

**USING *GRAPHIC ORGANIZERS* TO DEVELOP SECOND
GRADE SMU STUDENTS' ORGANIZATIONAL SKILL IN
WRITING**

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ABSTRAK

Muchaewati Nur Sabila. 2008. Menggunakan *Graphic Organizers* Untuk Membangun Kemampuan Siswa Kelas Dua Sekolah Menengah Umum Menyusun Tulisan Yang Terorganisasi. Sebuah Penelitian Tindakan di SMU Negeri 4 Tangerang. Skripsi. Jakarta: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Penelitian ini merupakan suatu kaji tindak sesuai dengan model siklus dari Kemmis dan Mc Taggart. Tujuan dari penelitian ini : 1) Untuk menggambarkan penggunaan *graphic organizers* dalam membangun kemampuan siswa menyusun tulisan yang terorganisasi; 2) Untuk meneliti apakah *graphic organizers* dapat membantu atau tidak dalam membangun kemampuan siswa menyusun tulisan yang terorganisasi; 3) Untuk menjelaskan persepsi siswa dalam menggunakan *graphic organizers* sebagai salah satu teknik untuk membangun kemampuan menyusun tulisan yang terorganisasi. Penelitian ini dilaksanakan di SMU Negeri 4 Tangerang, yang terletak di Jl. Padasuka I, Pabuaran Tumpeng, Tangerang. Penelitian ini diadakan pada minggu kedua bulan Desember sampai dengan minggu kedua bulan Februari 2008 dengan subjek penelitian siswa/i kelas XI IPA 5. Di Kelas XI IPA 5 ada sekitar 38 siswa dengan rentang usia 17-18 tahun.

Dalam penelitian ini, penulis menggunakan *graphic organizers* sebagai salah satu teknik untuk membangun kemampuan siswa di dalam menyusun tulisan yang terorganisasi. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan.

Penelitian ini menunjukan bahwa penggunaan *graphic organizers* dapat membantu siswa dalam membangun kemampuan mereka untuk menyusun tulisan yang terorganisasi. Selain itu, siswa-siswa termotivasi dalam menulis paragraf *hortatory exposition* dan *narrative* melalui *graphic organizers* sehingga hampir semua siswa dapat mendapatkan kemudahan dalam membuat tulisan yang terorganisasi.

ABSTRACT

Muchaewati Nur Sabila. 2008. Using *Graphic Organizers* to Develop Second Grade SMU Students' Organizational Skill in Writing. An Action Research at SMU Negeri 4 Tangerang, Tangerang. Thesis. Jakarta: English Department. The Faculty of Languages and Arts. State University of Jakarta.

The study is an action research in line with the cyclic model of Kemmis and Mc Taggart. The aims of this study are: 1) To describe the use of *graphic organizers* in developing the students' organizational skill in writing; 2) To investigate whether or not *graphic organizers* helps students in developing their organizational skill in writing; 3) To explain the students' perception in using *graphic organizers* as a technique to develop students' organizational skill in writing. This study was conducted in SMU Negeri 4 Tangerang, Jl. Padasuka I Pabuaran Tumpeng, Tangerang. This study was started on the second week of December to the second week of February 2008 in class XI IPA 5. There are 38 students of second grade in science class, especially in XI IPA 5 at the average 17-18 years old.

In this study, the writer used *graphic organizers* as a technique to develop students' organizational skill in writing. This research was conducted in two cycles. Each cycle consisted of two meetings.

The result of the study revealed that using *graphic organizers* helped students to develop their organizational skill in writing. Beside that, the students were motivated in writing a hortatory exposition and narrative paragraph through *graphic organizers*, hence almost all of the students could write hortatory exposition and narrative paragraphs in well organized.

APPROVAL SHEET

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Communication to all people around the world is a very important activity in life. People may express their ideas through spoken or written communication. Writing plays a significant role in human communication. As stated by Hortfield (1995, p.5) through writing people can express feelings, ideas, and experiences to others. Beside that, Coffey (1987, p.2) states that writing like speaking is an important means of communication. Due to its importance, writing becomes a compulsory subject for all language learned including SMAN 4 Tangerang.

The ability to write English is a skill that senior high school should master in studying English as a foreign language. When the teaching learning process ends, the students are hoped to be able to write a short message, such as a letter, an essay, a simple paragraph, and etc. Unfortunately, not all the students feel at ease in writing. There are some students who find difficulties in writing. They get confused about the content, vocabulary, spelling, and mechanics such as capitalization, punctuation, and etc. Beside that, the students also get difficulty how to get started to write. Furthermore, the difficulty lies on how to organize their writing.

Organization in the general arrangement of a part of writing, including introduction, flow ideas, logical order, and the conclusion. Spandel (1998, p.8) in Reid (2000, p.81) defines organization as the overall design or structure of a piece of writing, including the lead, the flowing ideas, sequence effectively, use of

transitional words, or phrases, and the conclusion. Based on Spandel's opinion, the writer sees that some of students can not organize their writing well. It can be seen from the students' writing especially second grade of science students (XI IPA 5) where the students seem to write whatever comes to mind without any organization of their paragraphs. Most of their paragraphs are not in logical order and they are too general. The paragraphs also do not have topic sentence, details, supporting details, conclusion, beginning, middle, and end. Students seem that they do not have any organizational skill in writing. They write without focusing on the main ideas and organization form. However, based on the syllabus for senior high school especially second grade whether science or social students, they have to be able to produce hortatory exposition and narrative text. In writing hortatory exposition text, the students should provide a main idea, supporting details, and elaborate it. Meanwhile, the students should provide a main idea for the whole story in a narrative paragraph.

That fact makes the researcher feels necessary to propose an alternative technique of providing a frame for the ideas in a logical order that can be applied by the English teacher to develop students' organizational skill in writing, which is called *graphic organizers*. It is expected that graphic organizers can develop students' organizational skill in writing hortatory exposition and narrative paragraph. The development of organizational skill in writing could be seen from focusing on main ideas and organization form in their writing. Focusing on main idea means that the students' ability to stay focus on writing and provide a main idea for a hortatory exposition and narrative paragraph. Organization form means

that the students provide support and elaborate of main idea form in a logical order.

Some scholars have found the use of graphic organizers in helping senior high school students to develop their organizational skill in writing. Hyerle (1996) as cited in Berger (2003) accessible at <http://eric.hoagiesgifted.org> says that graphic organizers as a visual tools corresponding to thinking process and to organize their ideas. She also adds that graphic organizers can be used in brainstorming process before the students start to write. It means that graphic organizers as a visual tools where the writer expresses their ideas in a logical order before they start to write. Cassidy (1989) in Berger (2003) accessible at <http://eric.hoagiesgifted.org> states that graphic organizers can help gifted students organize information and ideas related to a given topic. In other words, when the writer expresses their ideas which are suitable by the topic that the writer has, directly their ideas will organized when the writer uses graphic organizers before they start to write.

In addition, Fountas and Pinnell (2001) in Berger (2003) accessible at <http://eric.hoagiesgifted.org> say that graphic organizers is visual representations of a text or a topic. Organizers provide templates or frames for students or teachers to identify pertinent facts, to organize information, and to record relationships between facts and ideas within a learning task. They also add when content is illustrated with diagrams, the information can be maintained by students over a period of time. Organizers portray knowledge in a meaningful way which helps bring clarity to ideas as connections are made. Ellis (2001) in Berger (2003)

accessible at <http://eric.hoagiesgifted.org> notes that information is more easily learned and understood with visual organizers.

Furthermore, considering to the importance of graphic organizers in developing organizational skill in writing, some studies about graphic organizers were conducted. Ball (2008) accessible at <http://www.lessonplanspage.com> has conducted her research by using graphic organizers, especially she uses bubble cluster to ask her students in writing the story of their autobiography. Beside Ball, Strangman and Hall (2002) accessible at <http://www.graphic.org/index.htm> show that graphic organizers have been used successfully for senior high school. It has been proved by giving the students positive effects of their vocabulary knowledge and their comprehension. Strangman and Hall (2002) use webbing as one of graphic organizers templates in writing.

To sum up, graphic organizers for senior high school should give student a visual framework to gather, plan, organize, and brainstorm ideas in prewriting and attract students' attention in writing English by giving them some templates of graphic organizers. Graphic organizers which is taught also should be creative in order to make the students motivated in learning English.

1.2. Problems of the Study

From background of the study which is explained above, the writer formulates some problems. They are as follows:

1. How is graphic organizers used to develop students' organizational skill in writing?

2. Does the use of graphic organizers help students' organizational skill in writing?
3. What are the students' perception in using graphic organizers as a technique to develop students' organizational skill in writing?

1.3. Purposes of the Study

The purposes of this study are: 1) To describe the use of graphic organizers in developing the students' organizational skill in writing; 2) To investigate whether or not graphic organizers helps students' organizational skill in writing; 3) To explain the students' perceptions in using graphic organizers as a technique to develop students' organizational skill in writing.

1.4. Significance of the Study

Graphic organizers provides students with a visual framework to gather, plan, organize, and brainstorm ideas in prewriting. Therefore, they can develop their organizational skill in writing by focusing on main ideas and organization. By having this study, it is hoped that the result will hopefully give benefits for both teachers and students. For teachers can be as an input in teaching process to use graphic organizers as one of the techniques to develop students' organizational skill in writing. For students can be as a means to assist students in learning to make a hortatory exposition and narrative paragraphs in an interesting way through graphic organizers so that their abilities to write this kinds of paragraph can improve.

1.5. The Relevance of the Study

Students are expected to be able to create their own graphic organizers in writing kinds of text which will help them to gather, plan, organize and brainstorm their ideas before they start to write. Beside that, through graphic organizers, the students can develop their writing skills to write in a logical order by learning it independently. Finally, students are able to write English without do the same mistakes.

Relevance to education of this research is giving a real solution from real problems found in learning-teaching process which is actually class-based research features. The result is a technique and learning material that will not only improve teaching capability and do a research but also help students to become they can develop their writing skill in English by using graphic organizers.

CHAPTER II

LITERATURE REVIEW

In this section, a discussion about the definition of writing, writing stages and the teaching of writing, organizational skill in writing, graphic organizers, graphic organizers in writing, the study of graphic organizers, and how to use graphic organizers in writing are presented.

2.1. The Definition of Writing

Writing is an activity to express and organize ideas in logical order. Nunan (2003, p. 89) and Meyers (2003, p. 89) state that writing is an activity to express and organize ideas in an organized manner with different point of views. Nunan (2003, p. 89) views writing as an activity to find ideas, figure out how to present them, and structure them in a good order by relating to prior knowledge in order to make the audience concisely understand his/her writing. He also notes that it is a continuous activity from prewriting, drafting, editing, redrafting and publishing. This means that the audience will get the gist if writing is presented in logical order. Meyers (2003, p. 89) also notes that writing is an activity to invent and express interesting ideas by focusing on one main idea, organization, mechanics, and grammar. This means that writing is an activity through some stages from exploring idea, organizing them, and revising them.

