text.
- h. Guru memantau murid selama proses pembelajaran berlangsung sampai selesai.

- i. Guru mengumpulkan hasil akhir jawaban tulisan siswa.
- j. Guru menyimpulkan kembali penggunaan generic features, language features yang digunakan dalam narrative text.

Penutup

- a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic.
- b. Mengakhiri pelajaran.
- c. Mengingatkan siswa untuk belajar di rumah.
- d. Salam

Pertemuan Ke-2 (2 x45)

Kegiatan Pendahuluan

- a. Guru memberi salam
- b. Berdoa
- c. Guru memeriksa kehadiran siswa .
- d. Guru memberi motivasi belajar siswa secara kontekstual
- e. Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama

Kegiatan Inti

- a. Mengingatkan kembali materi/teks yang sudah dipelajari
- b. Guru memberi materi siswa materi lain untuk dibahas
- c. Guru memberi lembar mind mapping untuk diisi siswa

- d. Guru memberi waktu siswa untuk mengerjakan
- e. Guru mengumpulkan hasil akhir jawaban siswa.
- f. Guru menghitung hasil akhir jawaban siswa

Kegiatan Penutup

- a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic
- b. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.
- c. Siswa dan guru menutup pembelajaran dengan membaca do'a

E. Penilaian:

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indicator	Teknik	Bentuk	Contoh soal
Membuat text narrative dengan memperhatikan fungsi sosial, dan unsur kebahasaan secara benar dan sesuai konteks.	Tes tertulis	Tugas Individu	1. Setting : a. Where : b. When : 2. Mayor chrschter 3. Minor chrschter 4. Plot/ problem a. Plot 1 b. Plot 2 c. Plot 3 5. Outcome/ resolution

Rubric penilaian

Indicators of Writing Narrative Text

Scoring Elements	Scale	Quality	Description
Generic structure (Orientation,Complication , Resolution, Reorientation)	30-27	Excellent to Very Good	Knowledgable substansive through development of thesis-relevant to assign topic.
	26-22	Good to Average	Some knowledge of subject -adequate rang -limited development of thesis - mostly relevant to topic, but lack detail
	21-17	Fair to Poor	Limites knowledge of subject-little substance-inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject - nonsubstantive – not pertinent or not enough to evaluate
Organization	20-18	Excellent to Very good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequuincing – cohesive
	17-14	Good to Average	Somewhat copyy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13-10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate – no organization – or not enough to evaluate.

Scoring Element	Scale	Quality	Description
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective words/idiom choice and usage – word form mastery – appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of words/idiom form, choice, usage, but meaning confused or obscured.
	13-10	Fair to Poor	Limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured.
Language Use	9-7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – not enough to evaluate.
	25-22	Excellent to Very good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	21-19	Good to Average	Effective but constructions problem in construction – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
Language Use	18-17	Fair to Poor	Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition.
	17-11	Very Poor	No mastery of sentence construction rules dominated by errors – doesn't

Scoring Elements	Scale	Quality	Description
Mechanics	5	Excellent to Very good	Effective complex constructs – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	4	Good to Average	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, and capitalization – handwriting illegible or not enough to evaluate. ⁴⁴
	1	Not Communicable	not communicate – not enough to evaluate

⁴⁴J.B Heaton, *Writing English Language Test* (United States of America: Hong Kong, 1998).

Keterangan :

3. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria

4. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah $4 \times 4 = 16$

Padangsidempuan, November 2022

Mengetahui

Validator

Peneliti

Nurilam S.Pd

Anelsa

APPENDIX 3**Test result of Experimental class before and after test**

No	Name	Result Pre-Test of Experimental Class	Result Pos-Test of Experimental
1	AS	33	62
2	AFH	40	62
3	FS	40	65
4	AN	45	65
5	DNL	45	68
6	ESTR	50	68
7	HRN	50	70
8	JSP	50	70
9	RFS	55	70
10	FBRI	55	75
11	WND	55	75
12	ANNS	55	75
13	FZI	55	75
14	ALSH	57	75
15	HS	67	75
16	AMD	60	76
17	AK	60	76
18	RD	60	78
19	NYL	60	78
20	AS	60	78
21	PHT	60	80
22	HL	65	80
23	HS	65	80
24	AZH	70	80
25	ANG	70	80
26	AM	70	80
27	ADL	70	85
28	YM	70	85
29	AN	75	86
30	CD	75	90
31	SLLR	86	90

