

**THE EFFEC OF COMBINING GRAPHIC ORGANIZERS AND
DICTOGLOSS TECHNIQUES
TOWARDS STUDENTS' WRITING SKILL IN RECOUNT TEXT
AT SENIOR HIGH SCHOOL KOTO XI TARUSAN**

THESIS

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ABSTRACT

LeniYusnita(2018): *“The Effect of Combining Graphic Organizer and Dictogloss Techniques Towards Students Writing Skill in Recount Text at Senior High School Koto XI Tarusan”*

Students' skill to produce their mind into the written form was still weak; as a result they got difficulties in expressing their ideas. They thought that writing is difficult. They did not know how to start their writing. Then, they were also still confused to develop their vocabularies, to organize their ideas by considering the five components of writing skill so that the writing become a better writing. Therefore, to improve the quality of learning, it is need one of way to make learning more effective, such as by applying an appropriate technique. Which one of the technique are GO and Dictogloss Techniques.

The purpose of this research is to describe indicators of writing resulted in the implementation of GO and Dictogloss Techniques in Senior High School 1 Koto XI Tarusan in teaching writing.

The population of this research was all of the students at class Six of Senior High School 1 Koto XI Tarusan that consist of 68 students who were divided into two classes. Then, the researcher took class X1 and X5 as the sample. While class X1 as the experiment class and class X5 as control class that consists of 68 students. In collecting the data, researcher used written test. The test was given to both classes with the same topic. Then, post-test was given after doing the treatments for five meetings to know the effect of implementation GO and Dictogloss Techniques.

This research was analyzed by using statistical procedures. T_{test} was used to analyze the students' post-test scores. The data was analyzed by using simple regression with 5% (0.05). The result of this research showed that mean scores of students' writing in experiment class (72.94) is higher than the mean scores of students' writing in control class (66.85). While, $t_{\text{calculated}}$ (8.147) is also bigger than t_{table} (1.671). Moreover, each components of writing both of classes are also different. It can be seen from the comparison of students' mean scores of post-test. Statistically, it was showed that teaching writing by using Graphic Organizers and Dictogloss Techniques give significant difference on students' writing skill.

In short, it can be concluded that Graphic Organizers and Dictogloss Techniques encouraged students' thinking, imagination in writing and then these techniques also can improve the students' writing skill. So, these techniques can recommend to improved students' writing skill.

ABSTRAK

Leni Yusnita (2018): *“The Effect of Combining Graphic Organizer and Dictogloss Techniques Towards Students Writing Skill in Recount Text at Senior High School Koto XI Tarusan”*

Kemampuan siswa untuk menuangkan ide ke dalam bentuk tertulis masih lemah. Oleh karena itu, Graphic Organizers dan Dictogloss Techniques yang disarankan oleh Byrd (2011) dan Thornbury (1999) yang diimplementasikan dalam penelitian ini.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan terhadap kemampuan menulis siswa antara siswa yang diajar dengan menggunakan Graphic Organizers dan Dictogloss Techniques dan mereka yang diajar tanpa menggunakan Graphic Organizers and Dictogloss Techniques di enam kelas SMA Koto XI Tarusan. Selain itu, penelitian ini juga bertujuan untuk mendeskripsikan komponen tulisan siswa yang sebagian besar mereka perbaiki setelah menggunakan Graphic Organizers and Dictogloss Techniques.

Populasi penelitian ini adalah seluruh siswa kelas 6 SMA 1 Koto XI Tarusan yang terdiri dari 229 siswa dibagi menjadi dua kelas melalui tes normalitas dan homogenitas, kelas X1 dan X5 diambil sebagai sampel. Sedangkan kelas X1 sebagai kelas eksperimen dan kelas X5 sebagai kelas kontrol yang terdiri dari 68 siswa. Dalam mengumpulkan data, peneliti menggunakan tes tertulis. Tes diberikan pada kedua kelas dengan topik yang sama. Kemudian, pasca tes diberikan setelah melakukan prosedur selama lima pertemuan untuk mengetahui pengaruh penerapan teknik GO dan Dictogloss.

Penelitian ini dianalisis dengan menggunakan prosedur statistik. Uji-t digunakan untuk menganalisis nilai post-test siswa. Data dianalisis dengan menggunakan regresi sederhana dengan 5% (0,05). Hasil penelitian menunjukkan bahwa rata-rata skor penulisan siswa kelas eksperimen (72,94) lebih tinggi daripada nilai rata-rata tulisan siswa kelas kontrol (66,85). Sedangkan, t-hitung (8.147) juga lebih besar dari t tabel (1.671). Apalagi setiap komponen penulisan kedua kelas juga berbeda. Hal ini dapat dilihat dari perbandingan rata-rata nilai post test siswa. Secara statistik, ditunjukkan bahwa pengajaran menulis dengan menggunakan Graphic Organizers and Dictogloss Techniques memberikan perbedaan yang signifikan pada kemampuan menulis siswa.

Dapat disimpulkan bahwa Graphic Organizers and Dictogloss Techniques mendorong pemikiran siswa, imajinasi secara tertulis dan kemudian teknik ini juga meningkatkan kemampuan menulis siswa. Jadi, teknik ini dapat direkomendasikan untuk meningkatkan kemampuan menulis siswa.

DECLARATION PAGE

I Hereby declare that this thesis entitled *The effect of Combining Graphic Organizers and Dictogloss Techniques Towards Students Writing Skill In Recount Text at senior High School Koto XI Tarusan*, is true my own work . I quoted some theories of this research from several references and sources. If in the following day proved that this thesis is not my own work, I will be ready to take a consequence.

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APPROVAL PAGE

THE EFFECT OF COMBINING GRAPHIC ORGANIZERS AND
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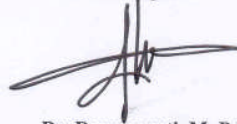
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THESIS ACCEPTANCE

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The writer realizes that this thesis may be having several weaknesses. Therefore, any comments and suggestions and criticism are expected to come up, in order to make a great one.

Padang, 16st February 2018
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of skills in language learning. It is the process of transferring ideas, feeling, and thought from the writer to the reader. Because of writing is a process, writer should be able to make communication with his audience through his sentences. It means the written work should be able to make the reader understand the writer means through the writer's sentences. On the other hand the English teachers have to facilitate students to recognize and understand the writing process, starting from planning, drafting, writing, revising, and publishing. Writing needs a process until it becomes a good product.

According to Brown (2000:335) "written products are often the result of thinking, drafting, and revising procedures that required specialized skills". It was different from speaking that only developed product naturally.

Writing is one of the four language skills in learning English at school. As mentioned by Harmer (2004:31) that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

Writing is an important part that must be mastered in producing language. By having a good skill of writing would help the reader easier to get some ideas or messages from the writer.

Ur (1991:162) assumes that the objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own Language. It means that teaching writing was helped the learner in producing written work clearly after they have ability to do it.

To create the teaching writing process actively and fun, the English teachers need to found some ways to make the students interested in doing writing. English teacher must pay attention to their teaching and learning process of writing, since writing is complex skill that should be mastered by all students. The appropriate technique in teaching writing would help students in mastering writing skill. And media can be used as a tool in teaching process. In learning writing, the students should know some aspects to be improved such as content, organization, language use, vocabulary, and mechanics.

Brown (2000:335) states in writing, there is a list of criteria that included content, organization, vocabulary, grammatical use, and mechanical considerations such as spelling and punctuation. Content is the substance of writing. It was the main point to the reader. Grammar refers to the correct use of syntactic patterns and structural words. In making written work, the writer should pay attention in grammatical correct. Mechanic refers to the use of graphic convention of the language. One of genre that is learned in senior high school is recount text.

In this research, the researcher focuses in recount text. It is one of genres that mansion in syllabus of KTSP (Competence Based Curriculum) on the second semester of SMA at X grade. Recount text is a type of text whose function is to retell events in the past through a sequence of events. Recount text also consists of generic structure and Language features.

However, Based on the premilinary research and also the result observation that was done by researcher on 21 January 2017 in SMAN 1 Koto XI Tarusan, it was found that students skill in writing still low. It would be seen in the table below:

Table 1.1 Student's Writing Score Class X

No	Class	English Score			
		Listening	Speaking	Reading	Writing
1	X1	80,33	74,08	78,27	64,47
2	X2	76,2	74,62	80,08	65,77
3	X3	74,97	79,29	85,54	73,75
4	X4	79,11	79,28	80,94	54,27
5	X5	80,61	77,63	80,55	62,69
6	X6	76,02	79,31	78,62	64,88
	Average skor	77,87	77,36	80,66	64,30

Source: English teacher in SMAN 1 Koto XI Tarusan 2016/2017

The table above showed that student's score in writing was low and could not reach the Minimal Criteria Competencies. This thing caused they seem lack of motivation to write, because the usually study listening and speaking before. It means there is no balance among listening, speaking, reading and writing skill that is thought by teacher while english learning activity. The

teacher tends to teach listening, speaking and reading instead of writing. It means that students of X Senior High School Koto XI Tarusan do not have a good result in English especially in writing test. It seems that the students' score were below the minimum passing grade in that school. It is 80.

Researcher also found many facts that appeared by teacher in learning process, especially in learning writing. *First*, the teacher prepared media, and lesson plan before teaching. *Second*, the teacher used strategy or technique how to teach English language well, especially how to teach recount text. *Third*, the teacher explained about topic, generic structure and language features in recount text. *Next*, the teacher full English Language when teaching in the class. *After that*, the teacher asks students to write a paragraph about the topic of explained before. *Then*, if the student did not finished their work, the teacher asked them to do their work at home and collected it in the next meeting and Teacher got the students' writing score from their paragraph. *The last*, the teacher and students' do questioning and answering in the last learning process.

Based on the fact above, the teacher teach in the class is well, especially in teaching writing process, but technique or strategy that teacher used was not maximal in learning process or not give significant effect to student's writing. Relation to these fact, it is important for the teacher to provided good teaching writing technique in making the students understand about what they will write. According to Hayland (2003:12), teacher needs to find good technique to facilitate of writing process. The teacher has to find appropriate

technique that could be applied in order teaching and learning process run successfully. With the appropriate technique, the teacher could make students interested in teaching and learning process. It would require students to be successful in writing process. Thus, they would be easier to share idea and opinion through writing which is supported by appropriate technique applied.

This table below showed the result of student's writing in recount text in knowing the student's ability in writing.

Table 1.2 Student's Score of Writing Test at Class X in Term of Using Content, Organizations, Vocabulary, Language Use and Mechanic

Total students	Mean score of writing components					Total score	Criteria of Minimum Standard
	Con	Org	Voc	La.use	Mec		
20	18.45	14.7	14.95	16.95	3	68.15	80
Ideal scores	30	20	20	25	5	100	

From the table above, it was analyzed that total score for 20 students was 68.15. Their total score for content was 18.45, organization was 14.7, vocabulary was 14.95, language use 16.95, and mechanic was 3. It could be seen that the students' writing score were under average. The mean of students' skill in writing recount text was weak, the lowest score in students' writing skill is organization. The mean score of students' organization is only 14.7. It is lower than other aspects of writing. Meanwhile, the Minimal Criteria Competencies (KKM) is 80. The score was indicated that the students have weak skill in writing recount text.

In additional, Researcher also found some problems that appear the students in learning process, especially in learning writing. *First*, the students

had lack motivation to do writing, when the teacher asked them to write, they did not have spirit to do their task, they were said that writing is difficult to do. *Second*, the students had difficulties to put their idea into written work. Actually, they had ideas to be written, but they do not know how to write it in English. *Third*, the students were lack of vocabulary and language use. It makes the students difficult to put their idea into sentences. The teacher asked them to bring dictionary when learning English, but they are lazy to bring it. It caused they are difficult to find out the meaning of the word. *The last*, many students did not know how to write well, especially in writing recount text,

Therefore, to overcome the problem that faced by the students in Senior High School Koto XI Tarusan, the researcher offers possible technique for the teacher in the process of teaching writing. One of alternative technique that could be used in teaching writing was Graphic Organizers and Dictogloss Techniques.

Graphic organizers is can be used to mitigate difficulties that less skilled writers face as these organizers can improve planning, organization, word choice and composition coherence. (Bishop (2013: 16) in Tayib (2015)

Other hand, Graphic Organizers aid students in the writing process as the plan, support and record ideas and process. They serve as a prewriting piece when students are asked to develop responses to text. (Stricker (2008:3)

While, Dictogloss is an integrated skills technique for L2 learning. (Wanjryb (1990). And also, Dictogloss Technique is a form dictation, in which learners work together to reconstruct a text they listen to. It means that

Dictogloss is a technique for language teaching which can integrate language skills; listening, speaking, reading, and writing. Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher. (Thornby (1999:82), these technique combined because Graphic Organizers did improved students writing skill, here students just to brainstorm idea in the text. While in Dictogloss Technique, the students given the opportunity to write or activity of writing down what is orally said or read. (Faghani and dkk (2015: 60).

Jacob and Small (2015:2-4) acknowledge some practical benefits of Dictogloss that: (1) *Curricular Integration*, Curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar (2) *Thinking Skills*, The discussion that happened during text reconstruction in Dictogloss procedure gives a chance for learners to use their critical thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented.

(3) *Alternative Assessment*, Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language feature of the text. As students discuss with each other during text reconstruction and analyzing their reconstructed text, teacher can listen in and observe students' thinking about the task. Furthermore, dictogloss makes students involved in self assessment and peer

assessment. It cause the researcher chose these techniques in teaching writing especially on recount text, because it was motivated students to write recount text happily, it was give opportunities for writing practice, to improve students' writing ability, and because of these techniques have not used by the teacher yet.

Related to the idea above, the researcher would interested to do research by using Graphic Organizers and Dictogloss Techniques in teaching writing recount Text with title: *“The Effect of Combining Graphic Organizers and Dictogloss Techniques Towards Student’s Writing Skill in Recount Text at Senior High School Koto XI Tarusan”*

B. Identification of the Study

Based on the background above, most of Senior High School students still had difficulties in writing, especially in writing a recount text. In this case, the problem was happened at Senior High School Koto XI Tarusan, the researcher found that the students faced problem in writing because they had to consider many aspects.

1. The problem that was found in writing skill, especially in writing a descriptive text is dealing with the students' difficulties in considering the components of writing such as content, organization, vocabulary, language use and also mechanics when they are writing. The students did not understand well how to consider those components in writing.
2. The problem that was found in writing recount text was dealing with the students difficulties to produce and organize their mind into the written

form, it was because of their vocabulary is limited. Moreover, most of the students were not interested in learning English especially in writing, they felt difficult and confused how to start their writing.

Graphic Organizers and Dictogloss technique also gives opportunities to the students to have writing practice. So, by doing writing every day they were motivated to learn and make a recount text well.

C. Limitation of the Study

This research is focused on finding out the effect of Graphic Organizers and Dictogloss Techniques.

D. Formulation of the Problem

The researcher formulated the problem in following questions

1. Are Graphic Organizers and Dictogloss Techniques effective to improve student's writing skill in recount text at class X Senior High School Koto XI Tarusan?
2. What component of student's writing skill is affected significantly by using Graphic Organizers and Dictogloss Techniques at class X of Senior High School Koto XI Tarusan related to content, organization, vocabulary, language use and mechanic?

E. Purpose of the Study

In general, the purposes of this research are:

1. To find out whether Graphic Organizers and Dictogloss Techniques are effective toward student's writing skill in recount text at class X of Senior High School Koto XI Tarusan
2. To describe the components of student's writing skill affected significantly by using Graphic Organizers and Dictogloss Techniques at class X of Senior High School Koto XI Tarusan related to content, organization, vocabulary, language use and mechanic.

F. Significance of the Problem

The researcher expected this research can be useful not only to education and academic purposes, but also to the English learner, English teacher and reader. It was also expected to provide teacher's with a variation technique in teaching writing, especially to students; this research could be useful for them; they would have the information on how to improve their skill in writing recount text by using Graphic Organizers and Dictogloss Techniques.

G. Definition of Key Terms

To avoid miss understanding, it was necessary to define the term used in this study:

1. Effect is change that something causes in something or someone else.
2. Graphic Organizers are Visual representation of ideas
3. Dictogloss is an integrated skills technique for L2 learning
4. Writing is an activity in which a person expresses the ideas or thoughts, which is used for communicating to the readers in the form of written work.
5. Writing skill is a skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed
6. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. The Concept of Graphic Organizers Technique

a. Definition

Owolaby and Adaramati (2015: 1) cite that a graphic organizer is a graphical representation of text concepts.

According to Byrd (2011: 70), states that Graphic Organizers as a category of pre-writing that provides the students with some type of visual worksheet to bring together their ideas. Many, however, can be produced with blank paper and guidance. The following graphic organizer ideas provide students with a framework to identify patterns in reading/writing assignments and generate and/or organize ideas.