To sum up, writing is an activity ranging from brainstorming, organizing, revising, and publishing in order to make it perfect so that the audience clearly understand and get the message of the text. So, writing competence is the result of

an activity in writing clearly stated topic, sequencing effectively and good organization. It is stated by Buttler and Cowell (2003) and Bargabos (2004). Buttler and Cowell (2003) accessible at <http://www.nwel.org> state that writing competence is the ability to make a good writing from flowing ideas, clearly state topic, topic sentence, supporting sentences, logical order sentences, correct punctuation, and spelling. In brief, writing competence is the ability to write a good content, organization, and usage.

2.2. Writing Stages and the Teaching of Writing

Every one who wants to produce a good composition should prepare his writing well. In order to start writing with a fine preparation, one should know the writing process. In classroom activity, the writing process should be taught to help students prepare their writing.

Basically, the process of writing consists of several stages. Richards and Lockhart (1996, p.119) says that in the teaching of writing according to the process approaches are: 1) Pre-Writing, activities designed to generate ideas for writing or focus the writer's attention on a particular topic; 2) Drafting, activities in which students produce a draft of their composition; 3) Revising, activities in which students focus on rereading, analyzing, editing, and revising their own writing.

In teaching writing, the teacher should teach the stages of writing first to the students. Then, the teacher may continue to teach them writing. The aim of teaching writing is students are able to express their ideas into a certain written

text. As Vince (2004, p. 4) states that the objective of teaching writing in a foreign language is to get learners acquire the abilities and skills they need to produce of different kinds of written texts. Therefore, the teacher as the facilitator must establish a good writing, class in such away and provide some materials and exercises in order to make students are able to say something in any different kinds of written text. In teaching writing, the students should know first the rules of writing because if the students do not know it, they will misunderstand what they should write. In other words, before they start to write, they should focus on spelling, punctuation, grammar, and correct organization. As Sokolik in Nunan (2003, p. 88 -89), writing instruction was based on a somewhat rigid set of assumptions: good writing was done from a set of rules and principles, the teacher's duty was to relate these rules and students then write in response to selected written texts, following the rules of good writing. The rules of writing were concerned more with correct spelling, grammar, and overall organization. He also says that writing process began to include the entire process of writing – invention, drafting, feedback and revision and not just the product. It can be deduced that in teaching writing, the teacher should concern with the rules of writing as contents, grammar, organization, and the writing process itself. Meanwhile, Kaplan (1966) in Nunan (2003, p. 90) states that the teacher should determine the different types of writing in terms of organizational patterns. In other words, before writing, the writer should choose what kinds of text that she or he would like to write, whether it is descriptive, exposition, narrative, report, etc in order to determine the organizational pattern.

There are some items that the teacher needs to know if they want to teach writing. Vince (2004, p. 6) explains six items that teachers need to know when they want to teach writing, that are: 1) Motivation, if the teachers know who their audience is and what their purpose is in writing for the audience, then the teachers might approach the task with more enthusiasm; 2) Opportunity, the students can be as motivated as it is possible to be, to really want to write well, but still make no progress. Therefore, there have to be opportunities for learning how to write well; 3) Modelling, the creation of the model need not be a totally teacher-centred activity in order to make the students contribute their ideas to the all class; 4) Producing, the teachers should determine what kinds of text to be produced by the students; 5) Thinking, the teachers should consider that in writing the students should include the organization of ideas, sentences to paragraphs then into text, make the point of his or her writing, signposting to help the reader understand what the students' mean, choice of words for clarity, spelling, grammar, and punctuation; 6) Processing, the teachers should consider writing as a process where the students can develop the text through a series of plans, drafts, and revision.

2.3. Organizational Skill in Writing

Organization in the general arrangement of a part of writing, including introduction, flow ideas, logical order, and the conclusion. Spandel (1998, p.8) defines organization as the overall design or structure of a piece of writing,

including the lead, the flowing ideas, sequence effectively, use of transitional words or phrases, and the conclusion.

Buttler and Cowell (2003) and Bargabos (2004) define organizational skill in writing with similar point of views. Buttler and Cowell (2003) accessible at <http://www.nwel.org> state that flowing ideas, clear topic, logical order, major and minor ideas or organizational skill in writing can be seen from focusing on main ideas and organization form. Bargabos (2004) accessible at <http://www.writing.com> views that organizational skill in writing can be seen from focusing on main ideas and organization form.

From the discussion above, it can be concluded that organizational skill in writing can be seen from clear topic, flowing ideas, logical order, and conclusion.

2.4. *Graphic Organizers*

Not all the students visualize information in the same way. Some students prefer to take note while others prefer charts. The students may use different techniques in writing as long as their writing is understandable for others. Besides taking notes or other techniques, there is a different way of organizing information which is called graphic organizers. Hyerle (1996) as cited in Berger (2003) accessible at <http://eric.hoagiesgifted.org> describes that graphic organizers as a visual tools corresponding to thinking process and to organize their ideas. She also adds that graphic organizers can be used in brainstorming process before the students start to write. It means that graphic organizers is a visual tool where the writer expresses their opinion in a logical order before they start to write.

In addition, Cassidy (1989) in Berger (2003) accessible at <http://eric.hoagiesgifted.org> states that graphic organizers can help gifted students organize information and ideas related to a given topic. In other words, when the writer expresses their ideas which are suitable to the topic that the writer has, their ideas will directly organized when the writer uses graphic organizers before they start to write.

Fountas and Pinnell (2001) as cited in Berger (2003) accessible at <http://eric.hoagiesgifted.org> say that graphic organizers is visual representations of a text or a topic. Organizers provide templates or frames for students or teachers to identify pertinent facts, to organize information, and to record relationships between facts and ideas within a learning task. They also add when content is illustrated with diagrams, the information can be maintained by students over a period of time. Organizers portray knowledge in a meaningful way which helps bring clarity to ideas as connections are made. Ellis (2001) in Berger (2003) accessible at <http://eric.hoagiesgifted.org> notes that information is more easily learned and understood with visual organizers. Furthermore, Williams (2003) defines graphic organizers as a visual tool for providing a structure and visual that helps organize information, and assisting in seeing the relationship of information in an easy format. Furthermore, there some examples of graphic organizers template, such as:

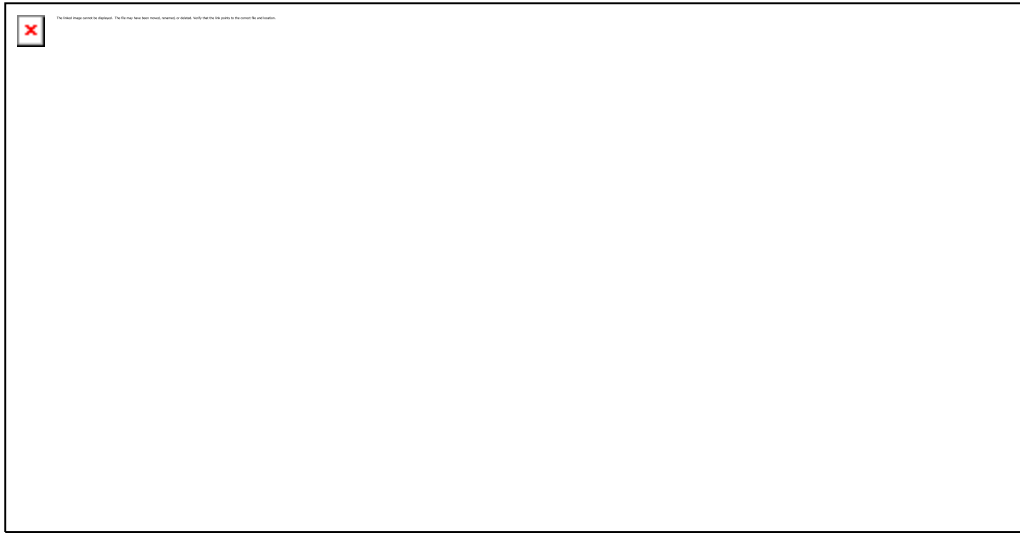


Figure 1: The Tree Diagram *graphic organizers* templates

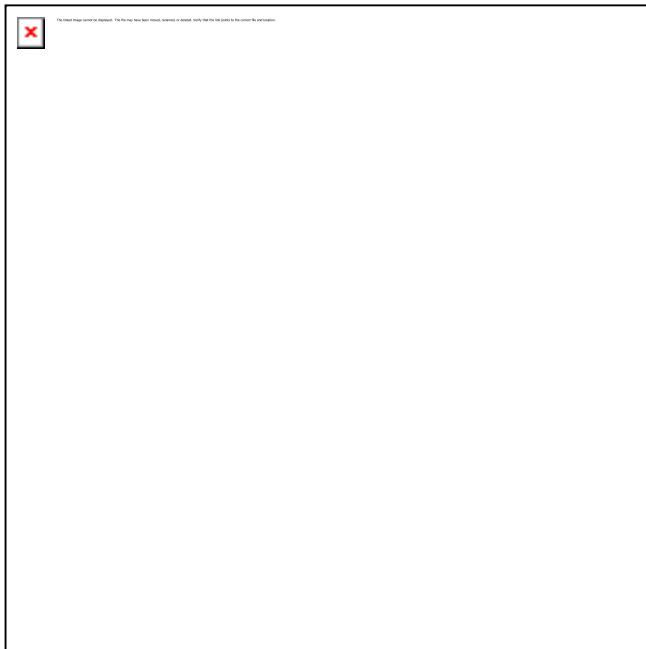


Figure 2: The Story Map *graphic organizers* templates

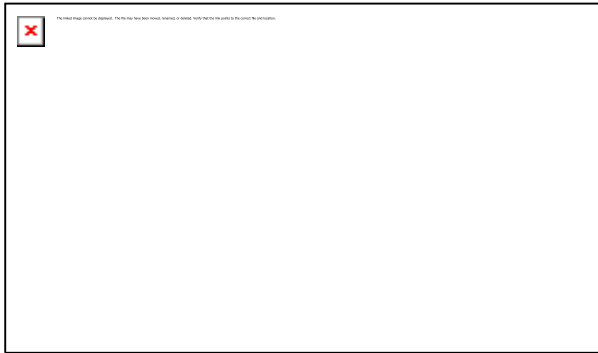


Figure 3: The Bubble Cluster graphic organizers templates

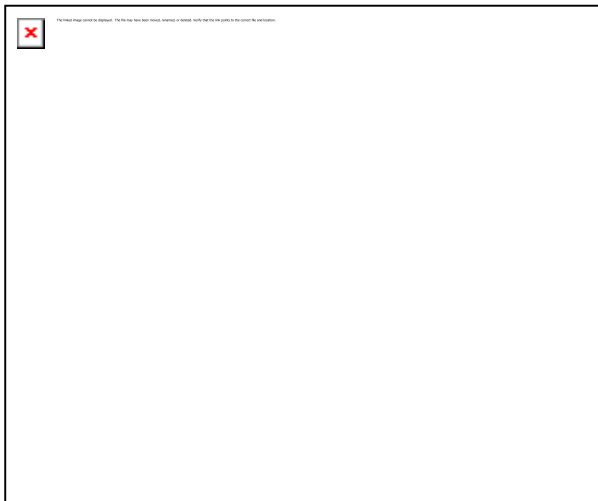


Figure 4: The Webbing graphic organizers templates

It can be deduced that graphic organizers gives student a visual framework to gather, plan, organize, and brainstorm ideas in prewriting and attract students' attention in writing English by giving them some templates of graphic organizers. Graphic organizers which is taught also should be creative in order to make the students motivated in learning English.