APPENDIX 4

The result of control class before and after test

No	Name	Result pre-test of control class	Result post-test of control class
1	MRA	35	48
2	SRH	40	50
3	AAF	40	55
4	AM	45	55
5	RSA	45	57
6	DSA	45	58
7	DZ	47	58
8	DS	50	60
9	IM	50	60
10	FAD	55	60
11	HA	55	62
12	MR	55	65
13	MFH	60	65
14	MS	60	65
15	NA	60	65
16	RFD	60	65
17	RHY	62	67
18	WH	62	67
19	ES	62	67
20	SDN	62	68
21	AMS	65	70
22	SA	65	70
23	ASA	65	70
24	ARY	65	75
25	SS	68	75
26	RZQ	68	77
27	SR	70	77
28	ESG	70	80
29	AAG	76	80
30	ADR	76	80

APPENDIX 5

RESULT OF NORMALITY TEST IN PRE TEST

Table of Normality Data in Pre-Test with SPSS

Class	Test of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.110	31	.200*	.980	31	.824
Control Class	.176	30	.019	.956	30	.251

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the score of Experimental class $L_o = .200$ $<L_t = .824$ with $n = 31$ and control class $L_o = .019 >L_t = .251$ with $n = 30$ and real level 0.05. so the result was H_a accepted means that experimental class and control class are normal.

Table of Normality Data in Post Test with SPSS

Class	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.163	31	.036	.962	31	.330
Control Class	.101	30	.200	.967	30	.454

a. Lilliefors Significance Correction

Based on the table above, the score of Experimental class $L_o = .036$ $<L_t = .330$ with $n = 31$ and control class $L_o = .200 <L_t = .454$ with $n = 30$ and real level 0.05. so the result was H_a accepted means that experimental class and control class are normal.

APPENDIX 6

RESULT OF HOMOGENEITY TEST

Calculation of parameter to get variants of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

=

A. Variant of Pre-Test:

Class	Test of Normality			Shapiro-Wilk		
	Kolmogorov-Smirnov ^a Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.110	31	.200*	.980	31	.824
Control Class	.176	30	.019	.956	30	.251

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

	Levene Statistic	df1	df2	Sig.
Based on Mean	.015	1	67	.904
Based on Median	.018	1	67	.893
Based on Median and with adjusted df	.018	1	66.668	.893
Based on trimmed mean	.020	1	67	.889

B. Variant of Post Test:

Class	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.163	31	.036	.962	31	.330
Control Class	.101	30	.200	.967	30	.454

a. Lilliefors Significance Correction

	Test of Homogeneity of Variance			
	Levene Statistic	df1	df2	Sig.
Based on Mean	.909	1	59	.344
Based on Median	.825	1	59	.875
Based on Median and with adjusted df	.825	1	57.864	.368
Based on trimmed mean	.926	1	59	.340

After doing the calculation, researcher found that = 1,37 with α 5% and dk= 29 and 30, from the distribution on list F research found that = 2.045 and 2.042, cause $<$ (1.37 $<$ 2.045 and 2.042). So, there is no difference in Variant between the XI-1 class and XI-2 class. It means that the variant is homogenous.

APPENDIX 7

T_{test} OF THE BOTH AVERAGES IN EXPERIMENTAL CLASS

The formula was used to analyze homogeneity test of the both averages was t-test, that:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreExperimental	58.97	31	11.698	2.101
PostExperimental	75.87	31	7.388	1.327

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PreExperimental & PostExperimental	31	.952	.000

Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-16.903	5.179	.930	-18.803	-15.003	-18.172	30	.000

APPENDIX 8

T_{test} OF THE BOTH AVERAGES IN CONTROL CLASS

The formula was used to analyze homogeneity test of the both averages was t-test, that:

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t = 8.41$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = + - 2 = 31 + 30 - 2 = 59$, researcher found that $t = 2.021$, because $-2.57 < 2.021$. So, H_0 was accepted, it means that there was difference in average between experimental class and control class in pretest. It can be conclude that there was significant effect of graphic organizer media on writing narrative text at XI SMAN 1 Batangtoru.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PretestControl	57.93	30	10.783	1.969
PosttestControl	65.70	30	8.718	1.592