Lancaster (2013:3) share that Graphic Organizers provide a visual representation for young writer. With the use Graphic Organizers student would be able to organize their story with a beginning, middle, and end and learn to select word for their choose topic.

Meera and Aiswarya (2015: 127), indicate that graphic organizers technique can be utilized in teaching vocabulary, among other courses to English language student's. Graphic Organizers can be use by student's, on the other hand, as a study tool to better understand

vocabulary meanings and then assess or review for a test, any new vocabulary items learned in a subject area.

Based on the explanation above, it is concluded that, Graphic Organizer technique is a visual representation of ideas relationship as a tool to organize thought and utilized in teaching vocabulary. With the graphic organizers the students would be able to organize their story with a beginning, middle, and end and learn to select words for their chosen topic. And also, it enables the students to work independently and apply thinking skills to the content in a more organized and orderly way.

b. The Characteristics of Graphic Organizers Technique

Graphic Organizers have some characteristics the reasons why they are used in teaching writing skills by teachers.

According to Zardak, dkk (2015: 1034) Graphic Organizers Technique have lots of names like visual maps, mind mapping and visual organizers.

Ontario Curriculum Unit Planner (2002: 179) proposes that Graphic Organizers can be frames, matrices, grids, webs, and similar forms.

Furthermore, according to Manoli and Papadopoulou (2012: 349), types of Graphic Organizers are story maps, matrix, semantic maps, concept maps, knowledge maps, tree diagram, and venn diagram.

While, Gil-Garcia and Villegas (2003) in Chien (2012: 50), categorize knowledge graphic organizers into six types: description or simplelisting, time/temporal sequence, definition and example, comparison and contrast, cause and effect, and problem solution. There are varieties of graphic organizers such as word web, T-chart, Venn diagram, Ogle's KWL (what you already knew, what you want to learn, what you learned), semantic webs, mind mapping, matrix, flow charts, problem solution map, character map, sequencing,

c. Advantages of Using Graphic Organizers Technique

Mahmudah and Jamilah (2014:5) There are some benefits that the writer did get after implementing graphic organizers as visual pre-writing tool. *The first*, the use of modified graphic organizers can arouse motivation and attract student's attention to writing class. *The second*, Graphic Organizers can be used as tools to plan writing projects. *Next*, through graphic organizers, the students can explore their imagination and explore their creativity in writing. *The last*, they also can be used to help students in developing and organizing the ideas.

Almenoar (2010: 1104) use visual tools and graphic organizers to enhance and clarify their thinking Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing

tasks and oral presentations Select and utilize appropriate graphic organizers based on cognitive understanding of tasks.

d. Procedure of Graphic Organizers Technique

In teaching writing by Graphic Organizers, Bromley, dkk (1999: 9) recommend the following procedures, to follow table below :

Table 2.1. Procedures of Graphic Organizers Writing Technique

No	Procedures
1	Identify the main ideas.
2	Cluster of group words and ideas that are related
3	Determine the relationships between and among the main ideas and choose the type of organizer most appropriate for the material and the purpose
4	Arrange ideas and draw the connecting lines between and among them.
5	Use icons or pictures as well as words in your organizers
6	Use a variety of colors to represent aspect of the organizer or the contributions of different individuals or groups
7	Give students partially constructed graphic organizers to complete before you expect them to create organizers independently.

Based on the procedure of Graphic Organizers writing above, there are some steps to implement the graphic organizers .*First*, Identify the main ideas. This can be done through brainstorming a list or through examination a text. Sometimes the key concepts are highlighted or appear as major headings. When brainstorming with students, be sure to accept all ideas. *Second*, Cluster of group words and ideas that are related (cause and effect, sequential or chronological, main idea and

supporting details, hierarchial, comparative, etc). *Third*, Determine the relationships between and among the main ideas, and choose the type of organizer most appropriate for the material and the purpose. *Next*, Arrange ideas and draw the connecting lines between and among them. At this point, you may eliminate items from the brainstorming list that are not appropriate. You can also label the lines with words that describe the relationship or link the information. *After that*, use icons or pictures as well as words in your organizers. *And*, Use a variety of colors to represent aspect of the organizer or the contributions of different individuals or groups. *The last*, Give students partially constructed graphic organizers to complete before you expect them to create organizers independently. Your goal should be to move from direct instruction and modeling to student independence in the creation of organizers.

2. The Concept of Dictogloss Technique

a. Definition of Dictogloss Technique

According to Thornbury (1999:82) stated “Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing the text from memory and then comparing it with the original.

Faghani, dkk (2015:58) stated that Dictogloss is a technique of dictation method that can be used for teaching writing cooperatively.

Bataineh and Younis (2016:1) stated that Dictogloss is defined as "an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher"

Wanjryb (1990:5), Dictogloss is an integrated skills technique for L2 learning in which learners work together to reconstruct a text they listen to.

b. Characteristics of Dictogloss Technique

According Wanjryb (1990:9) Dictogloss is a technique in which the teachers reads a short text and the learners making notes and then try to reconstruct the text in group. The aim is not to reproduce the text word by word, but to convey the meaning and style of the text as closely as possible. In conclusion, Dictogloss is one of communicative teaching techniques in learning a language which integrates all language skills; listening, speaking, reading, and writing, and asks students to recreate a text read or dictated by teacher in group. Then, Dictogloss and traditional dictation is different in the form of the style of dictating, the task that follows, and the objectives of the lesson.

c. Advantages of Dictogloss Technique

Wanjryb (1990:7-9) in Richard Kidd, Dictocloss Technique has advantages Dictogloss as one of techniques that can be used in language

teaching some advantages when it is implemented; there are some advantages of Dictogloss Technique: *First*, Dictogloss is designed to help language learners improve their understanding of using grammar. *Second*, Dictogloss Technique can be used to improve other skills (Speaking, Writing, Reading and Listening). *Third*, Dictogloss Technique especially in writing because in Dictogloss, the students in group are asked to make reconstruction of text that has been read by teacher from their notes by using their own words as closely as possible to original text. It means that students and their partners can learn each other to their writing cohesively, to use structure correctly, and etc, that can improve their writing skill. *Fourth*, Dictogloss Technique can make students more active through social interaction. The last can help students to reconstruct a text.

d. Procedure of Dictogloss Technique in Teaching Writing Skill

According to Wanjryb (1990:7-9), there are four procedures in Dictogloss technique, those are: Preparation, Dictation, Reconstruction, and Analysis and correction.

First Preparation, on the preparation stage includes a warm-up related to the topic or a pre-luminary speaking or writing exercise; and discussion around key vocabulary

Second Dictation in this stage, a story, news report, or other text is presented in English at a normal rate of speed. Learners listen to the dictation and take notes. In the case, the language used in the text and

the length of the text depend on the learners' level of English proficiency; maturity level; and interest, needs, and learning preferences

Third *Reconstruction* in this stage, Students work individual-ally or in groups to produce their versions of the original text, capturing the essence of the text and generating correct grammar. They recreate the text in their own words, trying to recall as many sequences and details as possible.

Fourth *Analysis and correction*, Most of the student collaboration takes place in this stage. Students self-assess their own texts and then form groups in order to conduct peer assessments. Either individually or as a group, students notice inferences between their own texts and the original in regard to form, meaning, and language use. In this final stage, learners assume a more active role, relying on their individual strengths to collaborate and correct each other. Constructive criticism through peer support and teacher guidance helps form relationships that encourage students to collaborate and cooperate through social interaction.

Based on the procedure of Dictogloss Technique, in step of writing there are three steep. Dictogloss Technique procedures related to steeps of writing. *First*, procedure of Dictogloss Technique is preparation, in this stage teacher warming up related to the topic, and students discuss

about key vocabulary. So in step writing it is call with planning. In planning students make out line.

Second, Dictation in this stage, teacher read a text and students listen and taking a note. It is related to step of writing it is call with planning. Because in step writing still planning.

Third, Reconstruction in this stage, student writes a text based on what they hear before, they produce a text based on their own word. It is related to step of writing is writing.

Fourth, analysis and correction, in this stage, students and teacher together asses about what students' write before. In step of writing related with revising. So procedure of Dictogloss Technique have related with step of Writing

Table.2.2 Procedures of Dictogloss Technique

No	The Name of Procedures	Teacher activity	Students activity
1	Preparation	<ul style="list-style-type: none"> Teacher Warm-up related to the topic or a preliminary speaking or writing exercise. Teacher ask students to make a group 	<ul style="list-style-type: none"> Students say some vocabulary related to the topic Make a group Students discuss about key vocabulary.
2	Dictation	<ul style="list-style-type: none"> Teacher read a story, news report, or other text is presented in English at a normal rate of speed. . 	<ul style="list-style-type: none"> Learners listen to the dictation and taking notes.
3	Reconstruction	<ul style="list-style-type: none"> Teacher asked students to make a text based on what they hear. 	<ul style="list-style-type: none"> Students work individually or in groups to produce their versions of the original text, capturing the

			<p>essence of the text and generating correct grammar.</p> <ul style="list-style-type: none"> • Students recreate the text in their own words, trying to recall as many sequences and details as possible.
	Analysis and Correction	<ul style="list-style-type: none"> • Teacher and students together assess what they write before. • Teacher guidance helps form relationships that encourage students to collaborate and cooperate through social interaction. 	<ul style="list-style-type: none"> • Students assess their own texts and then form groups in order to conduct peer assessments. • Either individually or as a group, students notice differences between their own texts and the original in regard to form, meaning, and language use.

Based on procedure it, Dictogloss Technique could improve Students writing skill. Also make students' better in write a text.

3. Combaining of Graphic Organizers and Dictogloss Techniques in Teaching Writing

In the paper in apply Graphic Organizers and Dictogloss Techniques. The writer choose procedure from Bromley, dkk (1999) for Graphic Organizers and Wanjryb (1990:7-9) for Dictogloss technique. These

techniques would use in whiles activity in teaching writing. The steps of these techniques would be made into simple steps. Those steps are:

Table 2.3 Combining steps Graphic Organizers and Dictogloss Techniques

No	Main steps	Activities
1	Identify the main ideas	The teacher show how to identify the main ideas
2	Cluster word and idea	Cluster of group words and ideas that are related
3	Determine relationship between main idea and type organizers	The teacher determine the relationship between the main ideas and choose the type of organizer most appropriate for the material
4	Draw	Arrange ideas and draw the connecting of line
5	Icons or pictures	Use icons or pictures
6	Constructed graphic organizers	The teacher give students partially constructed graphic organizers
7	Preparation	The teacher ask students make a group
8	Dictation	<ul style="list-style-type: none"> a. Teacher read a story, news report, or other text b. The teacher ask students listen to the dictation and taking note or outline
9	Reconstruction	<ul style="list-style-type: none"> a. Teacher ask students to make a text based on what they hear b. The teacher ask students work in individually c. The teacher ask Students recreate the text in their own words, trying to recall as many sequences and details as possible
10	Analysis and Correction	<ul style="list-style-type: none"> a. The teacher ask students together asses what they write before

4. The Nature of Writing Skill

a. Definition of Writing Skill

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: content, organization, vocabulary, language use, and mechanics. Writing is an effective way to communicate and express the ideas, thought, feeling, and opinions to others. Before doing writing, a writer should find out some sources and get ideas from it.

Nunan (2000:91) defines that writing is commonly seen as a three stage processes: prewriting, writing and rewriting. Thus, in prewriting the writer can clarify and generate the ideas. Then, continue to the second stage is writing, in this stage the writer can make an outline and a draft. The last step is rewriting. In this stage, the writer can correct the mistakes after writing. And also Harmer (2004:4) declares that:

“Suggested the process has four main elements: (1) Planning-experiences writers plan what they are going to write;(2) Drafting-we can refer to the first version of a piece of a writing as a draft;(3) Editing-once writers have produced a draft they then, usually, read through what they and where it doesn't”

Then, According to Hyland (2005:11) the writing process presents students with a step by step procedure that leads to the completion of a piece of writing. These procedures are; Pre-writing, writing, revising, editing, and publishing.

1). Selection of topic: by teacher and/or students. 2)Prewriting: brainstorming, collecting data, note taking, outlining, etc. 3) Composing: getting ideas down on paper. 4) Response to draft: teacher/peers respond to ideas, organization, and style 5) Revising: reorganizing, style, adjusting to readers, refining ideas 6)Response to revisions: teacher/peers respond to ideas, organization, and style. 7). Proofreading and editing: checking and correcting form, layout, evidence, etc. 8). Evaluation: teacher evaluates progress over the process 9). Publishing: by class circulation or presentation, noticeboards, Website, etc. 10). Follow-up tasks: to the reader. The process above cannot be separated in producing good writingaddress weaknesses.

In addition, Nation (2008:114) describes that one possible of the writing process contains the following seven processes. They are; considering the goal of writer, having a model of reader, gathering ideas, organization ideas, turning ideas into writing text, reviewing what has been written, and editing. It can be said that in considering the goal of writer, the writers can determine the purpose of their writing's product. Then having a model of reader, after establish their writing, the writer should done this step. Which writers can determine the readers can read their writing, for example; children, adult, student, teacher and etc. The next step, the writes will be gathering ideas. In here, the writer can assemble their ideas by using brainstorming and quick writing

activities to explore their ideas. After that, the writer organize their ideas, and then entering the ideas into piece of paper, then writers reviewing their writing by looking back over what has been written. And the last step, the writer should editing their writing by checking organization, grammatical, and lexical correctness.

Then, According to Richard and Renandya (2000: 316-319) the planned learning experiences for students may be described as follows: Planning(pre-writing) Group brainstorming, clustering, rapid pre writing, draftriting,responding, revising, editing, and evaluating.According to Alice and Hogue (2006: 265) says the writing process is :

“(1)Creating(pre writing)-choosing topic, generating ideas;(2) Planning(outlining)-making sub lists, writing the topic sentence, outlining; (3) Writing; (4) Polishing-revising, editing(proofreading), writing the final copy”.

In conclusion, based on the experts above there are several process of writing. In this case writer can conclude the process writing are pre-writing, writing, editing and publishing. Pre-writing comprises of drafting which is writer can prepare a framework before going to write. Writing involves of age the draft, reread the draft, in function to lead the writer to organizes the draft into paragraph. Editing refers to revise the words that are used by the writers in their work. The last step was publishing included the proofreading, in stage the writers had finished their writing product and ready publish for.

b. Components of Writing Skill

According to Richard and Renandya (2002:309) assert that writing consist of many constituent parts and need to consider which ones will be most important for a course; content, organization, originality, style, fluency, accuracy or using appropriate rhetorical form of discourse. Thus we have to form priorities and weight the elements to produce the product of writing.

In addition, According to Jacob (1981:92), there are some components of writing that should be considered for a good writing:

1) Content

To measure the content of written product is not easy to do. In order to make the teacher or evaluator to count it, she or he applied several description; knowledgeable, substantive, through development of this statement and relevant to be assigned topic.

2) Organization

In organization, six descriptions have to take in good written text. They are fluent expression, ideas clearly state or support succinct, well organized and logical sequencing and cohesive.

3) Vocabulary

The good writers have enriched their vocabularies of their writing's quality. However, it is not enough without chosen the

correct vocabulary to the text. In addition the writers are able to use the variation vocabularies from that paragraph or essay, the writer can use the synonym from the word example; the writer can use word “maintain” as synonym from “keep”.

4) Language use

As like the vocabulary, in writing evaluation, language use consist of eight description; effective, complex construction, agreement, tense number, word order or function, article, pronouns and preposition.

5) Mechanics

Mechanics are description about spelling, punctuation, capitalization, paraphrasing and handwriting in written product. It is as basic of the evaluation in the profile of composition.

To make the writing skill communicatively, the writers are expected to understand many indicators of writing. According to Brown (2001: 356-358), there are six indicators which will be investigated in writing, they are: 1) Content related to: thesis statement, related ideas, development ideas through personal experience, illustration, facts, and opinion, use of description, cause-effect, and comparison-contrast, and consistent focus 2) Organization related to effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length 3) Discourse related to topic sentence, paragraph unity, transition, discourse makers, cohesion, rhetorical convention, reference, fluency,

economy, and variation 4) Syntax 5) Vocabulary 6) Mechanics related to spelling, punctuation, citation of reference (if applicable), and neatness and appearance.