2.5. Graphic Organizers in Writing

Gulack and Silverstein (1996) in Hall and Strengman (2002) accessible at <http://www.graphic.org/index.htm> state the function of using graphic organizers in writing, such as that graphic organizers can be used for students to indicate what information to be used and where to place it, can be assisted the students in organizing and developing writing, can be visualized by the students in developing the paragraph. In other words, after the students are provided by the graphic organizers, when they start to write, they can categorize which information should include in that graphic organizers that suitable based on their thought. Finally, they can develop their sentences more logically order.

Beside that, Newman (2008) points out that graphic organizers is visual illustrations of verbal or written statements. He also adds that among graphic organizers shows the order and completeness of a writer's thought process in writing. Furthermore, graphic organizers shows at a glance the key elements of the whole and their relationships. Thus, the graphic organizers can help the writer to make their structured writing and the writer itself can see the relationship between a sentence to other sentences.

As mentioned above, it can be concluded that graphic organizers in writing has some functions, that are: 1) To indicate what information to be used and where to place it; 2) To show the order and completeness of writer's thought process; 3) To show the key elements of the whole sentences and their relationships each other.

2.6. The Study of Graphic Organizers

Some scholars have found the use of graphic organizers in helping senior high school students to develop their organizational skill in writing. Ball (2008) accessible at <http://www.lessonplanspage.com> has conducted her research by using graphic organizers, especially she uses bubble cluster to ask her students in writing the story of their autobiography. First, she asks the students to brainstorm all the information about what they want to include in their autobiography. Then, she asks them to write rough draft using the information in the graphic organizers that the students have made. Next, she divides the students into groups of two and discusses each other's autobiography by grading of rubric. The rubric function is to give the students feedback. Her students are ESL students. After using graphic organizers, the students are encouraged to write their own experience. Beside Ball, Strangman and Hall (2002) accessible at <http://www.graphic.org/index.htm> show that graphic organizers have been used successfully for senior high school. It has been proved by giving the students positive effects of their vocabulary knowledge and their comprehension. Strangman and Hall (2002) use webbing as one of graphic organizers templates in writing. Their construct their ideas into some parts and put it into the webbing graphic organizers in order to make it logically order before they start to write. It is also supported by Chien-Ching Lee (2004) in his TESL journal which says that graphic organizers is implemented by him for foreign students from Indonesia, Malaysia, Myanmar and a few Singaporean students in a course for registering the university in Singapore. In the course, the students mainly expose to write the paragraph, such as compare and

contrast, cause and effect paragraphs. The students have difficulty in making their writing coherent. They tend to be more concerned with language matters rather than making meaning. Lee (2004) uses tree diagrams to help students to see the hierarchy of their ideas and how their ideas are related to one another. He also adds that tree diagrams as one of graphic organizers templates can be used as a planning and diagnostic tool to help students in improving the coherence of their writing.

In applying the tree diagrams, Lee (2004) teaches the students topic sentence, coordinates and subordinates conjunction to write a paragraph. After that, he takes the example from the students' text book and put it into the tree diagrams. Next, he lets the students to express their ideas in the tree diagrams and gives them feedback consistently. After having the teacher's feedback, the students see that the tree diagrams can help them to plan their writing. The tree diagram also more efficient as it is easy to write when all the ideas are already laid out in the diagrams. Furthermore, the ideas could be easily toggled around and edited in the process of writing, they can also discover more interesting ideas to write everything.

To sum up, some scholars have used graphic organizers for senior high school students in writing by providing them with graphic organizers templates such as bubble cluster, tree diagrams and webbing to see how the ideas are related to one another and make the students' writing coherent.

2.7. How to Use Graphic Organizers in Writing

Teacher must guide and teach students how to properly use graphic organizers when it is implemented in the classroom. Bargabos (2004) accessible at <http://www.writing.com> states that teacher needs to model for the students that a paragraph is developed by using graphic organizers and having them make up sentences to relate with the phrase in the graphic organizers. He also believes that for the best results, the teachers should initially model each graphic organizers and help them understand the main idea, details, and supporting details, conclusion (hortatory exposition), beginning, middle, and ending (narrative) in a paragraph.

From the discussion above, it can be concluded that teacher must model first how to use graphic organizers in the classroom and assist students to understand topic sentence, details, supporting details, conclusion, beginning, middle, and end to develop a paragraph.

Once students have mastered, students should independently create their own graphic organizers. Irwin-De Vitis (1999, p.12) states that students could create their own graphic organizers to comprehend relationship among ideas. He also believes that graphic organizers would be more personalized when they are able to create it on their own. This means that students can create personal graphic organizers basically on their own. The ideas can be deduced that students can create their own graphic organizers to understand of how the ideas are related to each other more concisely.

The way of how to use the graphic organizers in the classroom can be described, as follows:

1. Pre-Activity

First, the teacher begins the lesson by greeting students. Then, the teacher asks one of the students to lead pray. Teacher also socializes with the students. Teacher continues to brainstorm the students about what they are going to learn by asking some questions related to the topic. After brainstorming, the teacher states the objective of the lesson.

2. Main Activity

After telling the students about the topic that they are going to learn, teacher tells that in writing hortatory exposition paragraph, the teacher firstly models how to fill in graphic organizers by providing a topic and writing topic sentence. After that, the teacher gets students to give examples or description for each detail. Then, the teacher reread the details in order to make them in organized manner and talks about how to arrange them. Teacher starts writing with students' help refer back to the chart. Teacher also makes sure to provide some details to support the main ideas. Then, teacher provides students with the same graphic organizers templates for independent practice.

While for narrative paragraph, teacher reviews a fairy tale that students ever read and recognize. Then, teacher and students organize the story from beginning, middle to end. After that, teacher gets the students to change it into a paragraph form. Teacher provides the students with the same graphic organizers templates to fill in with the story students remember or they can create their own story from beginning, middle to end. After students practice to fill in graphic

organizers templates provided by the teacher, they begin to create their own graphic organizers independently to help them organize ideas freely and see relationship among ideas clearly.

3. Post Activity

In the final step, teacher summarizes the lesson activities. She gives the students homework to write hortatory exposition or narrative paragraph by giving the students some free topics based on their own.

The students can create their own graphic organizers by following the parts which include in the graphic organizers templates. For example, in hortatory exposition graphic organizers templates, the parts are topic sentence, details, supporting details and conclusion. Meanwhile, in narrative graphic organizers, the parts are beginning, middle, and end. The students still follow the parts but in different templates if they want to create their own graphic organizers. The example of narrative graphic organizers template which is created by the researcher and change it into narrative paragraph, as follows:

Title: The Naughty Dog

*-Teddy, a naughty dog
-Spent his time by making a noise
(Beginning)*

*-Night came
-felt cold with the weather
-He was sad and crying all the
time
-looked for his mom
(Middle)*

*--Somebody came and bring
him to his house
-He was so happy
-Become a good boy
(End)*

The Naughty Dog

Teddy was a naughty dog. He spent his time by making a noise. When the night came, he felt cold with the weather. He was sad and crying all the time because he looked for his mom. Then, somebody came and brought him to his house. Finally, he was so happy and became a good boy

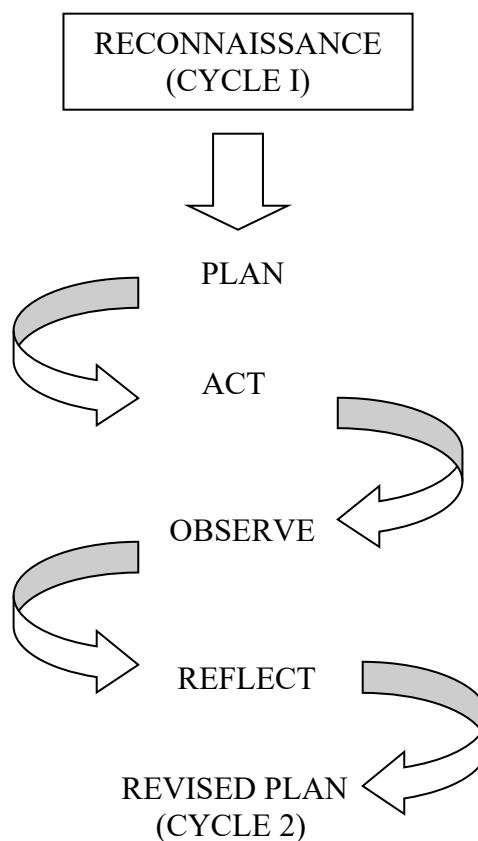
CHAPTER III

RESEARCH METHODOLOGY

The research methodology begins by describing method and design, place and time of the study, research participant, data collection techniques, data analysis technique and achievement indicators.

3.1. Method and Design

The design of this study is an action research introduced by Kemmis and Mc Taggart (1990, p.57-59). The aim is to help students develop their organizational skill in writing paragraph in the class. The research procedure can be shown as follows:



1. Reconnaissance

This part elaborates the steps of the research, starting from the observation to discussion between the collaborator and the researcher regarding the performance of the researcher in the class.

a. Description of the situation

The description of the class under study is written elaborately from general (e.g. the situation of the school) to specific (situation, students' characteristic, and condition of the class).

b. Problem identification

To identify problems that emerge in the class based on the mistakes that are often made by students. Those mistakes should be relevant on.

c. Problem analysis

This part identifies the problems that emerge in the teaching-learning activities. The problem under study is analysed to find out the difficulties faced by the students.

d. Working hypothesis

The solution and the steps to solve the problem in the class are proposed, for example by presenting an alternative teaching learning approach to improve the performance of the students.

e. Collaborator

A colleague or colleagues or somebody who knows about the teaching-learning process of the English language happen in the class. Their task is to observe and take notes concerning the strength and the

weakness in the teaching-learning process as well as the difficulties of the students possibly identified.