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PretestControl & PosttestControl	30	.970	.000

Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-7.767	3.159	.577	-8.946	-6.587	-13.467	29	.000

APPENDIX 9**INDICATOR OF WRITING IN PRE-TEST AND POST
TES(EXPERIMENTAL CLASS AND CONTROL CLASS)****A. Esessment Indicator of Writing in Pre-test of Experimental Class**

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AS	13	7	7	5	2	33
2	AFH	13	8	10	7	2	40
3	FS	13	9	8	7	3	40
4	AN	13	14	7	8	3	45
5	DNL	14	12	8	9	2	45
6	ESTR	15	15	10	8	2	50
7	HRN	20	10	10	8	2	50
8	JSP	18	12	11	7	2	50
9	RFS	20	12	10	10	3	55
10	FBRI	15	14	12	11	3	55
11	WND	25	10	10	8	2	55
12	ANNS	15	15	14	7	4	55

13	FZI	15	12	10	14	4	55
14	ALSH	16	14	13	12	2	57
15	HS	14	12	13	15	3	57
16	AMD	15	15	13	15	2	60
17	AK	20	13	13	12	2	60
18	RD	17	16	10	14	3	60
19	NYL	19	16	15	6	4	60
20	AS	16	15	13	14	2	60
21	PHT	18	14	13	13	2	60
22	HL	20	19	15	8	3	65
23	HS	20	18	15	9	3	65
24	AZH	18	18	16	15	3	70
25	ANG	21	15	17	15	2	70
26	AM	22	14	15	17	2	70
27	HDL	25	14	15	14	2	70
28	YM	24	14	15	14	3	70
29	AN	23	16	16	17	3	75
30	CD	23	18	15	15	4	75
31	SLLR	25	19	17	21	4	86

B. Esessment Indicator of Writing in Post-test of Experimental Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AS	18	11	15	15	3	62
2	AFH	17	14	15	13	3	62
3	FS	18	15	14	15	3	65
4	AN	16	14	14	17	4	65
5	DNL	18	15	13	18	4	68
6	ESTR	17	17	15	16	3	68
7	HRN	20	12	14	20	4	70
8	JSP	19	14	17	17	3	70
9	RFS	21	15	15	15	4	70
10	FBRI	22	17	15	18	3	75
11	WND	22	16	15	19	3	75
12	ANNS	22	16	15	18	4	75
13	FZI	24	13	14	20	4	75
14	ALSH	22	17	16	17	3	75
15	HS	20	16	17	19	3	75

16	AMD	22	16	16	18	4	76
17	AK	21	15	15	21	4	76
18	RD	21	16	17	20	4	78
19	NYL	20	19	17	19	3	78
20	AS	20	17	18	20	3	78
21	PHT	23	17	16	20	4	80
22	HL	25	14	15	21	5	80
23	HS	24	15	18	19	4	80
24	AZH	23	15	18	20	4	80
25	ANG	24	15	18	20	3	80
26	AM	26	16	17	18	3	80
27	ADL	25	16	20	20	4	85
28	YM	25	16	20	19	5	85
29	AN	24	18	20	20	4	86
30	CD	27	19	21	19	4	90
31	SLLR	26	18	22	20	4	90

C. Assessment Indicator of Writing in Pre-test of Control Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	MRA	13	8	7	5	2	35
2	SRH	13	8	8	9	2	40
3	AAF	13	9	9	7	2	40
4	AM	14	10	9	10	2	45
5	RSA	13	8	11	10	3	45
6	DSA	14	9	10	9	3	45
7	DZ	14	9	10	12	2	47
8	DS	14	10	11	12	3	50
9	IM	15	12	10	11	2	50
10	FAD	15	13	11	13	3	55
11	HA	15	13	11	13	3	55
12	MR	16	12	12	12	3	55
13	MFH	17	11	13	16	3	60
14	MS	15	12	12	17	4	60
15	NA	17	12	13	15	3	60