The writer can concludes that, the elements of writing are; content refers to achievement of students in organizing ideas in writing process. Second, organization is how well students to connect every sentences each other. Third, language use is choosing words that will be used in arranging sentences to be good paragraph. Forth, mechanic related to grammar that used. Through those elements writer will get interest in writing process. The elements of writing are important one through writer in processed and produced the writing. Without these elements it's possible that the product of writing will be acceptable to readers.

c. Writing assesment

In writing assessment, the teacher has to assess the writing based on the components of writing. Jacob (1981: 91) stated that there are five indicators which will be assessed in writing, they are: content, organization, language use, vocabulary, and mechanics

Table 2.4 Indicators of Writing Based on Jacob's Theory

	Criteria of Each Item	Score
Content	<ul style="list-style-type: none"> • Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic. 	30-27
	<ul style="list-style-type: none"> • Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail. 	26-22

	<ul style="list-style-type: none"> • Fair to poor: limited knowledge of subject; little substance; inadequate development of topic. 	21-17
	<ul style="list-style-type: none"> • Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate. 	16-13

	Criteria of Each Item	Score
Organization	<ul style="list-style-type: none"> • Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive. 	20-18
	<ul style="list-style-type: none"> • Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. 	17-14
	<ul style="list-style-type: none"> • Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development. 	13-10
	<ul style="list-style-type: none"> • Very poor: does not communicate; no organization; or not enough to evaluate. 	9-7

	Criteria of Each Item	Score
Vocabulary	<ul style="list-style-type: none"> • Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register. 	20-18
	<ul style="list-style-type: none"> • Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured. 	17-14
	<ul style="list-style-type: none"> • Fair to poor: limited range; frequent errors of word/form choice, usage; meaning confused or obscured. 	13-10
	<ul style="list-style-type: none"> • Very poor: essentially translation; title knowledge of English vocabulary, idioms, word form, or not enough to evaluate 	9-7

	Criteria of Each Item	Score
Language Use	<ul style="list-style-type: none"> • Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. 	25-22
	<ul style="list-style-type: none"> • Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. 	21-18
	<ul style="list-style-type: none"> • Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured. 	17-11
	<ul style="list-style-type: none"> • Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate. 	10-5

	Criteria of Each Item	Score
Mechanics	<ul style="list-style-type: none"> • Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing. 	5
	<ul style="list-style-type: none"> • Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured. 	4
	<ul style="list-style-type: none"> • Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured. 	3
	<ul style="list-style-type: none"> • Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate. 	2

It could be concluded that Assessing writing is very important for the teacher, because the teacher could monitor students' writing development or their learning process assessment. It is necessary for teacher to know the ability of students and the effectiveness of using technique that had been done. The teacher also needs to assess the students' written work based on the writing components

5. Teaching Writing Skill in Senior High School

Teaching writing is one of some difficulties to be taught by teachers in the classroom. Teacher does not only prepare the technique and the material to teach but also involve in the activity as well.

Teaching writing in senior high school is one of school level that assigns the students to write many kinds of genre. Some of them are descriptive, report, procedure, narrative, recount and others.

According to Brown in (1994:327) there are five major categories of classroom writing performance as following: imitative or writing down, intensive or controlled, self-writing, display writing, real writing,

First, imitative or writing down. At the beginning level of learning to write, students will simply writing down English letter, word and sentence in order to learn the convention of the orthographic code. Brown also said in *Language Assessment: Principles and Classroom Practice' Book* (2004:220) said that imitative is to produce written language, the learner must attain skills the fundamental basic tasks of writing letter, word, punctuation and brief sentence. This ability includes the ability to spell

correctly and to perceive phoneme-phoneme-grapheme correspondences in English spelling system.

Second, Intensive or Controlled. Writing is sometimes used as a production mode learning, reinforcing, and testing grammatical concept. This intensive writing typically appears on controlled, writing grammar exercise. In addition, intensive may be thought of as form-focused writing, grammar, and simply guided writing. So intensive in type of classroom performance to control writing the competence in grammar, vocabulary, sentence formation.

Third, Self-Writing the significant proportion of classroom writing may be devoted to self-writing or writing with only in mind as an audience. Self-writing includes make note, writing journal and diary. By self-writing, students can combine their ideas, feeling, experience and thought into paper alone and then convey to the audience.

Fourth, display Writing. Display writing has relationship with classroom writing task. For English language students display writing task can do in short answer exercise, essay examination and even research will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique.

Fifth Real Writing. Display and real writing is two categories have connection each other and in real writing there are three subcategories illustrate how reality can be injected: 1) academic, 2) vocational/technical,

3) personal (in virtually any ESL class, diaries, journal, letters, post card, note, personal message, and other informal writing) especially within the context of an interactive classroom.

Based on the statement above, it could be said that students should be able to write various kinds of text. It means that the students should study these texts and have to consider a number of aspects as content, organization, vocabulary, language use and mechanics. The students need to practice their writing ability clearly, controlling by the teacher.

6. English Language Teaching Based on Genre

According to Fauziati, (26) “the national curriculum board determines to implement genre based approach for classroom procedure since this is the most suitable approach to handle competency-based curriculum”. Implementing genre based approach for teaching and learning process has two cycles and four stages. The first cycle of genre based approach integrates between listening and speaking skill. This cycle can be called as oral cycle. Then, it integrates between reading and writing skill as written cycle.

Moreover, each cycle has four stages that are; building knowledge of field, modeling, join construction and individual construction. Agus Ferani, (v: 26) describe there are four stages of genre based approach especially in written cycle that are: (1) building knowledge of field. Here, teacher and students build cultural context, share experiences, discuss vocabulary, grammatical so on, (2) modeling is the time when the teacher

introduces and explains the target genre that students should construct. At this stage, discussion focuses on the educational, generic structure, language features, and social function of the text, (3) join construction of text refers to stage when students carry out exercises which manipulate relevant language form. It fosters a negotiating process between teacher and student. It involves reading, and the text of genre is depend on those activities, and (4) independent construction is the final stages, in which students produce actual text through activities such as choosing a topic, researching, and writing.

Based on four stages above, Graphic Organizers and Dictogloss techniques could be applied in modeling of the text, in this stage the teacher could give example the using graphic organizers and Dictogloss technique in learning process. Then join construction of text in this stage the students can make Recount text base on graphic organizers and Dictogloss in group. *Finally*, independent construction, students produce actual text through activities such as choosing a topic, researching, and writing.

7. Recount Text

a. Definition

According to Hyland cited in Helmi (2012:27), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by

retelling events in original sequence. We could look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

b. Generic Concepts of Recount

Every genre has characteristic or generic structures. Wirgeyasa (2016: 3) states that the rhetorical structure and textual elements of recount writing consist of: (1) orientation; (2) record of events; and (3) re-orientation.

Table 2.5 The Generic Structures and Textual Element of Recount Text

Textual elements	Functions
Orientation	<ul style="list-style-type: none"> • It consist of theme or topic to be informed • To show the reader about the topic/theme being informed • To attract reader's attention and interest • It enables to attract and to provoke the reader so that he/she is enjoying to continue reading the whole text
Record of events or sequence of events	<ul style="list-style-type: none"> • To provide details about the event informed/described chronological (the type of plot may vary) • It is better to tell chronologically rather than flashback and zigzag in order to have a good chronological order the sequence markers such as first, second, third, etc. are important
Re-orientation	<ul style="list-style-type: none"> • It functions to show personal attitude about the actives or event informed or told of record of event • It is matter of conclusion with personal attitude

c. Grammatical Features of Recount

According to Hyland cited in Helmi (2012:28) The common grammatical features of recount text are: Use of nouns and pronouns to

(a) People, animals, things involved, (b) Use of action verbs to refer to events, (c) Use of past tense to locate events in relation to speaker's or writer's time, (d) Use of conjunctions and time connectives to sequence of events, (e) Use of adverb and adverbial phrase to indicate place and time and (f) Use of adjective to describe nouns.

d. Types of Recount

According to Hyland cited in Helmi (2012:29) There are three types of recount: (a) Personal recount: Retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry), (b) Factual recount: Recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account) and (c) Imaginative recount: Taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave; how I invented).

B. Relevant of Studies

This research, the researcher uses some relevant studies as guidance for the researcher in conducting this research.

This research was supported by several previous researches. The action research had been conducted by Miller (2011) in thesis "*using Graphic Organizers to Increase Writing performance.*" as two fourth grade students and one fifth grade student, in a small, rural, town in New York State.

Furthermore, the result of action research that conducted by Sharock (2008) in his thesis "*the effect of Graphic Organizers on student's writing*" state that shows that Graphic Organizers, specially a concept map can help writer keep on the topic by having their ideas in front of them as they are writing. They also help the writer to keep things in the correct sequential order. He believes that Graphic Organizers are credited to be tools that can guide students through the four stages of the writing process; prewriting, drafting, revising, and publishing and sharing.

Meera and Aiswarya (2015) in Thesis *a Study on the the Effectivness of Graphic Organizers in College Student's English Vocabulary*. This study explored the efficacy of graphic organizers as a strategy to facilitate vocabulary building. The present study aimed at investigating the effectiveness of graphic organizers on developing college students' English vocabulary building and incremental growth of vocabulary among college students.

Hinnawi (2012) in thesis *The Effect of the Graphic Organizer Strategy on University Students' English Vocabulary Building*. This study aimed at investigating the effect of the graphic organizer strategy on vocabulary building and vocabulary incremental growth of Jordanian university EFL students.

Lancaster (2013) in thesis *Using Graphic Organizers to Teach*, The purpose of this action research study was to determine whether or not using graphic organizers to teach writing would have an impact on first grade

students' attitudes toward writing and proficiency in the areas of word choice and organization.

Tayib (2013) in thesis *the Effect of Using Graphic Organizers on Writing*. The purpose of this study was to investigate the effectiveness of graphic organizers on students' writing ability as well as their attitudes towards this essential language skill

The researched conducted by Fatoni (2010). He conducted a classroom action researched under the title "*The Use of Dictogloss Technique to Enhance the Students' Writing Skill in News Item Texts*". There search was to find out how Dictogloss Technique enhances the students' writing skill in news item texts. The subjects of this study were 35 first grade students of SMA 1 Kendal in the academic year of 2009/2010. The result of the study revealed that dictogloss can enhance the students' writing skill in news item texts. It was proven from the improvement of the students' behavior which was much better in participating and enjoying the activities using dictogloss technique.

Study was conducted by Aminatun (2013) under the title "*The Influence of Using Dictogloss on Students' Listening Comprehension Achievement*". This research was conducted to know whether or not there is influence of using dictogloss in improving students' listening comprehension achievement.

Study was conducted by Nora Nikmatul Jannah (2014) under the title "The Effectiveness of using Dictogloss Technique to Improve Students Listening Ability at the Eight Grade of MTS AL-HUDA Bandung Tulung

Agung IN Academic Year 2014”. This research was conducted to know whether or not there is influence of using dictogloss in improving students’ listening comprehension achievement.

Study was conducted by Zaky Mubarokh (2014) under the title “Improving the Greade VIII Students’ Writing Skill of Narrative Text through Dictogloss Technique at SMPN 1 Mungkid, Magelang in the Academic Year of 2014/2015. This research was conducted to know whether or not there is influence of using dictogloss in improving students’ writing comprehension achievement.

Study was conducted by Evi Soviah (2015) under the title “The Effectiveness of Dictogloss Technique in Teaching Narrative Text First Grade Students of SMA Manba’ul. This research was conducted to know whether or not there is influence of using dictogloss in improving students’ writing comprehension achievement.

Study was conducted by Firmansyah Mionti (2015) under the title “The A pplication of Dictogloss Technique I Teaching Listening In SMA Negeri 1 Boliyohuto. This research was conducted to know whether or not there is influence of using dictogloss in improving students’ Listening comprehension achievement.

C. Conceptual Framework

Based on the review of related theories and review of related findings, the researcher tries to analyze and connect to the students’ high level ability in writing at Senior High School Koto XI Tarusan

Furthermore, the conceptual framework of this study was described as the follow:

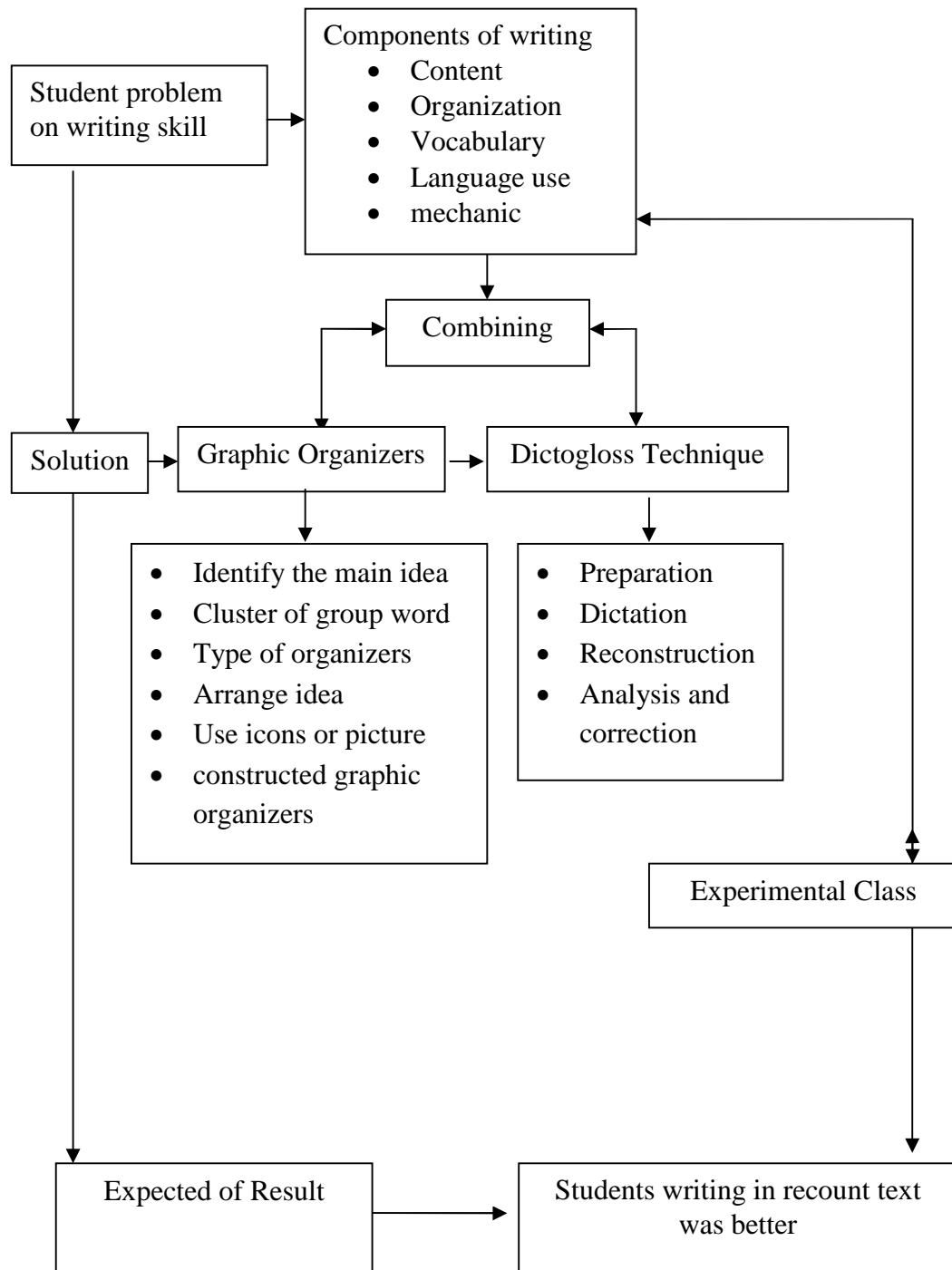


Figure I : Conceptual Framework

D. Hypothesis

The hypothesis of this research is students who are taught through Graphic Organizers and Dictogloss techniques would better skill in writing recount text than those who are not.

CHAPTER III
RESEARCH METHOD

A. Research Design

The design of this research was Experimental research. Gay (2012: 249) says that an experiment typically involves a comparison of two groups. They are experimental group and control group. The group experimental design was true experimental designs (the pretest–posttest control group design, the post test-only control group design). In this research used the post test only experimental group and control group design.

In experimental group, the researcher gave some treatments by using Dictogloss technique where as in control group gave conventional technique during this research. The design of this research can be described as follow:

Table 3.1The Research Design of This Research

Group	Treatment	Post test
Experimental class	X	O
Control class	----	O

X: Treatment (teaching through Graphic Organizers
and Dictogloss Techniques)

O: Post test for Experimental Group and Control Group

B. Population and Sample

1. Population

Gay (2000:122) state that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. In the other words population is the total number of students on a research.

The population of this research was students of Senior High School Koto XI Tarusan which consist of six classes of class X. The population of this research was 240 students. The distribution of the population can be seen in the table below.

Table 3.2 Population of the Research

No	Class	Male	Female	Total
1	X1	20	15	35
2	X 2	20	18	38
3	X 3	20	20	40
4	X 4	22	20	42
5	X 5	21	13	34
6	X 6	19	21	40

From the table above we can conclude that total of population is 240 students, consist of 6 classes, namely: X-1, X-2, X-3, X-4, X-5, X6.