2. Planning

The researcher designs a plan in accordance with the hypothesis mentioned above.

3. Acting

Based on the proposed plan, the researcher begins to teach students by the following steps designed before.

4. Observing

The observation is done by collaborators and the researcher during the teaching-learning process lasts and the observers note down things that might be important to be discussed later on after the class.

5. Reflecting

The researcher and the collaborator along with students discuss the result of the observation to evaluate the teaching-learning process. The result of the discussion will determine what the best steps that will follow in the next cycle.

3.2. Place and Time of the Study

The researcher conducted this study in SMU Negeri 4 Tangerang which is located in Jl. Padasuka I Pabuaran Tumpeng, Karawaci, Tangerang from December 2007 to February 2008.

3.3. Research Participant

In this study, the participant is a group of second grade science students of SMU Negeri 4 Tangerang which belong to one class (XI IPA 5). The class consists of 38 students. They are sixteen boys and twenty two girls. They are 17-18 years old in average.

3.4. Data Collection Techniques

In this study, the data will be collected from: 1) Observation is held for the purpose of giving data about problems that emerge in class which is done by the researcher as well as the teacher together with a collaborator by taking notes when the teaching learning process; 2) Questionnaires are employed for the purpose of obtaining information about students' habit in writing which is designed by using simple English and explaining the students' perception in using graphic organizers as a technique to develop students' organizational skill in writing; 3) Test is collected for the purpose of assessing how they use graphic organizers in writing hortatory exposition and narrative paragraphs before and after intervention.

3.5. Data Analysis Techniques

The data will be measured based on test before and after intervention. The test before and after intervention (first and second cycle) are measured by giving the letter (A-E) to each of them. The highest score is A. Meanwhile, the lowest score is E. Scoring scale is adopted from Cohen, A. D (1994, p.327-328) known as *Holistic Scoring*. Beside that, the questionnaires will be measured by giving the percentage to each question.

3.6. Achievement Indicators

The indicators that show students' achievement in organizational skill in writing hortatory exposition and narrative paragraphs through graphic organizers, they are focus with the main ideas and organization form based on based on Cohen, A. D. (1994, p.327-328) known as *Holistic Scoring*. Focusing main idea means that the students' ability to stay focus on writing and provide a main idea for a hortatory exposition and narrative paragraph. Organization form means that the students provide support and elaborate of main idea form in a logical order. They are as follows:

Score and Criteria

- A—the main idea is stated very clearly and there is a clear statement of change of opinion. The essay is well organized and coherent.
- B—the main idea is fairly clear, and change of opinion is evident. The essay is moderately well organized and is relatively coherent.

- C—the main idea and a change of opinion are indicated but not so clearly.
The essay is not so well organized and is somewhat lacking in coherence.
- D—the main idea and change of opinion are hard to identify in the essay.
The essay is poorly organized and relatively incoherent.
- E—the main idea and change of opinion are absent in the essay. The essay
is very poorly organized and generally incoherent.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the procedures and process conducted on this research. It covers a preliminary study to give detailed explanation of the basic reference in conducting this research and classroom intervention through cycles to address the need found in the preliminary study.

4. 1. Preliminary study

The study was meant to describe the class condition on its regular condition before intervention programs. The preliminary study was conducted on the second week of December 2007 in the regular meetings of English class, which was held twice a week, every Wednesday and Thursday for 90 minutes in each meeting. In this study, the first questionnaire was given to obtain the information about students' habit in writing which is designed by using simple English. Beside that, the pre-test was done to take the students' writing as the researcher's sample.

From the observation of the class condition, it was recognized that students were active and enthusiastic to participate in learning English. In each meeting, they had a good attention span to their teacher who was explaining a particular topic of English lesson. They were also active in each activity given by the teacher. Thus, it was assumed that most of the students liked studying English. It can be seen from the questionnaire which was given by the researcher as the teacher. The data revealed that 81% students like to write in English. However,

78% students answered “not sure” to the question number four (e.g. I like to plan what I will write) and answer “yes” for 71% to the question number five (e.g. I like to write whatever comes to the mind).

Beside that, in the first meeting the researcher was asked by the collaborator to teach the students about hortatory exposition and narrative text. Firstly, the researcher defined about the social function of hortatory exposition. Then, she continued to explain about the generic structure of hortatory exposition which consisted of thesis, arguments, and recommendation. Next, after the students had already understood with hortatory exposition text, she explained the narrative text. She started with defining the social function of narrative. Then, she explained the generic structure of that text. After the students really understood with both of the text, the researcher asked them to write both of the text. When they are asked to write, the researcher did not tell the students that she would like the students to have a *pre-test*. Before the students started to write, the researcher gave them topics which will be taught to the students in teaching and learning session later on. The topic includes kinds of disasters and music and stories. The researcher provided them with 2 pictures of stories, 6 pictures of disasters and music which were taken from Grafindo Media Pratama text book. The researcher gave chance to students to choose one of the six pictures to write hortatory exposition and choose one of two pictures to write narrative paragraph. The collaborator sat on the corner of the class while the researcher gave the pictures to the students. He also observed the students when they wrote their paragraphs by taking notes.

Finally, the researcher collected their writing as the sample. The researcher chose two of students' narrative and hortatory exposition paragraph, as follows:

I's (Hortatory Exposition Paragraph)

Smoking

Smoking can break lunch, n smoking can break all of park the body. N smoking is not good for pregnant woman, n we had so close with that. So we can't like that we have stay away from smoker.

While the expected paragraph is

The Bad Effects of Smoking

Smoking has many bad effects. First, smoking can cause heart attack. In cigarettes, there are addictive as nicotine and tobacco. If the people consume the cigarettes too much, it makes the smoker gets heart attack. Second, smoking is very dangerous for a pregnant woman. The pregnant women who inhaul the cigarettes gas, her lungs get difficult to produce oxygen gas. The impact is she can not inhaul the oxygen freely and it makes the baby inhaul the CO₂ too. Because of the bad effects above, we must stop for smoking.

D's (Narrative Paragraph)

The Lazy Dog

One day, there was oldman and his dog. They lived in the hut. The dog is very lazy. It didn't want to obey the Oldman. In morning they were walking

together in the garden. At the moment too the dog didn't walk. It didn't want to obey the Oldman for walk. Finally, the oldman want to sell it. He looked Budi passed. He called Budi and offer to sell the dog. And, Budi buy the dog. Budi and the dog walking again. At the moment too, the dog didn't want to walk with Budi. That made Budi angry with the dog. He kicked the dog. The dog is shocked and the dog runs off.

While the expected paragraph is

The Lazy Dog

One day, there were an old man and his lazy dog. They lived in the jungle. When morning came, he asked the dog to walk around together with him, but the dog did not follow him. Then, he got mad and planned to sell the dog. Suddenly, he saw Budi and called him. He told the truth about the dog and offered Budi to buy it. Finally, Budi brought the dog. He also asked the dog to walk together with him. Unfortunately, the dog did not follow him. He lost control and got angry. Therefore, he kicked the dog until the dog shocked and ran away.

Based on the paragraph that the students have written, their paragraphs do not flow in logical order. The paragraphs also do not have topic sentence, details, supporting details, conclusion for hortatory exposition paragraph. Beside that, for narrative paragraph the students still get confused to determine which are called as beginning, middle, and ending. The students' writing also has grammar mistakes, spelling, and punctuation. These are not the main points in this research because

the researcher only wants to find the data about the students' organizational skill in writing which include focus on main idea and organization form. Focusing on main idea means that the students' ability to stay focus on writing and provide a main idea for a hortatory exposition and narrative paragraph. Organization form means that the students provide support and elaborate of main idea form in a logical order.

The students' writing scores both hortatory exposition and narrative paragraphs was corrected by the researcher. In writing a hortatory exposition paragraph, only four students got B and one student got A. The others got C and D. Meanwhile, in writing a narrative paragraph, two students got A and other students got C and D. Beside that, the researcher found that students are lack of organizational skill in writing although 81% students like to write in English. It could be seen from the questionnaires that students had answered. Therefore, based on the students' writing and the questionnaires given, sufficient evidence was found to implement graphic organizers into the classroom.

4. 2. First Cycle

As previously been stated that the first cycle includes the following steps: reconnaissance, planning, acting, observing and reflecting. In this cycle, there are two meetings.

1. Reconnaissance

a. Description of the situation

SMA Negeri 4 Tangerang is located on Jl. Padasuka I Pabuaran Tumpeng, Tangerang. It is a public senior high school that is led by a principal, Mr. Sugimin, S. Pd. M. M. It has seventy six teachers and one thousand and one hundred forty three students. They are three hundred fifty six first grade students, three hundred ninety three second grade students, and three hundred ninety four third grade students.

The school is far from traffic jam, flood, pollution, dirty areas and etc because the school is laid on society's surrounding. The students should use their feet or pedicabs as a transportation to reach the school. Because of the pedicabs limit, the students should queue if they want to reach the school by pedicabs. They have to pay for three thousands rupiahs for each person.

The school building has fifty eight rooms. It consists of thirty three classrooms which divided into several classes, 11 classes for first grade, 11 classes for second grade both science (5 classes) and social (6 classes), and 11 classes for third grade both science (5 classes) and social (6 classes). The other rooms are one principal's room, one teacher's room, one counselling room, one library, three laboratories (laboratory of physics, biology/chemistry, and language), administration room, one computer room, one *koperasi* room, and canteens. It also has seven extracurricular rooms. Each room is for OSIS, PMR, KIR, EC,

Paskibra, Pramuka, and Pecinta Alam. The school has a mosque that is located in front of the koperasi room. It has a large field for sport activities and flag ceremony. All students of the school study in the same time that is from 6.45 a. m. to 12.30 p. m. on Monday to Thursday. Friday starts from 6.45 a. m. to 11.00 p. m. while on Saturday, the students do not have a lesson but they have to join extracurricular activities.

The class under study is the second grade of senior high school especially XI IPA 5. The class is beside XI IPA 4, exactly it is on the corner of the school building on the first stage. The class is very clean, except when the rain comes it looks very dirty. There are two fans, right and left side. In front of the class, they attach the lesson schedule and class organization structure. The students also attach some articles taken from magazine, newspaper, or internets behind of the class as their “mading”, so they can express their ideas and inform others students about the newest news.