16	RFD	16	13	12	16	3	60
17	RHY	18	13	13	15	3	62
18	WH	17	12	13	17	3	62
19	ES	16	13	13	16	4	62
20	SDN	18	13	14	15	2	62
21	AMS	19	13	13	17	3	65
22	SA	17	14	14	16	4	65
23	ASA	16	13	15	18	3	65
24	ARY	17	14	14	17	3	65
25	SS	19	15	13	17	4	68
26	RZQ	20	15	14	16	3	68
27	SR	20	16	14	16	4	70
28	ESG	20	15	15	17	3	70
29	AAG	24	17	17	16	3	76
30	ADR	23	18	15	16	4	76

D. Assessment Indicator of Writing in Post-test of Control Class

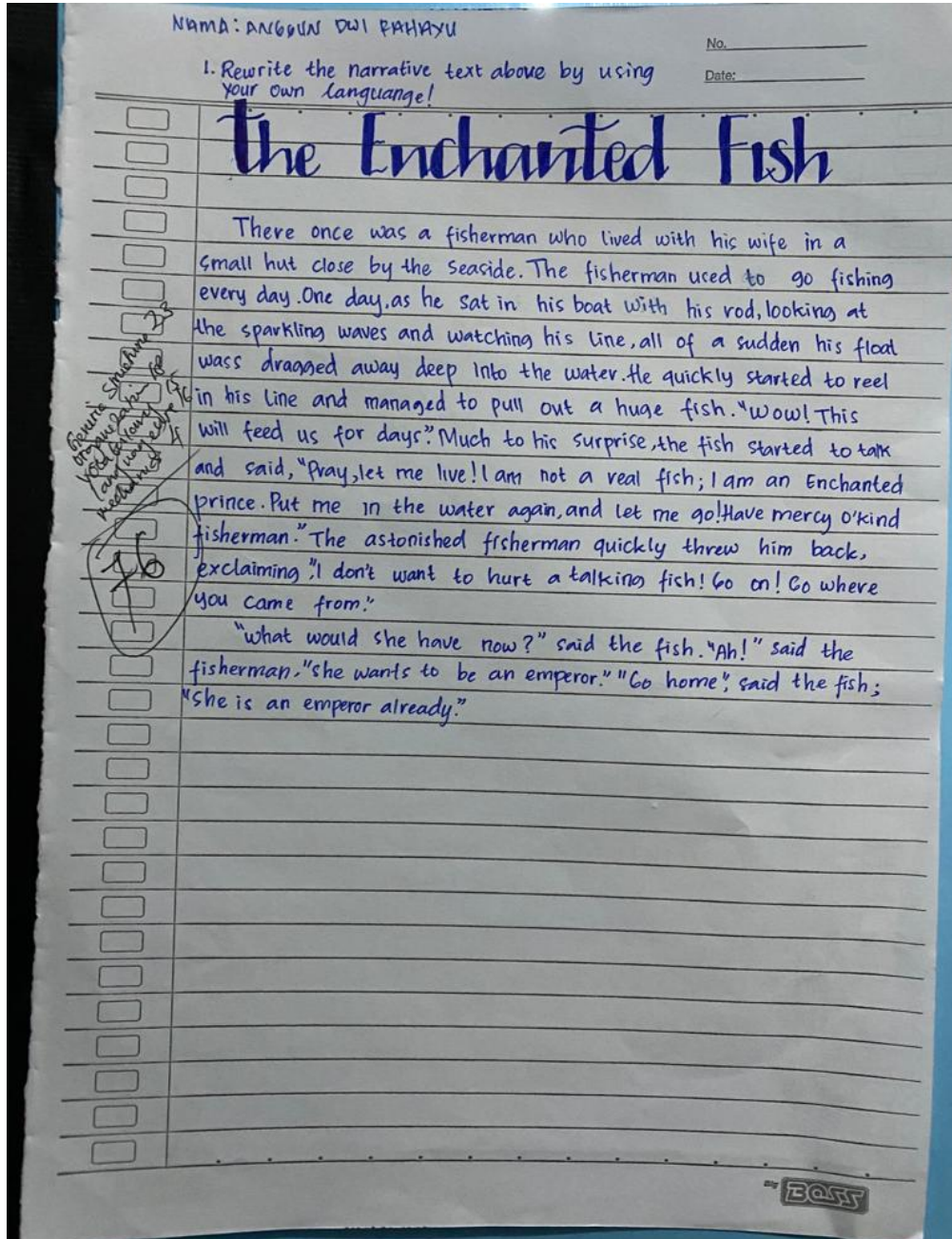
No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	MRA	14	10	12	10	2	48
2	SRH	14	12	10	11	3	50
3	AAF	15	15	10	13	2	55
4	AM	16	11	12	14	2	55
5	RSA	15	12	13	15	2	57
6	DSA	14	14	12	15	3	58
7	DZ	17	13	12	14	2	58
8	DS	18	12	11	16	3	60
9	IM	17	12	12	15	4	60
10	FAD	15	12	13	17	3	60
11	HA	18	13	12	16	3	62
12	MR	19	13	13	16	4	65
13	MFH	17	13	12	19	4	65
14	MS	15	15	15	17	3	65
15	NA	18	12	16	16	3	65