After deciding population, the researcher used SPSS to show normality and homogeneity from the six classes above. Then to show the sample representative or not the researcher does the next step:

- a. Collecting the writing test score data from all six grade students in first semester.
- b. Test of Normality, Normality test had an objective to know the population normal or not. The researcher used kolmogrov Smirnov and Shapiro Wilk to do normality test, it is SPSS (*Statistical product and service solution*) test. The data would be normality tests, if every class was significant or more than 0.05.

Table 3.3 Tests of Normality

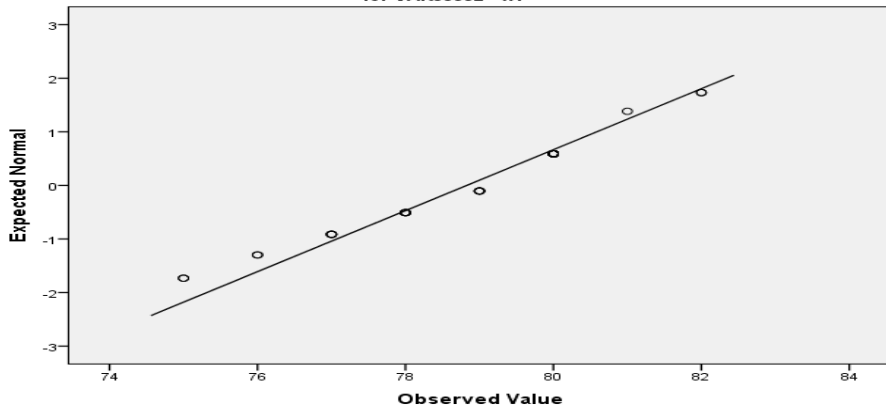
	VAR00002	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
VAR000 01	x1	.205	35	.001	.921	35	.015
	x2	.203	35	.001	.942	35	.065
	x3	.136	37	.080	.944	37	.062
	x4	.149	36	.043	.951	36	.116
	x5	.209	34	.001	.907	34	.007
	x6	.127	35	.169	.969	35	.420

a. Lilliefors Significance Correction

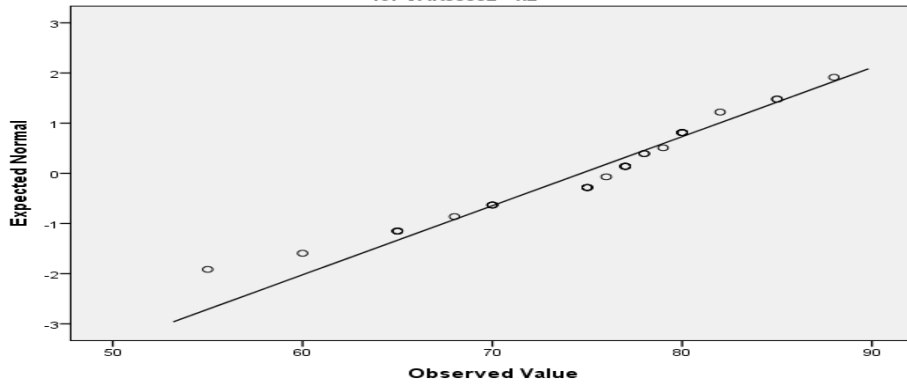
From the analysis above, it showed that there were all classes (X1 until X6,) that were normal because the data was significant or more than 0.05. It means that all of classes could be as sample in this research.

Based on the graphics Q-Q Plot, if the data around and near with the line, it means, the data was normal. Q-Q Plot can see in table below:

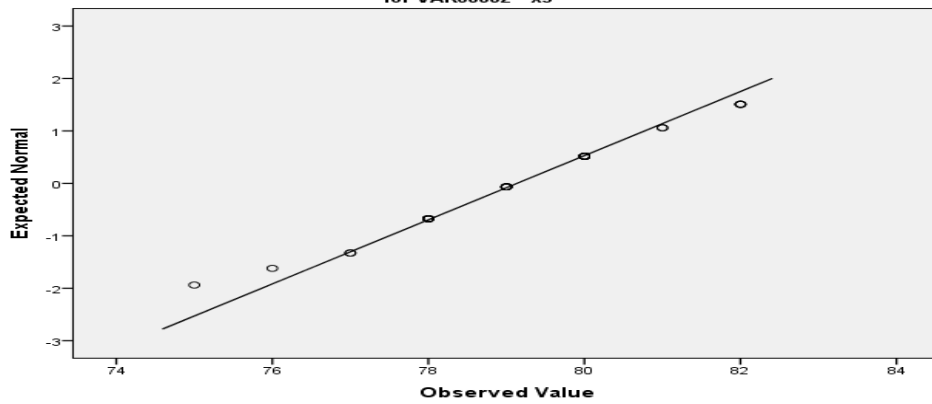
Normal Q-Q Plot of VAR00001
for VAR00002= x1

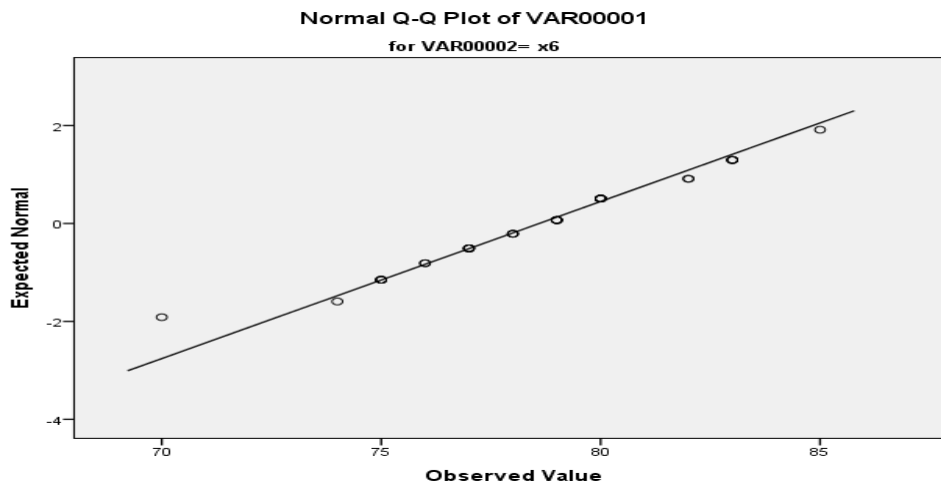
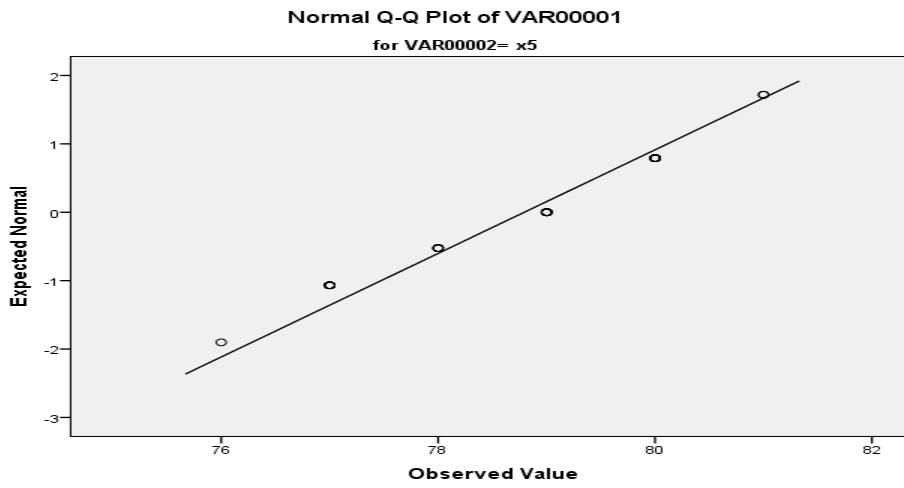
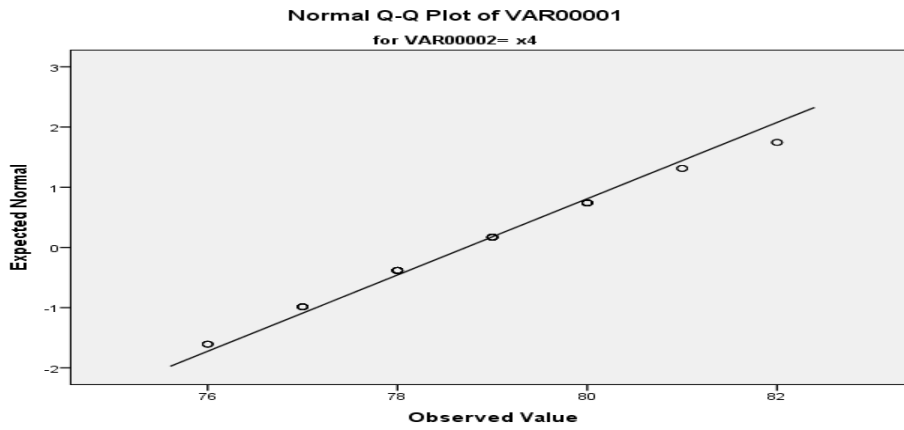


Normal Q-Q Plot of VAR00001
for VAR00002= x2



Normal Q-Q Plot of VAR00001
for VAR00002= x3





c. Test Homogeneous Variances

After doing the normality test and got the normal data. Then researcher was done the homogeneous variation test. This test had an objective as to know are the sample homogeny or not. This test used SPSS with level test, if the data significant or the data more than 0.05 it mean the data was homogeneous.

Table 3.4 Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
VAR0 0001	Based on Mean	24.060	5	206	.199
	Based on Median	16.514	5	206	.547
	Based on Median and with adjusted df	16.514	5	54.128	.548
	Based on trimmed mean	21.686	5	206	.222

2. Sample

Gay (2012:130) asserts that a good sample is one that is representative of the population from which it was selected. A sample is made up the individuals, items or events selected from a larger group referred to as population. The researcher needed two groups (classes) to act the research sample.

To get the representative sample of this research, the researcher used cluster sampling technique. Gay (2012: 136) stated that clustering sampling technique is the way to selecting a sample when the researcher is unable to obtain a list of all members of the population cause of they are very large with similar characteristics is a cluster.

In this case, the researcher took class X-1 and X-5 as the sample, beside that the students in both of class have similar knowledge of English since they are taught by the same teacher and material. In determining this class as sample, it was chosen following the procedure of flipping coin to device class experiment and control, the result of flipping coin researcher gave X-1 as experimental group, and class X-5 as control group.

C. Instrumentation of the Research

The instrument for this research is the form of written test. The researcher would use the test type from Jacob's criteria (1981:90) in scoring students' writing test. The blueprint of writing test can be seen in the following below:

Table 3.5. Blueprint of Writing Test

NO	Component of Writing test	Indicator	Topic	Number of Item
1.	Content	The students are able to write down a paragraph in good content, organization, vocabulary, language use, and mechanic.	Recount text	
2.	Organization		1. Good experience	1
3.	Vocabulary		2. Bad experience	1
4.	Language use		3. My last holiday	1
5.	Mechanic		4. my experience when I was a child	1
			5. My last birthday	1
			6. My Old Friend	1
			7. Visiting the zoo	1
		8. My Lucky day		
			Total	8

From the table above, the students would ask to write a recount text based on the topics given. They would allow to chosen one of eight topics that they like

most. The eight topics are talk about experience, such as talk about good/bad experiences. The students would write their experience with past tense.

D. Time and Place

This research will be done at SMAN 1 Koto XI Tarusan. This place was chosen because the researcher had ever do observation there. The treatment had been conducted at the class X students of second semester.

E. Technique of Collecting Data

1. Test

The data of this research were collected by using writing test. The data of this research were the student's score in post-test. Researcher gives five times treatment and post-test is given at the end of the research to both of the classes. The test was given to the experiment and control group as a sample on the sixth meeting. The students who were in experiment group and control group got the same test. Students are asked to write the simple recount text based on the topic was given. Teacher gives instruction test, students are asked to choose each topic through work sheet of writing test. After finishing the test, the students are asked to collect their writing to their pathner. Finally the writing text is assessed and analyzed.

2. Scoring

The scoring of this research based on students skill in writing such as; content, organization, vocabulary, language use and mechanic. Researcher was used scoring technique of Jacobin this research to assess students' writing.

F. Procedures of Research

The researcher would use two classes to get data. These two classes did taught by using the same material. However, they would be taught by using different treatment. The researcher was implemented this procedure:

There were some steps to conduct the research such as preparation, application, and finishing.

1. Preparation.

The researcher collected the data that relate with preparation steps:

- a. Selecting the material
- b. Preparing media.
- c. Preparing the lesson plan based on the curriculum

2. Application steps.

This step was conducted in three teaching activities. The first activities were introduction which included greeting, checking attendance, apperception, and motivation. The second was main activities included pre-writing, main activity and post-writing. The last activities were post activities included concluding the material and evaluation.

Table 3.6 The Treatment Procedure for Experimental and Control Class

Experimental Group	Control group	
<p>Pre-teaching</p> <ol style="list-style-type: none"> 1. Greeting 2. Check attendance 3. Giving apperception 4. Giving motivation 	<ol style="list-style-type: none"> 1. Greeting 2. Check attendance 3. Giving apperception 4. Giving motivation 	
<p>Main –Teaching</p> <ol style="list-style-type: none"> 1. Teacher gives question based on the topic to build students background knowledge 2. Students focus on definition, generic structure, language features and grammar of Recount Text 	<p>Main - Teaching</p> <ol style="list-style-type: none"> 1. Teacher gives question based on the topic to build students background knowledge 2. Students focus on definition, generic structure, language features and grammar of Recount Text 	<p>BKOF (10 Menit)</p>
<p>Exploration</p> <ol style="list-style-type: none"> a. The teacher identify the main ideas b. The teacher cluster of group words and ideas that are related c. The teacher show type of organizers 	<p>Exploration</p> <ol style="list-style-type: none"> 1. Teacher explain about Recount Text 2. Teacher give another example of Recount text and try to identify the element of the text 	<p>MOT (15 Menit)</p>

<p>d. the teacher constructed graphic organizers on recount text</p> <p>e. preparation</p> <p>1. Teacher ask students make a group</p>		
<p>Elaboration</p> <p>1. Dictation</p> <p>a. Teacher read a story, news and others.</p> <p>b. The teacher ask Students to listen and taking a note or make outline</p>	<p>Elaboration</p> <p>a. Then the teacher instructs them to write the Recount text and pay attention several elements of the text such as vocabulary, organization, generic structure, language feature and mechanic.</p> <p>b. After the students finish, asks them to collect their paper</p>	<p>JKOT (30Menit)</p>

<p>Confirmation</p> <p>1. Reconstruction a. The teacher Ask the students to reconstruct a text or original text</p> <p>2. Analysis and correction a. The Teacher ask students together asses what they written before. b. Teacher guide students to more action</p>	<p>Confirmation</p> <p>1. Teacher ask the students who want to share their written in front of class</p> <p>2. Teacher give feedback/comment or reward on students presentation.</p>	<p>ICOT (20Menit)</p>
<p>Post-Activity 15 minutes</p> <p>1. Teacher and students Review and conclude the lesson</p> <p>2. Teacher give reflection</p> <p>3. The teacher tells the next material</p> <p>4. Teacher closes the class</p> <p>5. Teacher and students Review and conclude the lesson</p> <p>6. Teacher give reflection</p> <p>7. The teacher tells the next material</p> <p>8. Teacher closes the class</p>	<p>Post- Activity</p> <p>1. Teacher and students Review and conclude the lesson</p> <p>2. Teacher give reflection</p> <p>3. The teacher tells the next material</p> <p>4. Teacher closes the class</p> <p>5. Teacher and students Review and conclude the lesson</p> <p>6. Teacher give reflection</p> <p>7. The teacher tells the next material</p> <p>8. Teacher closes the class</p>	<p>(15Menit)</p>

3. Finishing Steps

- a. Collecting the data (students' writing)
- b. Processing data towards experiment and control class by using T-test formula.
- c. Getting finding

Taking conclusion and proposing suggestion

G. Technique of Data Analysis

After the data have been collected, the researcher was copy the data and distributed to the other scorers (Writing Test). After that the researcher and other scorers were find the mean score of both classes, experimental and control class not only base on writing components (content, text organization, language use, and mechanics). Then the researcher would be collects the mean score from every scorer. Last, the researcher was used formula that suggested by Gay and Arikunto (2000:485) formula as follow:

$$\bar{x}_1 = \frac{\sum x_1}{n_1} \text{ and } \bar{x}_2 = \frac{\sum x_2}{n_2}$$

With:

\bar{x}_1 : Mean score of experiment group

$\sum x_1$: Sum of scores in experiment group

n_1 : Number of students in experiment class

\bar{x}_2 : Mean score of control group

$\sum x_2$: Sum of scores in control group

n_2 : Number of students in control group.