The students consist of 38 students, 22 female students and 16 male students. Mostly they are Moslems. In English subject, they are taught by Mr. Hotmaricon for twice a week, especially on Wednesday and Thursday. They study English for 90 minutes. They use an English book which is published by Grafindo Media Pratama. The students’ learning activity in the class is enjoyable. The students respect one of each other.

b. Problem identification

The second grades of science students (IX IPA 5) are low in the organizational skill in writing a paragraph. Based on the paragraph that they have written in the preliminary study as the pre-test, it can be seen that the students' paragraphs do not flow in logical order. In other words, the paragraphs do not have topic sentence, details, supporting details, and conclusion (hortatory exposition). They also get confused to determine beginning, middle, and ending of the story (narrative).

c. Problem analysis

In the daily learning activities, students are able to write kinds of paragraph. It can be seen from the students' questionnaire. Some of the students said that they like writing but they do not sure to plan what they want to write. As mentioned previously, the students' paragraphs are collection of random thought that are too general. The paragraphs do not flow in logical order. The paragraphs do not have topic sentence, details, supporting details, conclusion (hortatory exposition), beginning, middle, and ending (narrative). This means that the students show lack of organizational skill in writing. It is expected that graphic organizers given by the teacher can develop students organize and brainstorm their ideas in prewriting, so their organizational skill in writing develop.

d. Working hypothesis

Based on the problem analysis above, there are several things to be considered to achieve the study objective. First, the researcher should help students understand what topic sentence, details, supporting details, conclusion, beginning, middle, and ending in the paragraphs. Therefore, the researcher and the students will analyse hortatory exposition and narrative texts to find topic sentence, details, supporting details, conclusion, beginning, middle, and ending by filling in graphic organizers templates. Second, the researcher will develop a series lesson plan using writing activities and teach students how to make a topic sentence, details, supporting details, and conclusion. Thirdly, the researcher will incorporate the graphic organizers and brainstorm their ideas in logical order before writing a paragraph. After that, the researcher will help the students how to make paragraphs refer to the graphic organizers templates. Then, the researcher gets the students to fill in the graphic organizers templates and write a paragraph refers to the graphic organizers templates. Finally, the researcher assesses students' paragraph whether their organizational skill in writing paragraph develop after they use the graphic organizers templates provide by the researcher.

It is expected that the use of graphic organizers can provide students with their foundation to organize their ideas in flowing sequence so that they can develop their organizational skill.

e. Collaborator

The collaborator of the researcher is Hotmaricon, S. Pd. His educational Background is S1 English for education major. He has graduated from IKIP Medan. He has taught English for nine years at SMA Budi Luhur. In 2004 until now, he has been teaching at SMU Negeri 4 Tangerang for 2nd grade of social and science classes. He is a very silent person, but it is believed that his inputs, opinions, and suggestions might be very beneficial for this study.

2. Planning

The writer made some plans which were divided into two meetings, as follows:

First meeting

- Teacher distributed graphic organizers template (Paragraph Blueprint) through copies for hortatory exposition paragraph
- Teacher modelled on how to fill in the graphic organizers by providing students with a topic and writing a topic sentence in the graphic organizers
- Teacher got students to brainstorm details for the topic sentence
- Teacher listed and chose the most details by filling them in the graphic organizers
- Teacher got students to give the explanation for the details
- Teacher made a conclusion together with students

- Teacher got students to make a hortatory exposition paragraph by providing the same templates and assessed students' organizational skill in writing

Second meeting

- Teacher distributed graphic organizers (Story Map) through copies for narrative paragraph
- Teacher modelled on how to fill in the graphic organizers by reviewing a story. Then, provide the students with a title and characters for the story
- Teacher got students to brainstorm the story from beginning, middle and ending of the story by filling in the box
- Teacher reread the details from the beginning, middle, and ending of the story before writing and talked about how to arrange them. Teacher explained how to phrase each sentence while writing a story with students' help refer back to the template
- Teacher and students reviewed the story by making sure to include enough detail for the story in order to make the story well organized
- Teacher got students to make a narrative paragraph by providing the same templates and assessed students' organizational skill in writing

3. Acting

First meeting

In the first meeting, the teacher used “Paragraph Blueprint” graphic organizers template (see appendices) in writing hortatory exposition text. First, the teacher began the lesson by greeting students. Then, the teacher asked one of the students to lead pray. Teacher also socialized with the students. Teacher continued to brainstorm the students about what they were going to learn. For example, they were going to learn about “Music”. The teacher asked some question related to the theme of “Music”, such as what is your favourite singer? Or what kinds of music do you like most? Jazz or Dangdut music? After that, teacher told the students about the topic that they were going to learn. For example, the topic was about “The Music We Love”.

After telling the students about the topic, the teacher firstly modeled how to fill in graphic organizers by providing a topic and writing topic sentence for writing hortatory exposition. After that, the teacher got students to give examples or description for each detail. Then, the teacher reread the details in order to make them in organized manner and talked about how to arrange them. Teacher started writing with students’ help refer back to the graphic organizers. Teacher provided some details to support the main ideas. Then, teacher asked students to analyze the text in order to make the students more understand, which one was called as topic, topic sentence, details, supporting details and conclusion. Teacher discussed the answer

together with the students. Next, teacher gave some topics to the students and graphic organizers templates for independent practice. They might choose one of the topics and filled in the graphic organizers.

Then, teacher collected their graphic organizers to know whether they could organize their paragraph refers to the graphic organizers or not before they wrote their paragraph about hortatory exposition text. Next, teacher assessed their works. The students continued to write the paragraph about hortatory exposition text after the teacher returned their graphic organizers by assessing their works as their first assignment in the first cycle. The teacher also includes their scores in the first cycle to complete her thesis.

In the final step, teacher summarized the lesson activities. She gave the students homework to write hortatory exposition text by giving the students some free topics based on their own, but still using the same graphic organizers. Before ending the lesson, teacher asked two of students to come forward and wrote their hortatory exposition paragraph. Then, teacher ended the lesson. Two examples of students' writing after they applied graphic organizers and changed it into a hortatory exposition paragraph, as follows:

A's paragraph

The Bad Effects of Smoking

Smoking is one of bad habits because it has many bad effects for people. There are tobacco and nicotine which can disturb the functions of our lungs and heart. Smoking can make people feel dizzy, always sleepy,

and so far some people will die. Other bad effects are smoking make our body weak and make peoples lazy to do something. However, smoking is not good for our health. The following recommendations how to avoid or stop smoking: first, if you want to stop smoking, you must have an intention, second you can ask your parents to help you, third you can go to psychologist or something like that who can help you to solve your problem. And the last, make your self busy or do something positive things which can make you forget smoking.

R's paragraph

The Dangerous of Flood

Flood is one of natural disaster that can make a lot of damages. First, it can break our houses and other general facilities. The second is it can cause many diseases like skin disease, TBC, fever, and other. The children usually get the disease. The third is we will lose our family members, like our father, mother, brothers, sisters and other. It is the worst effect for us. So, if you really don't want that effects happen, please don't throw away the garbage in the river. Please throw them to the rubbish bin. And then you must clean the gutters from the rubbish. And also always keep your cleanliness.

Second meeting

In this meeting, the teacher used “Story Map” graphic organizers template (see appendices) in writing narrative text. First, the teacher began the lesson by greeting students. Then, the teacher asked one of the students to lead pray. Teacher also socialized with the students. Teacher continued to brainstorm the students about what they were going to learn. For example, they were going to learn about “Fable”. The teacher asked some question related to the theme of “Stories To Learn”, such as have you ever heard about fable, folk tale, or legend? What kinds of stories that you have ever heard? After that, teacher told the students about the topic that they were going to learn. For example, the topic was about “Two beautiful Peacocks”.

After telling the students about the topic, teacher distributed a copy of narrative text entitled “Two Beautiful Peacocks”. First, teacher modeled on how to fill in the template. The teacher began by reviewing a story “Two Beautiful Peacock” with a title and characters of the story. Then, he got students to brainstorm ideas of the story from beginning, middle to end. The teacher wrote the beginning of the story by explaining that characters should be introduced of the beginning of the story. Beside the characters, the students should write the place and time where the story happened. Then, the teacher wrote the middle of the story by explaining that the problem/action developed in the middle of the story and the conclusion to the action/solution to the problem revealed at the end of the story. Next, teacher reread the details from the beginning, middle to end of the story

before writing and talked about how to arrange them. Teacher explained how to phrase each sentence while writing a story with students' help refer back to the template. After that, teacher and students reviewed the story by making sure to include enough detail for the story in order to make the story well organized. Next, teacher got students to make a narrative paragraph by providing the same templates.

After giving the students graphic organizers templates, teacher gave some topics to the students and graphic organizers for independent practice. Next, teacher asked them to choose one of the topics and filled in graphic organizers. Teacher collected their graphic organizers to know whether they can organize their paragraph refers to the graphic organizers or not before they write their narrative paragraph. Then, teacher assessed their works. The students continued to write the narrative paragraph after the teacher gives their graphic organizers and assessed their works as the first assignment in the first cycle. Their scores included to complete her thesis.

In the final step, teacher summarized the lesson activities. She also gave the students homework to write narrative text by giving the students some free topics based on their own. Then, teacher ended the lesson. Before ending the lesson, two students had written their narrative paragraph based on the graphic organizers provided by the teacher, as follows:

S's paragraph

A Lazy Dog

Didy was a lazy dog. He spent his time by lying down on the bed by drinking and eating. When raining came, he didn't find any food. He was so hungry at that time. He was so sad and he looked for her mom. His mother came. He was so happy. Then, he became a diligent boy.

E's paragraph

A Vicious Dog

One day, there was an old man with a vicious dog. They walked around with that dog. He was very upset with that dog because he didn't follow the old man wanted. When he walked with the dog, somebody called the old man. The old man felt so surprised and happy to see his neighbor. Then, the old man's neighbor came next to him and asked the old man "Why do you bring the dog?" and he answered "I want to give this dog. Do you want to take care this dog?" The old man's neighbor thought for a while. Finally, he accepted it. Suddenly, something happened with the dog and the young man. The young man had bitten the dog. Because of it, the dog wasn't happy and barked the young man.

4. Observing

At each meeting, the collaborator attended the classroom together with the teacher and stayed in the classroom until the bell rang. The collaborator

sat down together with the students on the back part of class. He paid his attention to the teaching and learning process. He focused mainly on teacher's performance, the students' activities, the class atmosphere and the material used.