16	RFD	16	14	13	18	4	65
17	RHY	18	14	14	18	3	67
18	WH	19	15	12	17	4	67
19	ES	17	13	15	19	3	67
20	SDN	18	15	15	18	2	68
21	AMS	19	16	15	17	3	70
22	AS	20	15	15	17	3	70
23	ASA	18	15	14	19	4	70
24	ARY	20	16	15	20	4	75
25	SS	21	16	16	18	4	75
26	RZQ	22	15	14	23	3	77
27	SR	21	16	14	22	4	77
28	ESG	23	15	15	23	4	80
29	AAG	24	15	16	22	3	80
30	ADR	24	15	16	22	3	80

APPENDIX 10

A. The Result of Answer Sheet

a. Pre test (control class)



MORA.

Date: 29-11-2022.

The Enchanted Fish.

Grammar structure
original text
Vocabulary
Language
Reading

15

On day, there lives was a poor fishman and his greedy wife. They lived miserably in a dotty little hut. The fishman some day went to fishing. He got a huge fish but the fish begged him to let it free. Then he freed the fish.

at home the fishman talked about that fish, his greedy wife insisted him to visit the fish then asked it for a little cosy cottage. The cottage fish granted her wish but the wife however wasn't happy.

b. Post test (Control Class)

Anggun Dwi rahayu

No. _____
Date: _____

Letter to God


24 Rancho's house - the lone house in the entire valley - was on the crown of a low hill. From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of ripe corn in between the red kidney bean flowers. Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.

Unfortunately it didn't. The hailstorm lasted the whole night. It destroyed the entire field of this precious crops. Everything looked so white as if someone had thrown sacks and sacks of pearls all over the place.

All through the night, Rancho kept on thinking how to ask for help from God. "God knows everything but I think I should write to Him and ask directly what I want."

Grammar 15
Composition 16
Vocab 22
Language 3
Mechanics 3

80



Mora.

Date:

Letter to God.

Rancho's house - the lone house in the entire valley - was on the crown of a low hill. From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of rope corn in between the red kidney bean flowers. Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.

Grains similar to
organization
vocabulary
language etc
mathematics

48

c. Pre test (Experimental Class)

Paris We Are Millennials

No.: WALPI SAHRIN Date:

test

1. Rewrite the narrative text above your own language?

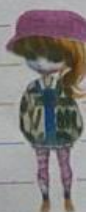
the Enchanted fish

13
Genre Structure
Organization
Wording
Language style
Mechanics 2

33

one day, there was a poor fishman and his greedy wife. They lived miserably in a dirty hut. The fisherman some day went to fisherman. ~~at~~ he got a huge fish. but the fish begged him to let it free. then he freed the fish. At home, the fisherman talked about that fish, his greedy wife insisted him to visit the fish then granted he wish, but the wife however wasn't happy. so, she insisted her husband to go back to the enchanted fish and asked for being an emperor. however, the enchanted fish still granted it again. the fisherman went to his castle ~~at~~ and later on, the greedy wife got angry and insisted her husband to beg the enchanted fish to turn them as lord of the sun and the moon.

KIKY One thousand problems, million solutions





No.:

Date:

1. Rewrite the narrative text above by using your own language!

The Enchanted Fish.

There was a fisherman who lived with his wife in a hut. Usually he goes fishing. One day when he

was fishing his fishing line was pulled by a big fish.

Much to the surprise the fish began to speak and say "Pray let me live. I'm the enchanted Prince". The

fisherman was shocked and quickly threw him back and shouted I don't want to hurt a talking fish come on! go where you come from!