In figuring out the mean score, the researcher did get the data by using the formula above. The sum of students' score was divided with the number of students in the class. The formula was applied in experimental and control group classes.

After that, the researcher would finds out the t-test score of both classes. The formula of t-test is suggested by Sudjana (2005:239):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Standard deviation formula as follow:

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

Variance as follow:

$$S_1^2 = \frac{n(\sum x_1^2) - (\sum x_1)^2}{n(n-1)} \quad \text{and} \quad S_2^2 = \frac{n(\sum x_2^2) - (\sum x_2)^2}{n(n-1)}$$

In this case:

t = Value of t -observed

\bar{x}_1 = Mean score of experimental class

\bar{x}_2 = Mean score of control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class

S = Standard deviation of both group

S_1^2 = Variance experimental group

S_2^2 = Variance control class

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the analysis and interpretation of the findings, which was acquired through the test. The findings respectively followed by the discussion. The analysis of the collected data was carried out to answer the research problem that identify whether GO and Dictogloss techniques can Improve Students' Writing Skill through Recount Text at Class X Of Senior High School 1 Koto XI Tarusan.

A. Research Findings

1. The Effect of GO and Dictogloss on Students' Writing Skill

The data of this research was the score of students' post-test of both experiment and control class. The researcher gave post-test to both samples where the students were asked to choose one of the topics given, namely:

- a. Good Experience
- b. Bad Experience
- c. My Last Holiday
- d. My Last Birthday
- e. My old Friend
- f. Visiting the Zoo

The data was obtained by giving post-test to both experiment and control class. The writing test was similar. Writing result was also evaluated by considering five components based on ESL criteria (Jacob, 1981:90) they are content, organization, vocabulary, language use, and mechanics.

All of the data were analyzed to find out the maximum and minimum scores, mean scores \bar{X} and Standard Deviation (SD) of post-test of experiment and control class.

a. Post-test of Experiment Class

Table 4.1 The Interval Data of Post-Test Scores of Experiment Class

No	Interval (Student's Writing Scores)	Frequency	Percentage
1	58-63	5	14.29 %
2	64-69	8	22.85 %
3	70-75	6	17.14%
4	76-81	10	28.58%
5	82-87	6	17.14%
Total		35	100 %

From the table above, it was found that most of students' writing scores of post-test in the experiment class was about 58-87, there was 16 students got scores at that interval or 50%, while the interval 80-100 there were 19 students got the scores at that intervals or 50%. Then, it can be said that there were no students got the scores under 60.

The result of post-test in experiment class could be seen in the table below:

Table 4.2 Post-Test Scores of Experiment Class X1 Senior High School 1 Koto XI Tarusan

Class	N	The Highest Score	The Lowest Score	Mean \bar{X}	Standard Deviation
Experiment	35	87	58	72.94	8.506

Based on the table above, we know that the highest scores of student's writing ability in experiment class after taught by using Graphic Organisers and Dictogloss Techniques are 87, while the lowest score is 58, the mean score is 72.94 and SD is 8.506 (see appendix 5, 7 and 8). Related to the gain scores of standard deviation above, the deviation of scores (mean and median) in experiment class was not higher than standard deviation. Therefore, it can be concluded that the data is normal.

b. Post-Testof Control Class

Table 4.3 The Interval Data of Post-Test Scores of Control Class

No	Interval (Student's Writing Scores)	Frequency	Percentage
1	55-60	11	32.35%
2	61-66	7	20.58%
3	67-72	8	23.53 %
4	73-78	4	11,77%
5	79-84	4	11,77%
Total		34	100 %

From the table above, it was found that most of students' writing scores of post-test in the control class were about: 79-84, there were 4 students got scores at that interval or 92%, while the interval 55-78 there were 30 students got the scores at that interval or 8%. Almost all of the students got scores at the interval 60-79 and nobody got scores at interval 80-100 anymore.

The result of post-test in control class could be seen in the table below:

Table 4.4 Post-Test Scores of Control Class X5 Senior High School 1 Koto XI Tarusan

Class	N	The Highest Score	The Lowest Score	Mean \bar{X}	Standard Deviation
Control	34	81	55	66.85	7.762

Based on the table above, the highest scores of students' writing ability in control class that taught without using Graphic Organizers and Dictogloss Techniques are 81, while the lowest score is 55, the mean score is 66.85 and SD is 7.762. Related to the gain scores of standard deviation above, the deviation of scores (mean and median) in control class was not higher than standard deviation. Therefore, it can be concluded that the data was normal.

Based on post-test scores in experimentand control class (X1 and X5), it was found the distribution of students' post-test scores of both of classes. It can be seen in the table below:

Table 4.5 Description of Post-Test Scores of Experimentand Control Class (X1 And X5) of Senior High School 1 Koto XI Tarusan

	Experiment Class	Control Class
Total Students	35	34
Sum of Scores	1910	1797
Mean Score	72.94	66.85
Highest Score	87	81
Lowest Score	58	55

From the table above, it can be seen that the students' writing scores in experiment class after post-test that were taught by using Graphic Organizers and Dictogloss Techniques have the mean score (72.94) was higher than the students' scoresin control class (66.85)

that were taught without using Graphic Organizers and Dictogloss Techniques.

2. Data Analysis

In order to see the whether the use of Graphic Organizers and Dictogloss Techniques have any significant difference on students' writing ability in these classes, the data that was observed of this research was analyzed by using t-test.

The calculation of t-test between mean scores of post-test of experiment and control class is as follows:

$$T = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\overline{X}_1 = 72.94$$

$$n_1 = 35$$

$$S_1^2 = 72.45$$

$$\overline{X}_2 = 66.85$$

$$n_2 = 34$$

$$S_2^2 = 60.24$$

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ &= \frac{(35 - 1)72.35 + (34 - 1)60.24}{35 + 34 - 2} \\ &= \frac{2459.9 + 1987.92}{67} \\ &= \frac{4447.82}{67} = 66.38 \end{aligned}$$

$$S = \sqrt{6638}$$

$$S = \mathbf{8.141}$$

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{72.94 - 66.85}{\frac{8.14 \sqrt{\frac{1}{35} + \frac{1}{34}}}{6.09}} \\
&= \frac{6.09}{8.14 \sqrt{(0.238)}} \\
&= \frac{6.09}{8.14 \times 0.154} \\
&= \frac{6.09}{1.253} \\
\alpha &= 4.860 && 0.05 \\
df &= (n_1 + n_2 - 2) \\
&= (35 + 34 - 2) \\
&= (35 + 32) \\
&= 67 && (n_1 + n_2 - 2) \\
T_{\text{-table}} &= t(1 - \alpha) \text{ df} \\
&= t(1 - 0.05) 67 \\
&= t(0.95) 67 \\
&= \\
T_{\text{-calculate}} &= 4.860 \\
T_{\text{-table}} &= 1.671 \\
T_{\text{-calculate}} &> T_{\text{-table}} \\
4.860 &> 1.671
\end{aligned}$$

The data was analyzed by using simple regression for hypothesis with 5% (0.05) of significance level and the value of $T_{\text{-table}}$ of the level of freedom 48. The value $T_{\text{-calculated}}$ (4.860) was bigger than the value of $T_{\text{-table}}$ (1.671), so, the hypothesis was accepted.

To get more explanation that Graphic Organizers and Dictogloss Techniques gave any significant difference on students' writing ability, can be seen from the comparison of students' mean scores of post-test both classes in content, organization, vocabulary, language use, and mechanic.

The calculation of those aspects can be explained as the table below:

Table 4.6 The Comparison of Means of Post-Test of Experiment and Control Class in Term of Content, Organization, Vocabulary, Language

Use, Mechanic

No	Aspects/ Components	Experiment Class $\frac{\sum nxi}{N}$	Control Class $\frac{\sum nxi}{N}$	Difference
1	Content	$752/35 = 21.48$	$692/34 = 20.35$	1.13
2	Organization	$534/35 = 15.25$	$482/34 = 14.17$	1.08
3	Vocabulary	$537/35 = 15.34$	$465/34 = 13.67$	1.67
4	Language Use	$619/35 = 17.68$	$546/34 = 16.05$	1.63
5	Mechanic	$111/35 = 3.17$	$88/34 = 2.58$	0.59

Based on the table above could be explained that:

a. Content

In experimental class, the mean score of the students' content was got 21.48 while in control group got 20.35. It was concluded that experimental group had increased in content than that control group with difference 1.13

b. Organization

In experimental class, the mean score of the students' organization was got 15.25 while in control group got 14.17. It was concluded that experimental group had increased in organization than in control group with difference 1.08

c. Vocabulary

In experimental class, the mean score of the students' vocabulary was got 15,34 while in control group got 13.67

It was concluded that experimental group had increased in vocabulary than in control with difference 1.67

d. Language Use

In experimental class, the mean score of the students' language use was got 17.68 while in control group got 16.05. It was concluded that experimental group had increased in language use than in control group with difference 1.63.

e. Mechanic

In experimental class, the mean score of the students' mechanic was got 3,17 while in control group was 2,58. It was concluded that experimental group had increased in mechanic than that control group with difference 0,5.

3. Hypothesis Testing

After the scores of post-test of experiment and control class had been analyzed, the value of $T_{\text{calculated}}$ was obtained. Then the value of $T_{\text{calculated}}$ compared with the value of T_{table} . If the value of $T_{\text{calculated}}$ less or equal than T_{table} at the level of significant 0.05, it could be concluded that there was no difference on students' writing skill in both experiment and control class. It means that the hypothesis was rejected.

Meanwhile if $T_{\text{calculated}}$ is bigger than T_{table} at level significant 0.05, it can be concluded that there is any significant difference on students' writing skill between these classes. It means that the hypothesis was accepted.

From the calculation of post-test scores of experiment class, it was obtained that $T_{\text{calculated}}$ 4.860 while the value of T_{table} 1.671. It means that $T_{\text{calculated}}$

calculated is bigger than T_{table} . From the calculation of the data, it can be concluded that the hypothesis is accepted. So, it can be said "There is any significant difference on students' writing skill between those who are taught by using Genre Based Teaching.

B. Discussion on the Research Finding

As suggested by Jacob (1981) to success in writing activity, the students or the writer have to consider about component of writing. In other words the students have to master the writing skill that related to content, vocabulary, organization, language use and mechanics. Based on the observations at Senior High School 1 Koto XI Tarusan the students still had difficulties in writing. So that in this research the researcher implemented technique that can help the students increase their writing skill. It is GO and Dictogloss.

The first step taken by the researcher after got the data from the teacher at Senior High School 1 Koto XI Tarusan was to find whether they were homogenous or not. From the apparent data, the outcome of the data is relatively similar between the two groups. The data analysis outcome show that they are.

GO and Dictogloss that can improve students' writing skill. The application of these techniques teaching writing can help the students in generating and organizing ideas of the text. Then, using Graphic Organizers and Dictogloss Techniques also helped the students in organizing their ideas

into the correct form such as the correct use of the generic structures and considering the language features of a recount text.

Related to the purpose of the research to determine whether there is describe indicators of writing resulted in the implementation of Graphic Organizers and Dictogloss Techniques writing skill, the researcher can say that there is describe indicators of writing resulted in the implementation of GO and Dictogloss techniques writing skill between those who were taught by using GO and Dictocloss and those who were taught without using GO and Dictogloss that could be seen on findings. It shows by the post-test results for both classes after giving the treatment by applying GO and Dictogloss Techniques. Using GO and Dictogloss in teaching make the students have a stake in finding their answer because the answers can affect their lives. It is because of the students can imagine what they are going to be written, because they are guided by the partner. So the students can organize their writing easily.

In this research, there were five components of writing that should be measured in conducting the writing activity, namely: content, organization, vocabulary, language use, and mechanic. In this case, the researcher wanted to see these all of components, specifically on content and organization.

After taught by using Graphic Organizers and Dictogloss in several meetings, the students got some improvements of writing ability that was shown by their writing score. The experimental group improved dramatically

after receiving treatment. While the control group showed no significant improvement after receiving no treatment.

Finally, it can be said that the findings of this research proved that combining GO and Dictogloss have a dramatic influence on students' writing skill. Statistically calculated, the result of this research, the mean scores of experiment class is 72,94 that taught by using GO and Dictogloss and 66.85 in control class that had taught without using GO and Dictogloss. It supports the research hypothesis that there are enthusiastic towards the implementation of these techniques. In short, it can be said that the students are motivated in learning by using this technique, it was indicated by their motivation to follow the learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the finding of the research derived from the data analysis as reported in the previous chapter that the students' writing skill got better improvements after using Graphic Organizers and Dictogloss Techniques in every aspect, such as: Content, Organization, Vocabulary, language use and Mechanic. The student's writing skill of experiment class by using the GO and Dictogloss Techniques in post-test got mean scores 72.94 while in control class got post-test mean scores 66.85. It showed that, the mean of writing score in post-test experimental class had increased than control class. It showed that, the use of combining GO and Dictogloss techniques had significant effect toward students writing skill.

The results of this research also showed that there was an increased in students' skill on writing in every component of writing; content organization, vocabulary, language use and mechanic. After using of GO and Dictogloss Techniques.

Moreover, from the finding of this research above, it was concluded that teaching writing by using GO and Dictogloss Techniques were effective to improve students' writing skill. In fact, we can see the improvement from analyzing of data showed that the students' score in every aspect of writing was increased.

B. Suggestions

Dealing with the problems that explained in the previous part, researcher tries to porpoises some suggestion. First, the English teacher should consider the use of GO and Dictogloss Techniques as an alternative Technique in teaching writing especially in organizing text.

For the other researcher it is suggested to carry out further studies about the use of GO and Dictogloss Techniques in improving students writing skill since this study only concern about the use GO and Dictogloss Techniques in developing student's writing skill that refers to content, organization, language use, vocabulary and mechanic.

The other researcher is suggested to do the experimental research by using GO and Dictogloss Techniques in other skill in English like speaking, listening and reading.

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APPENDIX 1
INSTRUCTIONAL DESIGN
EXPERIMENT CLASS

EDUCATION UNIT : SMA NEGERI 1 KOTO XI TARUSAN
SUBJECT : BAHASA INGGRIS
CLASS/PROGRAM : X
SEMESTER : 1
TIME ALLOCATION : 2 X 45 MINUTES
SKILL : WRITING
TOPIC : RECOUNT TEXT

Standard Competence

Expressing meaning in short functional and essay in the form of descriptive and recount of daily life.

Basic Competence

Students be able to retelling their past experience in written form

Learning Objective

Students can identify and be able to write recount paragraph correctly

Material

My Last Birthday

It was my birthday two week ago and my family celebrated it in a small party. I invited my best friends to attend the party. There were about 18 people in the party, including my parents and my sister, Andin. In was a great surprise that my uncle Andra could come too. He was a very busy man because works in a big firm in Jakarta

There were some presents for me. My parents gave me a new notebook. They knew that my old one was out of date. My sister gave me a new novel, she knew my hobby well, reading. My uncle did not stop surprising me again, he brought the latest “the Amazing Spiderman” CD game. My uncle knew that Spiderman was my favorite superhero. Husna, my best friend, gave me a CD collection of my favorite singers, Amy Lee. I’d love to listen to her singing all days. And there were a lot of presents that I could not mention all here. When the party was running over, suddenly, I got a very big surprise again, my brother Indra came home from America. I was crying happily to realize that he was home. It was about 2 years that he went abroad for work. He apologized not to bring a present for me. But I did not mind about it. I was happy to know him home. It was thebestpresentIevergot.We spent the whole day in the small party but it meant the greatest party I ever had. I really enjoyed it

Method /Technique : Graphic Organizers and Dictogloss Technique

Procedure of Teaching

TEACHING ACTIVITY	Genre	TIME
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<p>A. Pre teaching</p> <p>Appreciation</p> <ul style="list-style-type: none"> ➤ greeting ➤ Checking students' attendance ➤ Apperception 		15 minutes
<p>B. Main-teaching</p> <ol style="list-style-type: none"> 1. Teacher gives question based on the topic to build students background knowledge 2. Students focus on definition, generic structure, language feature, and grammar of the text 3. The teacher determine the relationship between and among the main idea and choose type of organizers most appropriate for the material 4. The teacher use icons or pictures as well as words in organizers and use variety colours to represent aspect of the organizers <p>Exploration</p> <ol style="list-style-type: none"> 1. The teacher identify the main idea 2. The teacher cluster of group words and ideas that are related 3. The teacher show type of organizers 4. Teacher constructed graphic organizers on recount text <p>5. Preparation</p> <ul style="list-style-type: none"> • The teacher ask students make a group <p>Elaboration</p> <p>1. Dictation</p> <ul style="list-style-type: none"> • The teacher read a story, news and thers • The teacher ask students to listen teachers dictation and taking note or outline <p>Confirmation</p> <p>1. Reconstruction</p> <ul style="list-style-type: none"> • The teacher ask the students to reconstruct a text or original text 	<p>BKOF</p> <p>MOT</p> <p>JCOT</p> <p>ICOT</p>	55 minutes

<p>2. Analysis and correction</p> <ul style="list-style-type: none"> • The teacher ask students together asses what they written before • Teacher guide students to more action 		
<p>Post teaching</p> <ol style="list-style-type: none"> 1. Teacher and students review and conclude the lesson 2. Teacher gives advice to the students 3. Teacher collects students' writing 4. Teacher closes the class 		10 minutes

Evaluation

➤ **Cognitif**

CONTENT	Score Level	Criteria
	30-27	Excellent to very good: substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, Limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

ORGANIZATION	Score Level	Criteria
	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization or not enough to evaluate

VOC ABUL ARY	Score Level	Criteria
	20-18	Excellent to very good: sophisticated range, effective

		word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/form, choice, meaning confused or obscured.
	9-7	Very poor: essentially translation, little of knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

LANGUAGE USE	Score Level	Criteria
	25-22	Excellent to very good: effective complex construction, few errors of agreement, tenses, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tenses, number, word order/function, article, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple /complex construction, frequent errors of negation, agreement, tense, number, word order/function article, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

MECHANICS	Score Level	Criteria
	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.	