After observing the learning process from two meetings, the researcher noticed that the students' progress in developing their writing in form of paragraph has improved after intervention. The graphic organizers provided by the teacher helped the students to develop their organizational skill in writing. Their paragraph has already stated about the topic sentence, details, supporting details, conclusion, beginning, middle, and ending. It could be seen from the students' writing. Because of they are able to organize their writing, the impact that the students' writing score increased. The first score in their pre-test was C and D, then it became A and B. Most of the students got A and B whether in writing a hortatory exposition or narrative paragraph. From the discussion, the researcher and the collaborator deduced that the students have developed their organizational skill in writing a hortatory exposition and narrative paragraph through graphic organizers templates given by the researcher. The graphic organizers helps students to organize their thoughts, clarify ideas, and construct well-written paragraphs. It was observed that graphic organizers played a major role in students' achievement in the area of focusing on main idea and organization. Grammar/spelling and usage are not the main points in this research and this was evident in the result of students' writing. Beside that, students cannot

always use the graphic organizers templates given or provided by the teacher in prewriting. It should be better for the students to create their own graphic organizers in order to see relationship among ideas clearly. Based on the reason, the researcher was going to have the second cycle.

5. Reflecting

The result of the discussion between the researcher and the collaborator reflected about the strengths and weaknesses of the technique used by the researcher in teaching learning process. These were notes:

➤ First Meeting

- Strengths**

In the first meeting, the students felt enthusiastic when the teacher came to the classroom. The students tried to behave the teacher. They also listened and did what the teacher asked to them. The teacher could make the situation of class enjoy and fun to study English. It could be seen when the teacher showed “Paragraph Blueprint” graphic organizers template, most of students felt interested in writing hortatory exposition paragraph. Beside that, some of students could understand what the teacher’s explanation, but others got confused to develop the topic sentences into details and supporting details. Applying graphic organizers in the classroom could motivate the students to write English more interesting. It

could be seen when the students pay attention to the teacher of how to use graphic organizers in writing.

- **Weaknesses**

Despite the strength above, there were the weaknesses. The weaknesses are some of students still got confused to determine the topic sentence, details, and supporting details in a text when they tried to analyze the text. Beside that, the students also found the difficult words. Because of the students did not know how to write a paragraph well, it was the main point that the teacher should explain to the students. The students should do more exercise to write a paragraph using graphic organizers.

➤ **Second Meeting**

- **Strengths**

For the second meeting, the students still felt enthusiastic to study English. They also felt satisfied with their writing. They started to write the hortatory exposition paragraph without felt they did a mistake. They wrote it with their confidence. Beside that, in this meeting, the teacher also showed “Story Map” graphic organizers template to the students. In this meeting, the students could guess what they had to do before the teacher explained the graphic organizers.

- **Weaknesses**

The weaknesses were less than the first meeting. In this meeting, the students had already understood the main idea, details, supporting details, beginning, middle, and ending. Unfortunately, the students still produced poor writing. It happened because they were lack of vocabulary. Therefore, they only produced some sentences in their writing. Based on the weaknesses, the teacher asked the students should bring dictionary in her lesson. Beside that, the students felt bored to use graphic organizers provided by the teacher. Therefore, the researcher should ask the students practiced in creating their own graphic organizers.

4. 3. Second Cycle

This section is conducted after the first cycle finished. In the second cycle, there are two meetings. The steps are similar to the first cycle, but in this cycle the writer plans some new steps, such as providing some kinds of graphic organizers templates to give students more reference, asking students to create their own graphic organizers and change their graphic organizers into a hortatory exposition and narrative paragraph.

1. Reconnaissance

a. Description of situation

After using graphic organizers for several meeting, the students showed some progress in developing their organizational skill when

they wrote a hortatory exposition and narrative paragraphs. The students could understand and focus on the main idea. They also could organize their paragraph in a logical order. When they were writing, they could write their paragraphs in a good structured. In addition, the students had known how to use graphic organizers when they wanted to write a paragraph.

The students had shown the confident in writing English. When they were asked to come forward done their homework, they wrote on the whiteboard enthusiastic. They were not afraid of doing a mistake. They also were open minded to get some advice from the researcher and tried to write better than the previous one. Furthermore, the students were able to focus on their writing, provide support and elaborate of main idea form in a logical order. Based on the first cycle, it can be concluded that the students have developed their organizational skill in writing narrative and hortatory exposition paragraphs by using graphic organizers.

b. Problem identification

By observing the entire students' narrative and hortatory exposition paragraphs, the students have developed their organizational skill in writing by using graphic organizers templates provided by the researcher. Moreover, the researcher wanted to be able to make the

students created their own graphic organizers and changed it into a paragraph form.

c. Problem analysis

Based on the first cycle, the students are able to fill in the graphic organizers templates provided by the researcher. However, they cannot always depend on the graphic organizers templates provided by the researcher. In this cycle, it is expected that the students could create their own graphic organizers individually to understand how the ideas are related to each other more clearly.

d. Working hypothesis

Based on the problem analysis above, there are several things to be considered to solve the problems. First, students should know some kinds of graphic organizers for references before they create their own graphic organizers. Therefore, the researcher provides them with some graphic organizers templates. Because of in the first cycle, the students have already known how to relate their ideas and make it into paragraphs, the researcher will only asked them to create their own graphic organizers, write it into paragraphs and assess their paragraphs to know whether their organizational skill develop than first cycle.

It is expected that graphic organizers created by the students will reveal more positive effects on their organizational skill in writing than graphic organizers provided by the researcher.

e. Collaborator

As the first cycle, the collaborator was still Hotmaricon, S. Pd. He noticed some problems and gave some suggestions in the second cycle for developing organizational skill in writing.

2. Planning

- Teacher provided students with some kinds of graphic organizers templates (see appendices) to give students more references
- Teacher modelled how to create graphic organizers for a narrative and hortatory exposition paragraph. Narrative graphic organizers focused on sequencing events and reactions. For example, the template consists of three boxes. In the above of boxes, there is a word *title* in order to let the students write what is the title of their own writing. Below the word *title*, there are three boxes for beginning, middle, and end of the story. In the first box, the students should write the time, place, or characters of the story. In the second box, the students should write the events of the story. Then, the students should write the conclusion of the story in the third box. Meanwhile, hortatory exposition graphic organizers focused on structured formats with facts and elaboration. For example, it consists

of five boxes. One box is for a topic sentence. Three boxes are for supporting details. Last box is for a conclusion

- Teacher also modelled how to fill in the graphic organizers and change it into paragraph form as the first cycle
- Students created their own graphic organizers
- Students changed it into a paragraph form
- Teacher assessed students' organizational skill in writing

3. Acting

In this cycle, the researcher had two meetings. The steps created narrative and hortatory exposition graphic organizers templates, as follows:

First meeting

In the first meeting, the researcher let the students to create graphic organizers only to write a hortatory exposition paragraph. First, the teacher began the lesson by greeting students. Then, the teacher asked one of the students to lead pray. Teacher also socialized with the students. Teacher continued to tell the students about what they were going to learn. For example, “you are going to make your own graphic organizers and change it into a paragraph form”.

After telling the students about the objective of the lesson, the teacher showed some kinds of graphic organizers through copies and distributed it to the students before they started to make their own graphic organizers. In this meeting, the teacher only showed some graphic organizers templates for

writing a hortatory exposition paragraph. The students were more alive when looking at the graphic organizers templates given. Then, the teacher modeled how to create hortatory exposition graphic organizers template. For example, “Please students, pay attention to me, I would like to show you of how to make graphic organizers. First, you should create the unique one of graphic organizers template, as circle, big mac, house, or heart. Second, you should choose what kinds of text you would like to write, for instance you chose hortatory exposition text. Then, you should follow the parts which include in writing hortatory exposition text based on the graphic organizers templates. Finally, you should change your graphic organizers into paragraph form. In making graphic organizers, you may use color pencil or type it with computer and color it in order to make it more interesting. After explaining all the steps, the teacher let the students to make their own graphic organizers and changed it into paragraph form. The students were more enthusiastic when they created hortatory exposition graphic organizers templates.

In the final step, teacher summarized the lesson activities. She collected the students’ graphic organizers and assessed it. In this cycle, the teacher as the researcher had already done the *post test* to the students without their realized. Then, teacher ended the lesson. Before closing the lesson, two students had written their hortatory exposition paragraph by using their own graphic organizers, as follows:

C's paragraph

The Effects of Sounds Music

The sounds of music can have some effects for people who listen to it. As we all know, music can influence people's feeling and life. When people listen to the music, it broadens our minds. Beside that, the sounds of music make people happy, sad, or mellow. Furthermore, the sound of music can influence people's life. Sometimes, the words to a song tell a story and probably the people may face the same story in their life as the song. Other people listen to the music to get inspiration in their life. They want to be a creative person who can produce something new and unique, such as they create a unique poem, a good film, an interesting book or novel, etc. I feel that people have familiar with sounds of music, for example, when you go to the doctor's office, elevators, mall, or other public places, you will hear the music everywhere. Therefore, you should appreciate all kinds of music sounds in your life because the reasons above.

S's paragraph

Myths of Smoking

Many people do not know the myths of smoking. However, it is also necessary for us to know about the myths of smoking. There are third kinds of smoking myths. First, smoking is sexy. Generally, the women always do smoking in order to make people think that they are sexy. Second, smoking is a habit and it is not easy to stop. For most people who addicted with

smoking, they feel difficult to stop it. It happens because in cigarettes, there are addictive as nicotine and tobacco. Third, Smoking is deadly. Because of many additives contain in cigarettes, if people consume the cigarettes too much, it will make the smoker gets heart attack. If the disease get serious, it can cause someone passes away. From the third myths of smoking above, it is important for us to avoid smoking in order to make our body health.

Second meeting

In this meeting, the teacher showed some graphic organizers templates for narrative text. Beside that, the teacher expected that the students could create their own graphic organizers. First, the teacher began the lesson by greeting students. Then, the teacher asked one of the students to lead pray. Teacher also socialized with the students. Teacher continued to tell the students about what they were going to learn. For example, “you are going to make your own graphic organizers and change it into a paragraph form”.

After telling the students about the objective of the lesson, the teacher showed some kinds of graphic organizers through copies and distributed it to the students before they started to make their own graphic organizers. The students were more alive when looking at the graphic organizers templates given. Then, the teacher modeled how to create narrative graphic organizers template. For example, “Please students, pay attention to me, I would like to show you of how to make graphic organizers. First, you should create the unique one of graphic organizers template, as circle, big mac, house, or

heart. Second, you should choose what kinds of text you would like to write, narrative or hortatory exposition text. Then, you should follow the parts which include in writing narrative text based on the graphic organizers templates. Finally, you should change your graphic organizers into paragraph form. In making graphic organizers, you may use color pencil or type it with computer and color it in order to make it more interesting. After explaining all the steps, the teacher lets the students to make their own graphic organizers and changed it into paragraph form. The students were more enthusiastic when they created narrative and hortatory exposition graphic organizers.