When the fisherman came home he said what happened to his wife. Then the wife asked her husband to ask the

fish for something. The fisherman went to the beach

and said oh beautiful incarnate fish! hearing my please

my wife wants what I don't want so come and help me

The fish came and said what he wanted. The fisherman

replied he wanted a comfortable house. The fisherman came

home and he saw his wife standing at the door of

a beautiful house. because his request was granted, his

wife asked for many things, such as wanting to be

emperor, to be the master of the sun and moon

Because of his wife's greed they returned to

small house they used to be

Genre
Structure
Organization
Vocabulary
Language
Mechanics

25
PB



d. Post test (Control Class)

No. _____
Date: _____

Sari Lestari Laia

Letter to God

In the morning, in Rancho's house, it was getting dark, as if rain was coming to water their long barren plants. Rancho and his family hope that this will happen by bringing blessings to his family which is very lacking.

He would sell the produce from their garden when it rained. Then heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of rain. Rancho saw the rain and said don't, oh no, no, this will ruin my garden. It's not rain, but it's a hailstorm.

Rancho hopes it will pass soon. He tries to calm down in front of his family and also tries to calm down his family who are also near him. He says "I'm sure this will pass quickly" don't be afraid. which is where they were having dinner with Rancho, her wife and son.

The hail lasted all the night. that destroyed all sides of his garden which leaves nothing. Rancho and his wife were worried to death everything was destroyed.


The boys asked them. what are we going to do? Everything is destroyed we don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?

Rancho said to his son that they nobody dies of hunger. always remember we have God. I am sure he will help us.

Then he thought how to ask god to help him. then he remembered that he used to go to school to study. then he thought to start writing a letter to god which contains about the destruction of his garden which is his hope to support his family. and is also in need of money to rebuild his destroyed garden.

which he then sends the letter to the postman. the letter was taken by postman because when he read the intention to god. he became curious because it was the first time he saw a letter to god and he opened the letter. and felt sorry. he and his co-workers

*Copy of March 26
Diponegoro 18
Local Culture 22
Long Way to 20
Mekong 5*



No. _____

Date: _____

helped rancho by sending rancho money through rancho's reply

letters. when rancho read and received money from the reply letter

rancho thanks him but gets annoyed that they are replying

to his letter which is for good. and rancho said that they were

thieves.

Alpi SATHRIA

Date: _____

Letter to god

The house is alone between the valleys where every corner is filled with plantation land containing corn and beans.

Which if rains by the rain will become a fertile plant.

Rancho all night hoping for rain. Then it started to get dark came the rain.

but the rain is rain filled with strong winds. Then the Rancho gardens were destroyed. and he hopes in god. and write letters. but the letter was answered by the postman felt sorry for him. and rancho was angry. said the mailman was a robber.