➤ Afektif

No	Mark	Indicators
1	A	Discipline, very creative, honest and respect others
2	B	Discipline, creative, pretend to hide the weaknesses and respect others
3	C	Less discipline, creative and serious, but respect others
4	D	Not reflected as a good students

➤ Resources :

1. Way Point Plus, Guiliano Iantorno & Mario Papa. 2007. Erlangga

2. :

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-macam-ciri.html#ixzz4KoMmbIIu>

INSTRUCTIONAL DESIGN EXPERIMENT CLASS

EDUCATION UNIT : SMA NEGERI I KOTO XI TARUSAN
SUBJECT : BAHASA INGGRIS
CLASS/PROGRAM : X
SEMESTER : 1
TIME ALLOCATION : 2 X 45 MINUTES
SKILL : WRITING
TOPIC : RECOUNT TEXT

Standard Competence

Expressing meaning in short functional and essay in the form of descriptive and recount of daily life.

Basic Competence

Students be able to retelling their past experience in written form

Learning Objective

Students can identify and be able to write recount paragraph correctly

Material

Travelling Around The World

Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary. I spent a week in New York and then flew to London and enjoyed several weeks in Europe. When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.

First, I flew from his home in Mexico City to New York City. After through Asia, I went to south America and finally back home to Indonesia. Deri felt tired but he was very excited and wanted to travel again.

Method /Technique : Graphic Organizers and Dictogloss Technique

Procedure of Teaching

TEACHING ACTIVITY	Genre	TIME
<p>A. Pre teaching</p> <p>Appreciation</p> <ul style="list-style-type: none"> ➤ greeting ➤ Checking students' attendance ➤ Apperception 		15 minutes
<p>B. Main-teaching</p> <ol style="list-style-type: none"> 5. Teacher gives question based on the topic to build students background knowledge 6. Students focus on definition, generic structure, language feature, and grammar of the text 7. The teacher determine the relationship between and among the main idea and choose type of organizers most appropriate for the material 8. The teacher use icons or pictures as well as words in organizers and use variety colours to represent aspect of the organizers <p>Exploration</p> <ul style="list-style-type: none"> ➤ The teacher identify the main idea ➤ The teacher cluster of group words and ideas that are related ➤ The teacher show type of organizers ➤ Teacher constructed graphic organizers on recount text ➤ Preparation <ul style="list-style-type: none"> • The teacher ask students make a group <p>Elaboration</p>	<p>BKOF</p> <p>MOT</p> <p>JCOT</p> <p>ICOT</p>	55 minutes

<p>1. Dictation</p> <ul style="list-style-type: none"> • The teacher read a story, news and theirs • The teacher ask students to listen teachers dictation and taking note or outline <p>Confirmation</p> <p>2. Reconstruction</p> <ul style="list-style-type: none"> • The teacher ask the students to reconstruct a text or original text <p>3. Analysis and correction</p> <ul style="list-style-type: none"> • The teacher ask students together asses what they written before • Teacher guide students to more action 		
<p>Post teaching</p> <p>5. Teacher and students review and conclude the lesson</p> <p>6. Teacher gives advice to the students</p> <p>7. Teacher collects students' writing</p> <p>8. Teacher closes the class</p>		10 minutes

Evaluation

➤ **Cognitif**

CONTENT	Score Level	Criteria
	30-27	Excellent to very good: substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, Limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

A NI ZA	Score Level	Criteria
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	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization or not enough to evaluate

VOCABULARY	Score Level	Criteria
	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/form, choice, meaning confused or obscured.
	9-7	Very poor: essentially translation, little of knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

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	25-22	Excellent to very good: effective complex construction, few errors of agreement, tenses, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tenses, number, word order/function, article, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple /complex construction, frequent errors of negation, agreement, tense, number, word order/function article, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

MEC HANI CS	Score Level	Criteria
	5	Excellent to very good: demonstrated mastery of conventions,

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➤ Afektif

No	Mark	Indicators
1	A	Discipline, very creative, honest and respect others
2	B	Discipline, creative, pretend to hide the weaknesses and respect others
3	C	Less discipline, creative and serious, but respect others
4	D	Not reflected as a good students

➤ Resources :

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INSTRUCTIONAL DESIGN EXPERIMENT CLASS

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CLASS/PROGRAM	: X
SEMESTER	: 1
TIME ALLOCATION	: 2 X 45 MINUTES
SKILL	: WRITING
TOPIC	: RECOUNT TEXT

Standard Competence

Expressing meaning in short functional and essay in the form of descriptive and recount of daily life.

Basic Competence

Students be able to retelling their past experience in written form

Learning Objective

Students can identify and be able to write recount paragraph correctly

Material

My First Day At School

I still remember my first day at school ; when i was 6 years old kid i felt very exited but when i enter the classroom i turn to scared and frighting every thing was new to me school teacher books even classmates.

had never been away from home.My mom walked me in.she talked to me and told me she would be back.i started crying.she left me with my teacher.as soon as she did ,i ran as fast as i could outside.my teacher right behind me.my mom had left though.my teacher picked me up,and took me back in.i cried most of the day.she finnaly got me to stop and some other kids who seemed concerned,played with me and we became good friends.

Method /Technique : Graphic Organizers and Dictogloss Technique

Procedure of Teaching

TEACHING ACTIVITY	Genre	TIME
<p>A. Pre teaching</p> <p>Appreciation</p> <ul style="list-style-type: none"> ➤ greeting ➤ Checking students' attendance ➤ Apperception 		15 minutes
<p>B. Main-teaching</p> <p>9. Teacher gives question based on the topic to build students background knowledge</p> <p>10. Students focus on definition, generic structure, language feature, and grammar of the text</p> <p>11. The teacher determine the relationship between and among the main idea and choose type of organizers most appropriate for the material</p> <p>12. The teacher use icons or pictures as well as words in organizers and use variety colours to represent aspect of the organizers</p> <p>Exploration</p> <ul style="list-style-type: none"> ➤ The teacher identify the main idea ➤ The teacher cluster of group words and ideas that are related ➤ The teacher show type of organizers ➤ Teacher constructed graphic organizers on recount text ➤ Preparation <ul style="list-style-type: none"> • The teacher ask students make a group <p>Elaboration</p> <p>1. Dictation</p> <ul style="list-style-type: none"> • The teacher read a story, news and others • The teacher ask students to listen teachers dictation and taking note or outline 	<p>BKOF</p> <p>MOT</p> <p>JCOT</p> <p>ICOT</p>	55 minutes

<p>Confirmation</p> <p>3. Reconstruction</p> <ul style="list-style-type: none"> • The teacher ask the students to reconstruct a text or original text <p>4. Analysis and correction</p> <ul style="list-style-type: none"> • The teacher ask students together asses what they written before • Teacher guide students to more action 		
<p>Post teaching</p> <p>9. Teacher and students review and conclude the lesson</p> <p>10. Teacher gives advice to the students</p> <p>11. Teacher collects students' writing</p> <p>12. Teacher closes the class</p>		10 minutes

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	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

MECHANICS	Score Level	Criteria
	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

➤ Afektif

No	Mark	Indicators
1	A	Discipline, very creative, honest and respect others
2	B	Discipline, creative, pretend to hide the weaknesses and respect others
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➤ Resources

- :
4. Way Point Plus, Guiliano Iantorno & Mario Papa. 2007. Erlangga
 5. : <http://www.kursusmudahbahasainggris.com/2013/09/pe-ngertian-tujuan-struktur-macam-ciri.html#ixzz4KoMmbIIu>

**INSTRUCTIONAL DESIGN
EXPERIMENT CLASS**

EDUCATION UNIT : SMA NEGERI I KOTO XI TARUSAN

SUBJECT : BAHASA INGGRIS
 CLASS/PROGRAM : X
 SEMESTER : 1
 TIME ALLOCATION : 2 X 45 MINUTES
 SKILL : WRITING
 TOPIC : RECOUNT TEXT

Standard Competence

Expressing meaning in short functional and essay in the form of descriptive and recount of daily life.

Basic Competence

Students be able to retelling their past experience in written form

Learning Objective

Students can identify and be able to write recount paragraph correctly

Material

Went To See Animal At The Zoo

Yesterday my family went to the zoo to see some animal. When we got to the zoo, bought some food to be given to the animals. After getting the food we went to the monkey cage, where we saw and feed some monkey. Then we went to the nocturnal zone where we saw some birds and reptiles which only come out at night after the sunset to found some food.

Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. Then in the afternoon we saw animals circus. We returned home very tired but happy because we had so much fun all the day

Method /Technique : Graphic Organizers and Dictogloss Technique

Procedure of Teaching

TEACHING ACTIVITY	Genre	TIME
A. Pre teaching Appreciation ➤ greeting ➤ Checking students' attendance		15 minutes

➤ Apperception		
<p>B. Main-teaching</p> <p>13. Teacher gives question based on the topic to build students background knowledge</p> <p>14. Students focus on definition, generic structure, language feature, and grammar of the text</p> <p>15. The teacher determine the relationship between and among the main idea and choose type of organizers most appropriate for the material</p> <p>16. The teacher use icons or pictures as well as words in organizers and use variety colours to represent aspect of the organizers</p> <p>Exploration</p> <p>5. The teacher identify the main idea</p> <p>6. The teacher cluster of group words and ideas that are related</p> <p>7. The teacher show type of organizers</p> <p>8. Teacher constructed graphic organizers on recount text</p> <p>9. Preparation</p> <ul style="list-style-type: none"> The teacher ask students make a group <p>Elaboration</p> <p>1. Dictation</p> <ul style="list-style-type: none"> The teacher read a story, news and thers The teacher ask students to listen teachers dictation and taking note or outline <p>Confirmation</p> <p>4. Reconstruction</p> <ul style="list-style-type: none"> The teacher ask the students to reconstruct a text or original text <p>10. Analysis and correction</p> <ul style="list-style-type: none"> The teacher ask students together asses 	<p>BKOF</p> <p>MOT</p> <p>JCOT</p> <p>ICOT</p>	<p>55 minutes</p>

<p>what they written before</p> <ul style="list-style-type: none"> • Teacher guide students to more action 		
<p>Post teaching</p> <ol style="list-style-type: none"> 1. Teacher and students review and conclude the lesson 2. Teacher gives advice to the students 3. Teacher collects students' writing 4. Teacher closes the class 		10 minutes

Evaluation

➤ Cognitif

CONTENT	Score Level	Criteria
	30-27	Excellent to very good: substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, Limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

ORGANIZATION	Score Level	Criteria
	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization or not enough to evaluate

VOCABULARY	Score Level	Criteria
	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery,

		appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/form, choice, meaning confused or obscured.
	9-7	Very poor: essentially translation, little of knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

LANGUAGE USE	Score Level	Criteria
	25-22	Excellent to very good: effective complex construction, few errors of agreement, tenses, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tenses, number, word order/function, article, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple /complex construction, frequent errors of negation, agreement, tense, number, word order/function article, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

MECHANICS	Score Level	Criteria
	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.	

➤ Afektif

No	Mark	Indicators
----	------	------------

1	A	Discipline, very creative, honest and respect others
2	B	Discipline, creative, pretend to hide the weaknesses and respect others
3	C	Less discipline, creative and serious, but respect others
4	D	Not reflected as a good students

➤ Resources :

1. Way Point Plus, Guiliano Iantorno & Mario Papa. 2007. Erlangga

INSTRUCTIONAL DESIGN CONTROL CLASS

SEKOLAH : SMAN 1 KOTO XI TARUSAN
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : X (SEPULUH)
TAHUN PELAJARAN : 2016-2017
WAKTU : 2 X 45 MENIT
SKILL : WRITING
TOPIC : RECOUNT TEXT

Standar Kompetensi :

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator pembelajaran

Siswa mampu mengidentifikasi teks *recount* dan menuliskannya dalam paragraf singkat

Tujuan Pembelajaran

siswa bisa mengidentifikasi teks *recount* dan mampu membuat paragraf *recount* dengan benar

Materi pembelajaran1. Defenisi teks *recount*

Recount teks adalah sebuah teks yang menceritakan kembali tentang kejadian di masa lampau dengan tujuan untuk memberikan informasi dan menghibur si pembaca

2. Generic Structure teks *recount*

- Orientation: informasi tentang orang, tempat dan waktu
- Events: menceritakan urutan kejadian pada masa lampau
- Reorientation: berisi pendapat si penulis biasanya pada akhir cerita

3. Language Feature

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

4. Examples and structures of the text

My Last Birthday

It was my birthday two week ago and my family celebrated it in a small party. I invited my best friends to attend the party. There were about 18 people in the party, including my parents and my sister, Andin. In was a great surprise that my uncle Andra could come too. He was a very busy man because works in a big firm in Jakarta

There were some presents for me. My parents gave me a new notebook. They knew that my old one was out of date. My sister gave me a new novel, she knew my hobby well, reading. My uncle did not stop surprising me again, he

brought the latest “the Amazing Spiderman” CD game. My uncle knew that Spiderman was my favorite superhero. Husna, my best friend, gave me a CD collection of my favorite singers, Amy Lee. I’d love to listen to her singing all days. And there were a lot of presents that I could not mention all here. When the party was running over, suddenly, I got a very big surprise again, my brother Indra came home from America. I was crying happily to realize that he was home. It was about 2 years that he went abroad for work. He apologized not to bring a present for me. But I did not mind about it. I was happy to know him home. It was the best present I ever got. We spent the whole day in the small party but it meant the greatest party I ever had. I really enjoyed it

Metode Pembelajaran : Three past technique, penugasan, tanya jawab

Langkah –Langkah Kegiatan Pembelajaran

Aktifitas pembelajaran	Waktu
<p>A. Kegiatan Pendahuluan</p> <p>Apresiasi</p> <ol style="list-style-type: none"> 1. Guru menyapa mengucapkan slaam dan menyapa siswa 2. Siswa merespon pertanyaan guru tentang kehadiran 3. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. 4. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai 5. Menyampaikan cakupan materi dan penilaiannya 	<p>15 menit</p>
<p>B. Kegiatan Inti</p> <p>Eksplorasi</p> <ol style="list-style-type: none"> 1. Siswa dan guru berdoa bersama 2. Guru menyapa siswa agar tercipta suasana kekeluargaan 3. Guru mengisi daftar hadir siswa 4. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. 5. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai 6. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai 7. Menyampaikan cakupan materi dan penilaiannya 	<p>55 menit</p>

<p>Elaborasi</p> <ol style="list-style-type: none"> 1. Guru menerangkan tentang teks recount 2. Guru memberikan sebuah contoh dari teks recount dan meminta siswa untuk mengidentifikasi generic structure dan language features dari teks recount tersebut 3. Guru meminta siswa untuk menggaris bawahi generic structure dan language features (past tense) yang ada pada papan tulis satu <p>Guru menginstruksikan siswa untuk membuat karangan pendek teks recount tema holiday/personal experience (sesuai dengan gambar yg diberikan) dengan jenis kalimat past tense.</p> <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa memperhatikan simpulan tentang hal-hal yang diajarkan guru 2. Siswa memberi refleksi/komentar tentang hal-hal dan telah dipahami maupun hal-hal yang dipelajari baik yg menyenangkan atau tidak menyenangkan 3. Siswa diberi tugas terstruktur untuk memantapkan kompetensi menulis teks recount 4. Siswa memperhatikan harapan2 dan nasihat yg disampaikan guru 5. Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya. 	
<p>C. Kegiatan akhir</p> <ol style="list-style-type: none"> 1. Guru meriview dan menyimpulkan pembelajaran 2. Siswa diberikan tugas terstruktur (PR) untuk memantapkan kompetensi menulis teks recount 3. Guru menginstruksikan siswa untuk mempersiapkan materi yang akan dibahas pada pertemuan berikutnya 	10 menit

Pedoman Penilaian

➤ **Cognitif**

1. Isi (content) : max 30
2. Organisasi : max 20

- 3. Tata bahasa (Lag.use) : max 25
- 4. Vocabulary : max 20
- 5. Mechanics : max 5+

Total 100

➤ Afektif

No	Nilai	Indikator
1	A	Disiplin, sangat kreatif, jujur dan sopan
2	B	Disiplin, kreatif, kurang jujur dan kurang sopan
3	C	Kurang disiplin, kreatif tapi kurang
4	D	Tidak mencerminkan kepribadian yang baik

➤ Sumber belajar :

2. Way Point Plus, Guiliano Iantorno & Mario Papa. 2007. Erlangga

3. :

<http://www.kursusmudahbahasainggris.com/2013/09/pe-ngertian-tujuan-struktur-macam-ciri.html#ixzz4KoMmbIIu>

INSTRUCTIONAL DESIGN CONTROL CLASS

SEKOLAH	: SMAN 1 KOTO XI TARUSAN
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: X (SEPULUH)
TAHUN PELAJARAN	: 2016-2017
WAKTU	: 2 X 45 MENIT
SKILL	: WRITING
TOPIC	: RECOUNT TEXT

Standar Kompetensi :

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator pembelajaran

Siswa mampu mengidentitikasi teks *recount* dan menuliskannya dalam paragraf singkat

Tujuan Pembelajaran

siswa bisa mengidentifikasi teks *recount* dan mampu membuat paragraf *recount* dengan benar

Materi pembelajaran

5. Defenisi teks *recount*

Recount teks adalah sebuah teks yang menceritakan kembali tentang kejadian di masa lampau dengan tujuan untuk memberikan informasi dan menghibur si pembaca
6. Generic Structure teks *recount*
 - Orientation: informasi tentang orang, tempat dan waktu
 - Events: menceritakan urutan kejadian pada masa lampau
 - Reorientation: berisi pendapat si penulis biasanya pada akhir cerita
7. Language Feature

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

8. Examples and structures of the text

Travelling Around The World

Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary. I spent a week in New York and then flew to London and enjoyed several weeks in Europe. When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.