In the final step, teacher summarized the lesson activities. She collected the students' graphic organizers and assessed it. In this cycle, the teacher as the researcher had already done the *post test* to the students without they realized. Then, teacher ended the lesson. Before closing the lesson, two students had written their narrative paragraph by using their own graphic organizers, as follows:

E's paragraph

Princess

Once upon a time, there was a story of princess. She was very beautiful and had good attitude. That princess was dreaming for free life. She always tried to find something new in her life. But someday, she felt bored and had an idea. She wanted to play in the town. Then, she ran away

and found a secret door to go outside. At the town, she was look like very impressed because she could meet many people. When she walked around, she saw a beggar. Then, she walked to him and gave money to the beggar. Suddenly, she looked very sad and realized that many people lived like the beggar. After that, she saw the sun had already set and came back to the castle. Finally, she got on the castle. When she wanted to sleep, she remembered with the beggar. At the time, she determined to help her citizenry and tried to learn more to improve her town.

P's paragraph

Little Picolla

In the sunny land of France, there lived many years ago sweet little maid named Picolla. Her father had died when she was a baby. Her mother was very poor and had to work hard all day in the fields for few hours. Little Picolla had no dolls or other toys and she was often hungry and felt cold, but she was never sad or lonely. In the winter when the ground was covered with snow, Picolla helped her mother and knit long stocking of blue wool. But one year her mother was ill and could not earn any money. Picolla worked hard all day long and sold the stocking which she knit. As the poor, mother looked at the little dog. She thought how unhappy her dear child and wished she had something for Picolla. When the morning dawned, Picolla awoke and found new shoes. Then, she ran with the new shoes that she had. Finally, Picolla danced for joy and clasped the shivering swallow to her

breast. She also fed and warmed the bird. She promised to taking care them along the winter

Before closing the lesson, the teacher gave a questionnaire to each student. The purpose of giving questionnaires is to explain about the students' perception in using graphic organizers after they write hortatory exposition and narrative paragraph. There are four questions in the questionnaires. It can be seen that the students' perception of using graphic organizers in developing their organizational stated in the questionnaires number three (see appendices). The writer asked the students whether or not their interest and motivation to write a hortatory exposition and narrative paragraph increase after they apply the graphic organizers. 83% (29 students) stated *yes*, that after using graphic organizers their interest and motivation to write a hortatory exposition and narrative paragraph increase, while 17% (6 students) said *no*. they said that their interest and motivation did not increase after they use graphic organizers. Beside that, the question number four also showed about the students' perception of graphic organizers (see appendices). The question was asked whether or not they can create their own graphic organizers and change it into a hortatory exposition and narrative paragraph. The result was very interesting. All of the students (100%) said *yes*. They could create their own graphic organizers and change it into a hortatory exposition and narrative paragraph.

4. Observing

After identifying students' narrative and hortatory exposition paragraphs, the teacher and the collaborator noticed that the students' organizational skill in writing developed than first cycle. In the first cycle, the students has understood of how to organize their writing starting from writing topic sentence, supporting details, conclusion (hortatory exposition) beginning, middle, and ending (narrative). They are also able to apply the graphic organizers well and change it into a paragraph as the impact, they do a progress in scoring. It could be seen that all students got A and B. Meanwhile, in the second cycle after the students have a post test, the students can really create their own graphic organizers templates. This happens because students are able to organize and express idea freely and sees the relationship among ideas clearly. Beside that, they also did a progress in vocabulary, spelling, punctuation, and grammar. Therefore, they can develop their organizational skill in writing through their own graphic organizers. The students' writing achievements before and after intervention is presented, as follows:

Students' writing achievement

No.	Name	Before Intervention		After Intervention			
				First Cycle		Second Cycle	
		HE	N	HE	N	HE	N
1.	A1	C	C	B	B	B	A
2.	A2	A	A	A	A	A	A
3.	A3	D	C	B	A	B	A
4.	A4	D	C	B	A	B	A
5.	B1	C	C	B	B	B	B

6.	C1	C	C	B	B	B	A
7.	C2	D	D	B	B	A	B
8.	C3	D	D	B	B	B	A
9.	C4	D	D	B	B	B	A
10.	D1	B	B	B	A	A	A
11.	D2	D	D	C	B	B	A
12.	D3	D	C	A	C	B	A
13.	D4	D	C	A	B	A	A
14.	E1	C	B	A	A	A	A
15.	F1	C	C	B	C	B	B
16.	F2	D	C	A	B	B	B
17.	I1	E	E	-	C	C	C
18.	I2	C	C	B	A	A	B
19.	J1	C	C	C	B	A	A
20.	L1	D	D	A	A	A	B
21.	L2	D	D	C	B	A	B
22.	M1	D	D	B	A	A	B
23.	M2	D	C	A	A	A	A
24.	N1	D	C	B	A	B	A
25.	P1	C	C	A	B	A	A
26.	P2	B	B	A	B	A	A
27.	P3	D	C	B	B	A	A
28.	R1	B	C	A	B	A	A
29.	R2	C	C	A	B	B	A
30.	R3	B	A	B	A	A	A
31.	S1	D	D	C	B	B	A
32.	S2	E	D	C	B	A	A
33.	S3	D	D	B	B	B	B
34.	T1	C	C	B	A	A	B
35.	T2	C	C	A	B	A	A
36.	W1	C	C	B	B	A	A
37.	Y1	C	C	B	B	B	B
38.	Y2	C	D	B	C	B	B

Analyzing results given in the above table, it can be interpreted that the students' abilities in organizing their writing a hortatory exposition (HE) and narrative (N) paragraph are significantly improved after the post test done in the second cycle. This can be identified from the scores of students' writing before intervention, one student got A, four students got B and

others got C and D in writing hortatory exposition. While in writing narrative, two students got A and B, and the rest got C and D. After intervention of the study (cycle 2), students' hortatory exposition and narrative writing scores significantly increase, only 1 student got C whether in writing hortatory exposition or narrative paragraph. Beside that, 17 students got B and 21 students got A in writing hortatory exposition paragraph. Meanwhile, 12 students got B, 25 students got A, and 1 student got C in writing narrative paragraph.

5. Reflecting

The result of the discussion between the researcher and the collaborator reflected about the weakness and the strengths of the techniques used by the researcher in teaching learning process. These were the notes: 1) The students were more enthusiastic when the teacher showed some kinds of graphic organizers templates; 2) The students also seemed to feel confident in creating their own graphic organizers and wrote narrative and hortatory exposition paragraphs; 3) The students could develop their organizational skill in writing than the first cycle; 4) The teacher should apply the graphic organizers not only for hortatory exposition and narrative text but also for others text.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Referring to the literature review, observations, and reflections of the first and second cycles along with her performance of the teaching and learning process in developing organizational skill in writing paragraph using graphic organizers, it can be seen that graphic organizers can develop students' organizational skill in developing paragraph writing by focusing on main ideas and organization form. Focusing on main ideas means that students can provide details to support a main idea. Organization means that students can elaborate the main idea by properly organizing it into a paragraph form logically. Before intervention, the students were not able to focus on main idea and support the main idea in a logical order, but after the researcher used the graphic organizers in teaching learning process, it seemed that the students more enjoyable to write English. The way of students created the graphic organizers whether in writing hortatory exposition and narrative paragraph is different. First, the students started to write the topic sentence with the shortest words. Second, they continued to give the details and supporting details. The students wrote the explanation of the details when they started to write a paragraph. Third, the students wrote the conclusion. After they filled in the graphic organizers, they started to change it into the paragraph. Meanwhile in writing narrative, they started with stating the characters, place, and time where the story happened. Then, they wrote the events that

occurred. After that, they wrote the ending of the story. When the students filled in the graphic organizers templates of narrative, they only wrote the key of the sentence. The students wrote the explanation from beginning, middle and ending when they change the graphic organizers into the paragraph. In writing narrative, they used transitional words, such as last, finally, suddenly, at that time, etc. Beside that, the students start to be accustomed at brainstorming, organizing and expressing ideas logically through graphic organizers before writing. In this case, the researcher focuses on the process of how the graphic organizers templates used by the students to develop their organizational skill in writing. The process of using the technique can also produce the impact to the students. In addition, graphic organizers created by students in the second cycle have revealed more positive effects on their organizational skill in developing paragraph writing than graphic organizers templates given by the teacher. After knowing of how to create their own graphic organizers templates, the students can feel the impact of the technique in developing their organizational skill in writing. It can be seen from the students' writing achievement after intervention and questionnaire. All of the students (100%) can create their own graphic organizers in different templates. It was also observed that graphic organizers played a major role in students' achievement in organizational skill in writing. Furthermore, 94% (33 students) have known how to write hortatory exposition and narrative paragraph by using graphic organizers. In conclusion, the researcher observed that the interventions were beneficial and positive.

5.2. Recommendation

There are some recommendation that has given by the collaborator and the researcher as follow: (1) The emphasis focuses only on organizational skill in writing paragraph. It is important that grammar and usage need to be incorporated and improved in daily learning activities, especially when teacher teaches how to make a well organized paragraph. (2) Since students are exposed to write only hortatory exposition and narrative, their creativity was not being utilized to the full extent. One suggestion is to provide students with different kinds of paragraph, such as report, descriptive, explanation, anecdote, recount, and etc. (3) The researchers and the teachers also need to realize the benefit of graphic organizers and incorporate them into daily learning activities. These kinds of research should be often conducted in the future by giving opportunity to other researchers to carry out their studies.