Structure 10

Organization 4

Vocabulary 15

Language use 15

Mechanics 3

62

e. Treatment

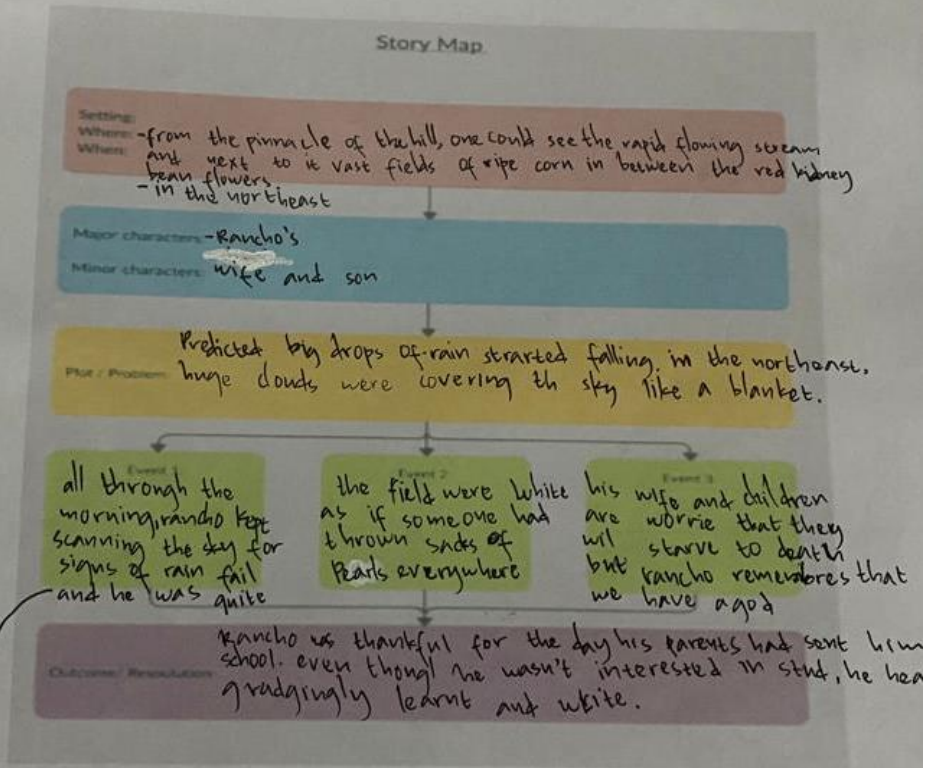
Alpi SAHRINA
x1 MIA 1

C. Pre-test (Essay Test)

1. Rewrite the narrative text above by using your own language!

D. Post-test (Story Map)

1. Rewrite the narrative text above by using your own language with this graphic organizers!



fidene that it would rain.

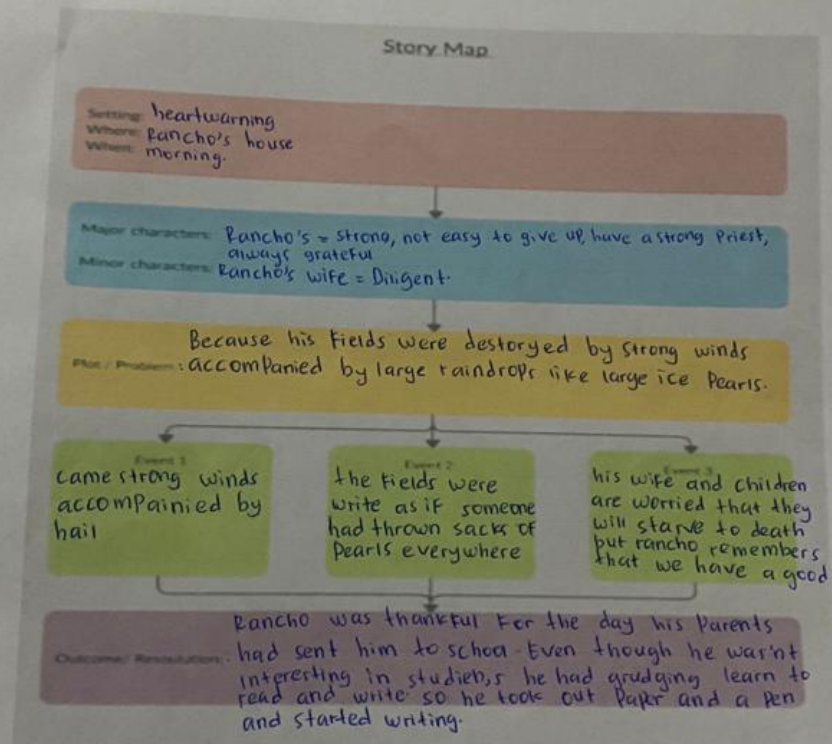
Sari Lestari Laila

C. Pre-test (Essay Test)

1. Rewrite the narrative text above by using your own language!

D. Post-test (Story Map)

1. Rewrite the narrative text above by using your own language with this graphic organizers!



APPENDIX 11

DOCUMENTATION

The first meet in experimental class(Pre tes)



The second meet in experimental class (post test)



The first meet in control class (pre test)



The second meet in control class (post test)



APPENDIX 12

CURRICULUM VITAE



A. Identity

Name : Anelsa
NIM : 1820300097
Place and Birthday : Batangtoru, 17 November 2000
Gender : Female
Religion : Islam
Address : Aek pining, Batangtoru

B. Parents

1. Father : Suparli
2. Mother : Surtiati

C. Educational Background

1. Elementary School : SDN 100707 perk Batangtoru
2. Junior High School : SMP Negeri 1 Batangtoru
3. Senior High School : SMA Negeri 1 Batangtoru
4. Collage : UIN Syahada Padangsidimpuan