First, I flew from his home in Mexico City to New York City. After through Asia, I went to south America and finally back home to Indonesia.

Deri felt tired but he was very excited and wanted to travel again.

Metode Pembelajaran : Three past technique, penugasan, tanya jawab

Langkah –Langkah Kegiatan Pembelajaran

Aktifitas pembelajaran	Waktu
<p>D. Kegiatan Pendahuluan</p> <p>Apresiasi</p> <ol style="list-style-type: none"> 6. Guru menyapa mengucapkan slaam dan menyapa siswa 7. Siswa merespon pertanyaan guru tentang kehadiran 8. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. 9. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai 10. Menyampaikan cakupan materi dan penilaiannya 	<p>15 menit</p>

E. Kegiatan Inti

Eksplorasi

8. Siswa dan guru berdoa bersama
9. Guru menyapa siswa agar tercipta suasana kekeluargaan
10. Guru mengisi daftar hadir siswa
11. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
12. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai
13. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai
14. Menyampaikan cakupan materi dan penilaiannya

Elaborasi

4. Guru menerangkan tentang teks recount
5. Guru memberikan sebuah contoh dari teks recount dan meminta siswa untuk mengidentifikasi generic structure dan language features dari teks recount tersebut
6. Guru meminta siswa untuk menggaris bawahi generic structure dan language features (past tense) yang ada pada papan tulis satu
Guru menginstruksikan siswa untuk membuat karangan pendek teks recount tema holiday/personal experience (sesuai dengan gambar yg diberikan) dengan jenis kalimat past tense.

55
menit

Konfirmasi

6. Siswa memperhatikan simpulan tentang hal-hal yang diajarkan guru
7. Siswa memberi refleksi/komentar tentang hal-hal dan telah dipahami maupun hal-hal yang dipelajari baik yg menyenangkan atau tidak menyenangkan
8. Siswa diberi tugas terstruktur untuk memamapkan

<p>kompetensi menulis teks recount</p> <ol style="list-style-type: none"> 9. Siswa memperhatikan harapan2 dan nasihat yg disampaikan guru 10. Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya. 	
<p>F. Kegiatan akhir</p> <ol style="list-style-type: none"> 4. Guru meriview dan menyimpulkan pembelajaran 5. Siswa diberikan tugas terstruktur (PR) untuk memantapkan kompetensi menulis teks recount 6. Guru menginstruksikan siswa untuk mempersiapkan materi yang akan dibahas pada pertemuan berikutnya 	<p>10 menit</p>

Pedoman Penilaian

➤ **Cognitif**

- | | |
|------------------|----------|
| 6. Isi (content) | : max 30 |
| 7. Organisasi | : max 20 |

8. Tata bahasa (Lag.use) : max 25
 9. Vocabulary : max 20
 10. Mechanics : max 5+

Total 100
 ➤ Afektif

No	Nilai	Indikator
1	A	Disiplin, sangat kreatif, jujur dan sopan
2	B	Disiplin, kreatif, kurang jujur dan kurang sopan
3	C	Kurang disiplin, kreatif tapi kurang
4	D	Tidak mencerminkan kepribadian yang baik

- Sumber belajar :
4. Way Point Plus, Guiliano Iantorno & Mario Papa. 2007. Erlangga
 5. : <http://www.kursusmudahbahasainggris.com/2013/09/pe-ngertian-tujuan-struktur-macam-ciri.html#ixzz4KoMmbIIu>

INSTRUCTIONAL DESIGN CONTROL CLASS

SEKOLAH : SMAN 1 KOTO XI TARUSAN
 MATA PELAJARAN : BAHASA INGGRIS
 KELAS/SEMESTER : X(SEPULUH)
 TAHUN PELAJARAN : 2016-2017

WAKTU : 2 X 45 MENIT
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TOPIC : RECOUNT TEXT

Standar Kompetensi :

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator pembelajaran

Siswa mampu mengidentitikasi teks *recount* dan menuliskannya dalam paragraf singkat

Tujuan Pembelajaran

siswa bisa mengidentifikasi teks *recount* dan mampu membuat paragraf *recount* dengan benar

Materi pembelajaran

9. Defenisi teks *recount*

Recount teks adalah sebuah teks yang menceritakan kembali tentang kejadian di masa lampau dengan tujuan untuk memberikan informasi dan menghibur si pembaca

10. Generic Structure teks *recount*

- Orientation: informasi tentang orang, tempat dan waktu
- Events: menceritakan urutan kejadian pada masa lampau
- Reorientation: berisi pendapat si penulis biasanya pada akhir cerita

11. Language Feature

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

12. Examples and structures of the text

Went To See Animal At The Zoo

Yesterday my family went to the zoo to see some animal. When we got to the zoo, bought some food to be given to the animals. After getting

the food we went to the monkey cage, where we saw and feed some monkey. Then we went to the nocturnal zone where we saw some birds and reptiles which only come out at night after the sunset to found some food.

Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. Then in the afternoon we saw animals circus. We returned home very tired but happy because we had so much fun all the day

Metode Pembelajarn : Three past technique, penugasan, tanya jawab

Langkah -Langkah Kegiatan Pembelajaran

Aktifitas pembelajaran	Waktu
<p>G. Kegiatan Pendahuluan</p> <p>Apresisasi</p> <p>11. Guru menyapa mengucapkan slaam dan menyapa siswa 12. Siswa merespon pertanyaan guru tentang kehadiran 13. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. 14. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai 15. Menyampaikan cakupan materi dan penilaiannya</p>	<p>15 menit</p>
<p>H. Kegiatan Inti</p> <p>Eksplorasi</p> <p>15. Siswa dan guru berdoa bersama 16. Guru menyapa siswa agar tercipta suasana kekeluargaan</p>	

<p>17. Guru mengisi daftar hadir siswa</p> <p>18. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>19. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai</p> <p>20. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai</p> <p>21. Menyampaikan cakupan materi dan penilaiannya</p> <p>Elaborasi</p> <p>7. Guru menerangkan tentang teks recount</p> <p>8. Guru memberikan sebuah contoh dari teks recount dan meminta siswa untuk mengidentifikasi generic structure dan language features dari teks recount tersebut</p> <p>9. Guru meminta siswa untuk menggaris bawahi generic structure dan language features (past tense) yang ada pada papan tulis satu</p> <p>Guru menginstruksikan siswa untuk membuat karangan pendek teks recount tema holiday/personal experience (sesuai dengan gambar yg diberikan) dengan jenis kalimat past tense.</p> <p>Konfirmasi</p> <p>11. Siswa memperhatikan simpulan tentang hal-hal yang diajarkan guru</p> <p>12. Siswa memberi refleksi/komentar tentang hal-hal dan telah dipahami maupun hal-hal yang dipelajari baik yg menyenangkan atau tidak menyenangkan</p> <p>13. Siswa diberi tugas terstruktur untuk memampatkan kompetensi menulis teks recount</p> <p>14. Siswa memperhatikan harapan2 dan nasihat yg disampaikan guru</p> <p>15. Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya.</p>	<p>55 menit</p>
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<p>I. Kegiatan akhir</p> <p>7. Guru meriview dan menyimpulkan pembelajaran</p> <p>8. Siswa diberikan tugas terstruktur (PR) untuk memantapkan kompetensi menulis teks recount</p> <p>9. Guru menginstruksikan siswa untuk mempersiapkan materi yang akan dibahas pada pertemuan berikutnya</p>	<p>10 menit</p>
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Pedoman Penilaian

➤ **Cognitif**

- 11. Isi (content) : max 30
- 12. Organisasi : max 20
- 13. Tata bahasa (Lag.use) : max 25
- 14. Vocabulary : max 20
- 15. Mechanics : max 5+

Total 100

➤ **Afektif**

No	Nilai	Indikator
1	A	Disiplin, sangat kreatif, jujur dan sopan
2	B	Disiplin, kreatif, kurang jujur dan kurang sopan
3	C	Kurang disiplin, kreatif tapi kurang
4	D	Tidak mencerminkan kepribadian yang baik

➤ **Sumber belajar** :

6. Way Point Plus, Guiliano Iantorno & Mario Papa. 2007. Erlangga

7. :

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-macam-ciri.html#ixzz4KoMmbIIu>

Appendix 2
Analysis SPSS for the First Data

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
VAR00001	x1	35	100.0%	0	0.0%	35	100.0%
	x2	35	100.0%	0	0.0%	35	100.0%
	x3	37	100.0%	0	0.0%	37	100.0%
	x4	36	100.0%	0	0.0%	36	100.0%
	x5	34	100.0%	0	0.0%	34	100.0%
	x6	35	100.0%	0	0.0%	35	100.0%

Descriptives

		VAR00002		Statistic	Std. Error
VAR00001	x1	Mean		78.83	.297
		95% Confidence Interval for	Lower Bound	78.22	

		Mean	Upper Bound	79.43	
		5% Trimmed Mean		78.87	
		Median		79.00	
		Variance		3.087	
		Std. Deviation		1.757	
		Minimum		75	
		Maximum		82	
		Range		7	
		Interquartile Range		2	
		Skewness		-.517	.398
		Kurtosis		-.140	.778
		Mean		74.69	1.228
		95% Confidence Interval for	Lower Bound	72.19	
		Mean	Upper Bound	77.18	
		5% Trimmed Mean		74.99	
		Median		77.00	
		Variance		52.751	
	x2	Std. Deviation		7.263	
		Minimum		55	
		Maximum		88	
		Range		33	
		Interquartile Range		10	
		Skewness		-.739	.398
		Kurtosis		.477	.778
		Mean		79.14	.269
		95% Confidence Interval for	Lower Bound	78.59	
		Mean	Upper Bound	79.68	
		5% Trimmed Mean		79.18	
		Median		79.00	
	x3	Variance		2.676	
		Std. Deviation		1.636	
		Minimum		75	
		Maximum		82	
		Range		7	
		Interquartile Range		2	

		Skewness		-1.149	.388
		Kurtosis		.154	.759
		Mean		78.72	.263
		95% Confidence Interval for	Lower Bound	78.19	
		Mean	Upper Bound	79.26	
		5% Trimmed Mean		78.69	
		Median		79.00	
		Variance		2.492	
	x4	Std. Deviation		1.579	
		Minimum		76	
		Maximum		82	
		Range		6	
		Interquartile Range		2	
		Skewness		.165	.393
		Kurtosis		-.450	.768
		Mean		78.32	.513
		95% Confidence Interval for	Lower Bound	77.28	
		Mean	Upper Bound	79.37	
		5% Trimmed Mean		78.51	
		Median		79.00	
		Variance		8.953	
	x5	Std. Deviation		2.992	
		Minimum		70	
		Maximum		85	
		Range		15	
		Interquartile Range		2	
		Skewness		-1.328	.403
		Kurtosis		2.871	.788
		Mean		78.60	.527
		95% Confidence Interval for	Lower Bound	77.53	
		Mean	Upper Bound	79.67	
	x6	5% Trimmed Mean		78.67	
		Median		79.00	
		Variance		9.718	
		Std. Deviation		3.117	

Minimum	70	
Maximum	85	
Range	15	
Interquartile Range	3	
Skewness	-.283	.398
Kurtosis	.501	.778

Test of Homogeneity of Variance

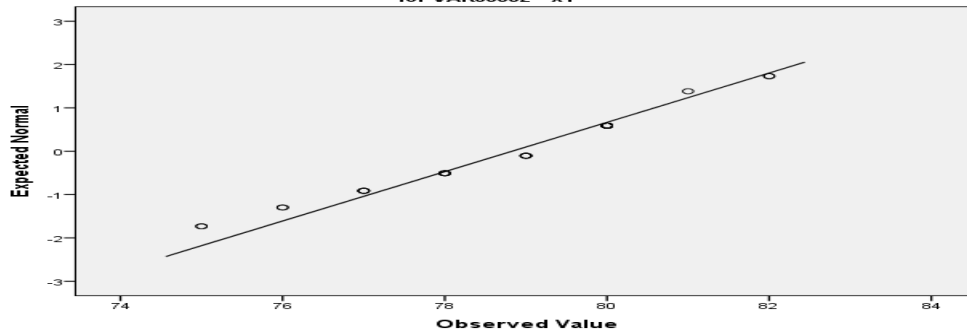
		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	19.182	5	206	.199
	Based on Median	13.292	5	206	.547
	Based on Median and with adjusted df	13.292	5	67.038	.222
	Based on trimmed mean	17.302	5	206	.000

Tests of Normality

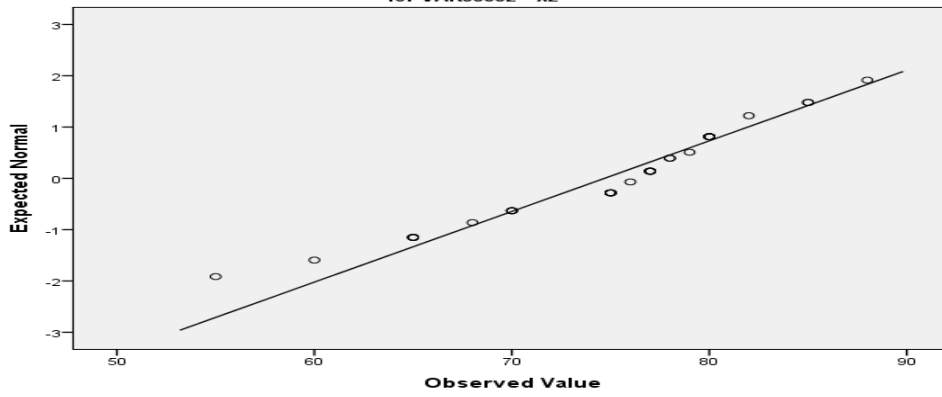
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
VAR00002		Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	x1	.205	35	.001	.921	35	.015
	x2	.203	35	.001	.942	35	.065
	x3	.136	37	.080	.944	37	.062
	x4	.149	36	.043	.951	36	.116
	x5	.251	34	.000	.805	34	.000
	x6	.127	35	.169	.969	35	.420

a. Lilliefors Significance Correction

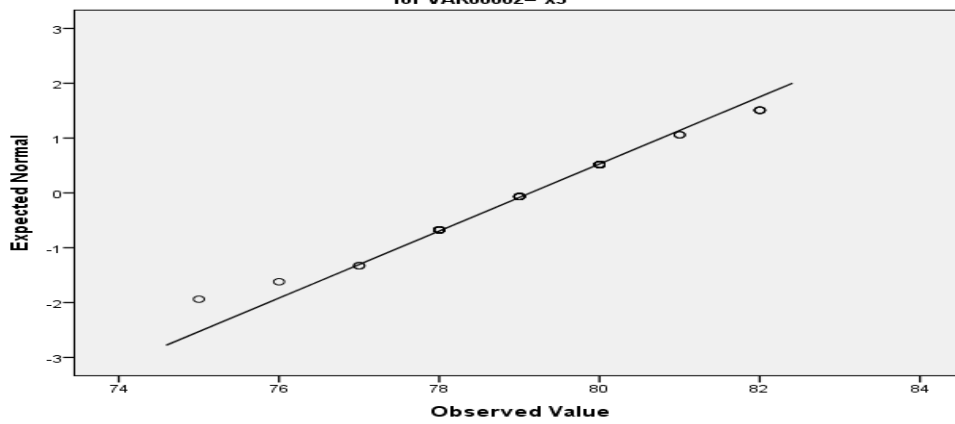
Normal Q-Q Plot of VAR00001
for VAR00002= x1