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APPENDICES

- Appendix 1 : Students' writing achievement
- Appendix 2 : Students' questionnaires
- Appendix 3 : Lesson Plan
- Appendix 4 : Collaborator's notes
- Appendix 5 : Graphic Organizers Templates
- Appendix 6 : Surat Izin Penelitian
- Appendix 7 : Surat Keterangan Sekolah

Appendix 1
Students' writing achievement

No.	Name	Before Intervention		After Intervention			
				First Cycle		Second Cycle	
		HE	N	HE	N	HE	N
1.	A1	C	C	B	B	B	A
2.	A2	A	A	A	A	A	A
3.	A3	D	C	B	A	B	A
4.	A4	D	C	B	A	B	A
5.	B1	C	C	B	B	B	B
6.	C1	C	C	B	B	B	A
7.	C2	D	D	B	B	A	B
8.	C3	D	D	B	B	B	A
9.	C4	D	D	B	B	B	A
10.	D1	B	B	B	A	A	A
11.	D2	D	D	C	B	B	A
12.	D3	D	C	A	C	B	A
13.	D4	D	C	A	B	A	A
14.	E1	C	B	A	A	A	A
15.	F1	C	C	B	C	B	B
16.	F2	D	C	A	B	B	B
17.	I1	E	E	-	C	C	C
18.	I2	C	C	B	A	A	B
19.	J1	C	C	C	B	A	A
20.	L1	D	D	A	A	A	B
21.	L2	D	D	C	B	A	B
22.	M1	D	D	B	A	A	B
23.	M2	D	C	A	A	A	A
24.	N1	D	C	B	A	B	A
25.	P1	C	C	A	B	A	A
26.	P2	B	B	A	B	A	A
27.	P3	D	C	B	B	A	A
28.	R1	B	C	A	B	A	A
29.	R2	C	C	A	B	B	A
30.	R3	B	A	B	A	A	A
31.	S1	D	D	C	B	B	A
32.	S2	E	D	C	B	A	A
33.	S3	D	D	B	B	B	B
34.	T1	C	C	B	A	A	B
35.	T2	C	C	A	B	A	A
36.	W1	C	C	B	B	A	A
37.	Y1	C	C	B	B	B	B
38.	Y2	C	D	B	C	B	B

Students' writing achievement before intervention

Students' writing achievement after intervention (Cycle I & III)

Appendix 2

Students' questionnaires

A. First questionnaire (Before cycle)

Name :

Day/Date :

Class:

Give circle (○) to your answer!

1. I like to write
Yes Not sure No
2. I like to write in journals and/or diaries
Yes Not sure No
3. I like to write hortatory exposition and narrative texts
Yes Not sure No
4. I like to plan what I will write
Yes Not sure No
5. I like to write whatever comes to the mind
Yes Not sure No
6. I find writing difficult
Yes Not sure No
7. I find difficulties in vocabulary and grammar when I write
Yes Not sure No
8. I practice writing at course, school, and home
Yes Not sure No
9. I like to edit my writing
Yes Not sure No
10. I like to share my writing with my friends, my teachers, and my family
Yes Not sure No

B. Second questionnaire (After second cycle)

Name:

Class:

Please circle (○) the best answer!

1. Do you know how to write a hortatory exposition and narrative paragraph
now?
Yes No
2. How do you fine to write a hortatory exposition and narrative paragraph after
the teacher applies graphic organizers in a classroom?
Easy Difficult
3. Does your interest and motivation to write a hortatory exposition and narrative
paragraph increase after you apply the graphic organizers?
Yes No
4. Do you know how to create your own graphic organizers now and change it
into a hortatory exposition and narrative paragraph now?
Yes No

Appendix 3
Rencana Pelaksanaan Pembelajaran
(Lesson Plan)

Subject : English
Class/Term : XI/II
Time/Date : 90 minutes/ December 24th, 2008
Skill : Writing
Theme : The Music We Love
Meeting : I

I. Standard Competence

- Writing : Mengungkapkan makna dalam teks esei berbentuk spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

II. Basic Competence

- Writing : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk hortatory exposition.

III. Achievement Indicators

1. Students are able to determine the topic sentence, details, supporting details, and conclusion based on the text given by the teacher
2. Students are able to fill in the graphic organizers based on the text given by the teacher
3. Students are able to write a simple hortatory exposition paragraph using graphic organizers

IV. Learning Material

1. A copy of hortatory exposition text
2. Hortatory exposition graphic organizers templates (Paragraph Blueprint)

V. Media

- White board
- Marker

VI. Sources

Sundayana, Wachyu. 2007. *Contextual Learning: Developing Competencies in English Use for SMA*. Grafindo Media Pratama

VII. Learning Experience

1. Opening

- Teacher greets students
- Teacher asks one of the students to lead pray
- Teacher socializes with the students
- Teacher brainstorms the students about what they are going to learn
- Teacher tells the students about the topic that they are going to learn

2. Main Activities

- Teacher distributes a copy of hortatory exposition graphic organizers template
- Teacher explains what students' have to write in the graphic organizers
- Then, teacher explains about parts of graphic organizers one by one such as topic sentence, details, supporting details, and conclusion before writing a hortatory exposition paragraph. After

that, teacher asks students to analyze the text in the students' book, which one is called as topic, topic sentence, details, supporting details and conclusion. Teacher discusses the answer together with the students

- Next, teacher lists and chooses the most details by filling them in the graphic organizers (Paragraph Blueprint) while the students are asked to look for the topic, topic sentence, details, supporting details and conclusion in the text given
- After they have already known about the topic, topic sentence, details, supporting details and conclusion. Teacher explains the generic structure of hortatory exposition text. The generic structure consists of thesis, arguments, and recommendation for writing hortatory exposition text. Next, teacher gives some topics to the students. They may choose one of the topics.
- Then, teacher asks students to fill in the graphic organizers before write the hortatory exposition paragraph. After that, teacher collects their graphic organizers to know whether they can organize their paragraph refers to the graphic organizers or not. Next, teacher assesses their works. The students continue to write the paragraph about hortatory exposition text after the teacher returns their graphic organizers.

3. Closing

- Teacher summarizes the lesson activities
- Teacher ends the lesson

VIII. Evaluation

- Kinds of evaluation
Individual work

Rencana Pelaksanaan Pembelajaran (Lesson Plan)

Subject : English
Class/Term : XI/II
Time/Date : 90 minutes/ February 1st, 2008
Skill : Writing
Theme : Stories to Learn
Meeting : IV

I. Standard Competence

- Writing : Mengungkapkan makna dalam teks esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

II. Basic Competence

- Writing : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

III. Achievement Indicators

1. Students are able to determine the beginning, middle, and end
2. Students are able to fill in the graphic organizers based on the text given by the teacher
3. Students are able to write a narrative graphic organizers using graphic organizers

IV. Learning Material

1. A copy of narrative text
2. Narrative graphic organizers template (Story Map)

V. Media

- White board
- Marker

VI. Sources

Soeprapto, F. A. 2005. *Linked to The World 2 : English for Senior High School*. Yudhistira

VII. Learning Experience

1. Opening

- Teacher greets students
- Teacher asks one of the students to lead pray
- Teacher socializes with the students
- Teacher brainstorms the students about what they are going to learn
- Teacher tells the students about the topic that they are going to learn

2. Main Activities

- Teacher asks students to look at narrative text in their book
- Teacher explains about beginning, middle, and ending as the parts of narrative graphic organizers template (Story Map). Then, teacher asks students to read and analyze the text, which one is called as beginning, middle, and end. Next, teacher discusses the answer together with the students.
- While students mention the parts of the story in the text, the teacher fills in the graphic organizers. So, the students know how to fill in the graphic organizers. Before giving some topics to the students, the teacher also explains a little bit about the generic structure of narrative text even though the students have known about the generic structure of narrative text.

- After explaining the generic structure, teacher gives some topics to the students. Next, teacher asks them to choose one of the topics and filled in graphic organizers. Teacher collects their graphic organizers to know whether they can organize their paragraph refers to the graphic organizers or not before they write their narrative paragraph. Then, teacher assesses their works. The students continue to write the narrative paragraph after the teacher gives their graphic organizers.

3. Closing

- Teacher summarizes the lesson activities
- Teacher ends the lesson

VIII. Evaluation

- Kinds of evaluation
 - Individual work

Rencana Pelaksanaan Pembelajaran (Lesson Plan)

Subject : English
Class/Term : XI/II
Time/Date : 90 minutes/ February 15th, 2008
Skill : Writing
Theme : The Music We Love
Meeting : VI

I. Standard Competence

- Writing : Mengungkapkan makna dalam teks esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

II. Basic Competence

- Writing : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk hortatory exposition

III. Achievement Indicators

1. Students are able to determine topic sentence, details, supporting details, conclusion
2. Students are able to create their own graphic organizers templates
3. Students are able to change their own graphic organizers templates into hortatory exposition paragraph

IV. Learning Material

- A copy of hortatory exposition graphic organizers templates

V. Media

- White board, marker

VI. Sources

Hall, T, & Strangman, N. (2002). Graphic Organizers. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved on November 2008. Accessible at: <http://www.graphic.org/index.htm>

VII. Learning Experience

1. Opening

- Teacher greets students
- Teacher asks one of the students to lead pray
- Teacher socializes with the students
- Teacher brainstorms the students about what they are going to learn
- Teacher tells the students about the topic that they are going to learn

2. Main Activities

- Teacher shows some graphic organizers templates for writing a hortatory exposition paragraph. Then, the teacher models how to create hortatory exposition graphic organizers template.
- After giving the model of creating graphic organizers, the teacher asks the students to change the graphic organizers into paragraph form.
- The teacher also says that the students may use color pencil or create it by using computer
- Next, the teacher asks some students (2 students) to come forward and write their own graphic organizers and change it into paragraph form

3. Closing

- Teacher summarizes the lesson activities
- Teacher ends the lesson

VIII. Evaluation (Individual work)

Rencana Pelaksanaan Pembelajaran (Lesson Plan)

Subject : English
Class/Term : XI/II
Time/Date : 90 minutes/ February 20th, 2008
Skill : Writing
Theme : Stories to Learn
Meeting : VII

I. Standard Competence

- Writing : Mengungkapkan makna dalam teks esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

II. Basic Competence

- Writing : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

III. Achievement Indicators

1. Students are able to determine the beginning, middle, and end
2. Students are able to create their own graphic organizers templates
3. Students are able to change their own graphic organizers templates into narrative paragraph

IV. Learning Material

- A copy of narrative graphic organizers templates

V. Media

- White board
- Marker

VI. Sources

Hall, T, & Strangman, N. (2002). *Graphic Organizers*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved on November 2008. Accessible at: <http://www.graphic.org/index.htm>

VII. Learning Experience

1. Opening

- Teacher greets students
- Teacher asks one of the students to lead pray
- Teacher socializes with the students
- Teacher brainstorms the students about what they are going to learn
- Teacher tells the students about the topic that they are going to learn

2. Main Activities

- Teacher shows some graphic organizers templates for writing a narrative paragraph. Then, the teacher models how to create narrative graphic organizers template.
- After giving the model of creating graphic organizers, the teacher asks the students to change the graphic organizers into paragraph form.
- The teacher also says that the students may use color pencil or create it by using computer
- Next, the teacher asks some students (2 students) to come forward and write their own graphic organizers and change it into paragraph form

3. Closing

- Teacher summarizes the lesson activities
- Teacher ends the lesson

VIII. Evaluation (Individual work)

Collaborator's Notes

Graphic Organizers Templates

Surat Izin Penelitian & Surat Keterangan Sekolah