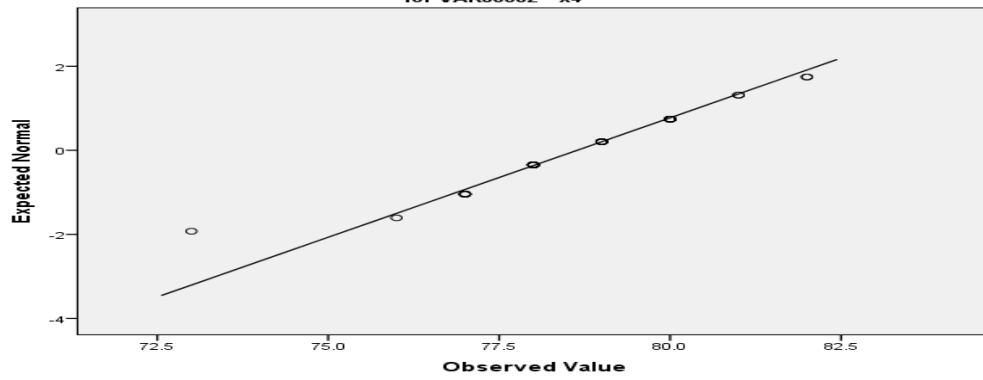
Normal Q-Q Plot of VAR00001
for VAR00002= x2



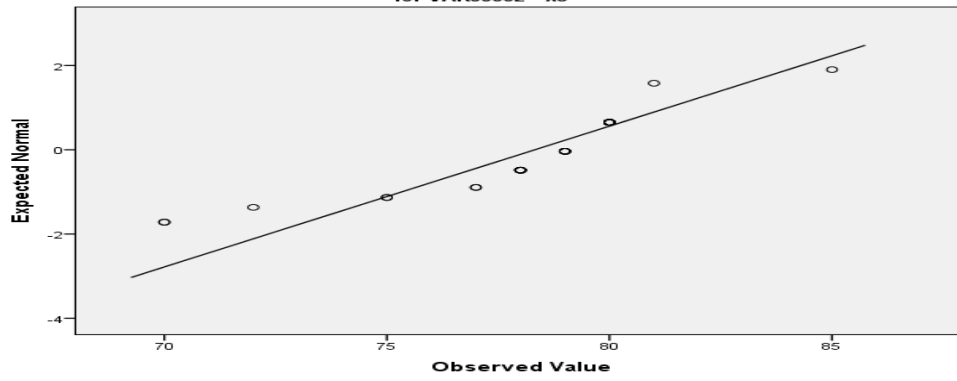
Normal Q-Q Plot of VAR00001
for VAR00002= x3



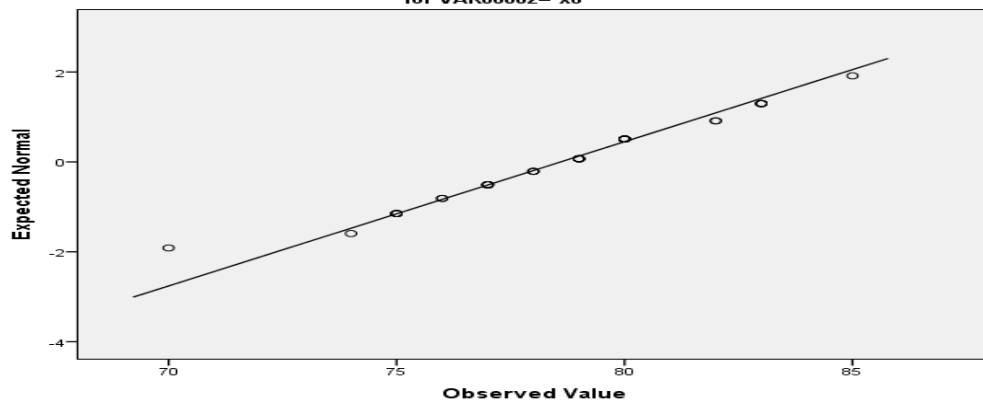
Normal Q-Q Plot of VAR00001
for VAR00002= x4



Normal Q-Q Plot of VAR00001
for VAR00002= x5



Normal Q-Q Plot of VAR00001
for VAR00002= x6



Appendix 4
Blue Print of Writing Test

NO	Component of Writing test	Indicator	Topic	Number of Item
1.	Content	The students are able to write down a paragraph in good content, organization, vocabulary, language use, and mechanic.	Recount text	
2.	Organization		9. Good experience	1
3.	Vocabulary		10. Bad experience	1
4.	Language use		11. My last holiday	1
5.	Mechanic		12. My last birthday	1
			13. My Old Friend	
			14. Visiting the zoo	
			Total	6

Appendix 5
**Post-Test Scores of Experiment Class in Terms of Using Content,
 Organization, Vocabulary, Language Use and Mechanics**

NO	WRITING COMPONENT					STUDENTS' WRITNG SCORE
	C (30)	O (20)	V (20)	L.USE (25)	M (5)	
1	18	13	10	15	2	58
2	23	17	10	17	3	70
3	21	17	12	17	3	70
4	23	18	17	18	4	80
5	24	14	18	20	4	80
6	18	14	14	16	3	65
7	22	14	15	18	3	72
8	24	15	20	19	4	82
9	19	14	14	18	3	68
10	23	16	17	21	4	81
11	21	13	14	19	3	70
12	25	17	18	21	4	85
13	24	17	15	18	4	78
14	23	17	15	18	3	76
15	26	18	17	22	4	87
16	22	14	15	20	3	74
17	17	14	14	18	3	66
18	18	9	14	17	2	60
19	19	13	14	12	2	60
20	18	13	16	12	2	61
21	19	14	17	12	2	64
22	22	15	15	17	3	72

23	20	13	17	12	2	64
24	20	14	13	12	3	62
25	20	15	13	17	3	68
26	22	17	20	21	3	83
27	20	13	17	13	2	65
28	23	18	18	21	4	84
29	22	17	15	21	3	78
30	26	17	15	22	4	86
31	22	16	17	18	3	76
32	18	15	14	18	3	68
33	26	17	17	17	3	80
34	22	18	15	21	4	80
35	22	18	15	21	4	80
MEAN	21,48	15,18	15,42	17,59	3,09	72,94
MAX	26	18	20	22	4	87
MIN	17	9	10	12	2	58

Appendix 6

Post-Test Scores of Control Class in Terms of Using Content, Organization, Vocabulary, Language Use and Mechanics

NO	WRITING COMPONENT					STUDENTS' WRITING SCORE
	C (30)	O (20)	v (20)	LUSE (25)	M (5)	
1	22	14	14	18	2	70
2	21	16	14	18	3	72
3	18	14	13	11	2	58
4	20	14	12	16	2	64
5	22	16	15	19	4	76
6	19	14	14	17	2	66
7	17	12	12	17	2	60
8	17	14	14	18	3	66
9	24	18	15	19	4	80
10	17	14	13	13	3	60
11	22	18	15	21	4	80
12	19	13	13	12	3	60
13	17	12	11	13	2	55
14	19	13	13	13	2	60
15	25	17	16	20	3	81
16	22	15	14	19	3	73
17	18	14	13	17	2	64
18	19	13	12	14	2	60
19	18	11	10	14	2	55
20	19	11	13	15	2	60
21	22	14	14	16	2	68
22	22	14	16	15	3	70
23	17	12	11	12	3	55
24	17	13	13	15	2	60
25	22	14	14	18	2	70
26	20	13	15	12	2	62
27	26	16	16	19	3	80
28	23	15	14	18	2	72
29	22	17	15	19	3	76
30	22	15	14	14	3	68
31	19	13	14	16	2	64
32	23	15	14	19	3	74
33	22	15	15	17	3	72
34	20	13	14	12	3	62
MEAN	20.35	14.17	13.,67	16.05	2.58	66.85
MAX	26	18	16	21	4	81
MIN	17	11	10	11	2	55

Appendix7

Analysis of Post Test Scores of Experiment and Control Class

Num of students	Experiment Class		Control Class	
	X_1	X_1^2	X_2	X_2^2
1	58	3364	70	4900
2	70	4900	72	5184
3	70	4900	58	3364
4	80	6400	64	4096
5	80	6400	76	5776
6	65	4225	66	4356
7	72	5184	60	3600
8	82	6724	66	4356
9	68	4624	80	6400
10	81	6561	60	3600
11	70	4900	80	6400
12	85	7225	60	3600
13	78	6084	55	3025
14	76	5776	60	3600
15	87	7569	81	6561
16	74	5476	73	5329
17	66	4356	64	4096
18	60	3600	60	3600
19	60	3600	55	3025
20	61	3721	60	3600
21	64	4096	68	4624
22	72	5184	70	4900
23	64	4096	55	3025
24	62	3844	60	3600
25	68	4624	70	4900
26	83	6889	62	3844
27	65	4225	80	6400
28	84	7056	72	5184
29	78	6084	76	5776
30	86	7396	68	4624
31	76	5776	64	4096
32	68	4624	74	5476
33	80	6400	72	5184
34	80	6400	62	3844

35	80	6400		
Sum	2553	188684	2273	149043
Mean	72.94		66.85	
Higher score	87		81	
Lower score	58		55	

Post-test Experiment Class		Post-test Control Class	
N_1	= 34	N_2	= 35
$\sum X_1$	= 2554	$\sum X_2$	= 2273
$\sum X_1^2$	= 188684	$\sum X_2^2$	= 149043
\bar{X}_1	= 72.94	\bar{X}_2	= 66.85

Appendix 8

Calculation Process of Mean and Standard Deviation of Post-Test in Experiment Class

X_i	F_i	X_i^2	$F_i X_i$	$F_i X_i^2$
58	1	3364	58	3364
60	2	3600	120	7200
61	1	3721	61	3721
62	1	3844	62	3844
64	2	4096	128	8192
65	2	4225	130	8450
66	1	4356	66	4356
68	3	4624	204	13872
70	3	4900	210	14700

72	2	5184	144	10368
74	1	5476	74	5476
76	2	5776	152	11552
78	2	6084	156	12168
80	5	6400	400	32000
81	1	6561	81	6561
82	1	6724	82	6724
83	1	6889	83	6889
84	1	7056	84	7056
85	1	7225	85	7225
86	1	7396	86	7396
87	1	7569	87	7569
Σ	$\Sigma F_i =$	$\Sigma Xi^2 =$	$\Sigma FiXi =$	$\Sigma FiXi^2 =$
	35	115070	2553	188683

$$X_1 = \frac{\sum FiXi}{\sum Fi} = \frac{2553}{35} = 72,94$$

$$(\sum F_i X_1)^2 = (2553)^2 = 6517809$$

$$S_1^2 = \frac{n_1 \sum F_i X_1^2 - (\sum F_i X_1)^2}{n_1 (n_1 - 1)}$$

$$= \frac{35 \cdot 188683 - (6517809)^2}{35(35 - 1)}$$

$$= \frac{6603905 - 6517809}{35(34)}$$

$$= \frac{86096}{1190} = 72.34$$

$$S_1^2 = 72.34$$

$$S_1 = \sqrt{72.34} = \mathbf{8.506}$$

Appendix 9
Calculation Process of Mean and Standard Deviation of Post-Test
in Control Class

Xi	Fi	Xi²	FiXi	FiXi²
55	1	7921	89	7921
58	1	7569	87	7569
60	2	7396	172	14792
62	1	7225	85	7225
64	1	6889	83	6889
66	3	6724	246	20172
68	2	6561	162	13122
70	1	6400	80	6400
72	2	6241	158	12482
73	2	6084	156	12168
74	1	5929	77	5929
76	1	5776	76	5776
80	3	5625	225	16875
81	1	5329	73	5329
Σ	ΣFi = 34	ΣXi² = 66535	ΣFiXi = 2273	ΣFiXi² = 153945

$$X_1 = \frac{\sum FiXi}{\sum Fi} = \frac{2273}{34} = 66.85$$

$$(\sum F_1 X_1)^2 = (2273)^2 = 5166529$$

$$S_1^2 = \frac{n_1 \sum F_1 X_1^2 - (\sum F_1 X_1)^2}{n_1 (n_1 - 1)}$$

$$= \frac{34 \cdot 153945 - (5166529)^2}{34(34 - 1)}$$

$$= \frac{5234130 - 5166529}{(1122)}$$

$$= \frac{67601}{1122} = 60.250$$

$$S_f^2 = 60.250$$

$$S_1 = \sqrt{60.25} = 7.762$$

Appendix 10

The Comparison of Means of Post-Test of Experiment and Control Class in Term of Content, Organization, Vocabulary, Language Use, Mechanic

No	Writing component	Experimental $\frac{\sum_{n \times i}}{N}$	Control $\frac{\sum_{n \times i}}{N}$	Difference
1	Content	21.48	20.35	1.13
2	Organization	15.18	14.17	1,1
3	Vocabulary	15.42	13.67	1.75
4	Language Use	17.59	16.05	1.54
5	Mechanic	3.09	2.58	0.6

Appendix 11

Analysis of Post Test Scores In Experiment and Control Class

$$T = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\overline{X}_1 = 72.94 \quad n_1 = 35 \quad S_1^2 = 72.35$$

$$\overline{X}_2 = 66.85 \quad n_2 = 34 \quad S_2^2 = 60.24$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(35 - 1)72.35 + (34 - 1)60.24}{35 + 34 - 2}$$

$$= \frac{2459.9 + 1987.92}{67}$$

$$= \frac{4447.82}{67} = 66.38$$

$$S^2 = 66.38$$

$$S = \sqrt{66.38}$$

$$S = \mathbf{8.147}$$

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{72.94 - 66.85}{\sqrt{\frac{1}{35} + \frac{1}{34}}}$$

$$= \frac{6.09}{8.14 \sqrt{0.0238}}$$

$$\alpha = 0.05$$

$$df = (n_1 + n_2 - 2)$$

$$= (35 + 34 - 2)$$

$$= (35 + 32)$$

$$= 67$$

$$T = \frac{6.09}{1.253}$$

$$= \mathbf{4.860}$$

$$\text{table } = t(1 - \alpha) \text{ df}$$

$$= t(1 - 0.05) 67$$

$$= t(0.95) 67$$

$$= 1.671$$

$$T\text{- calculate } = 8.147$$

$$T\text{- table } = 1.671$$

$$T\text{- calculate } > T\text{- table}$$

$$8.147 > 1.671$$

Appendix 12
Analysis of SPSS for Post-Test of Experiment and Control Class

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
VAR00001	x1	35	100.0%	0	0.0%	35	100.0%
	x5	34	100.0%	0	0.0%	34	100.0%

Descriptives

		Statistic		Std. Error	
VAR00001	x1	Mean	72.94	1.438	
		95% Confidence Interval for Mean	Lower Bound	70.02	
		Upper Bound	75.86		
		5% Trimmed Mean	72.97		
		Median	72.00		
		Variance	72.350		
		Std. Deviation	8.506		
		Minimum	58		
		Maximum	87		
		Range	29		
		Interquartile Range	15		
		Skewness	-.072	.398	
		Kurtosis	-1.239	.778	
	x5	Mean	66.85	1.331	
		95% Confidence Interval for Mean	Lower Bound	64.14	
		Upper Bound	69.56		
		5% Trimmed Mean	66.75		
	Median	66.00			

Variance	60.250	
Std. Deviation	7.762	
Minimum	55	
Maximum	81	
Range	26	
Interquartile Range	12	
Skewness	.278	.403
Kurtosis	-.968	.788

M-Estimators

	VAR00002	Huber's M- Estimator ^a	Tukey's Biweight ^b	Hampel's M- Estimator ^c	Andrews' Wave ^d
VAR00001	x1	73.00	72.97	72.97	72.97
	x5	66.29	66.31	66.55	66.32

- a. The weighting constant is 1.339.
b. The weighting constant is 4.685.
c. The weighting constants are 1.700, 3.400, and 8.500
d. The weighting constant is $1.340 \cdot \pi$.

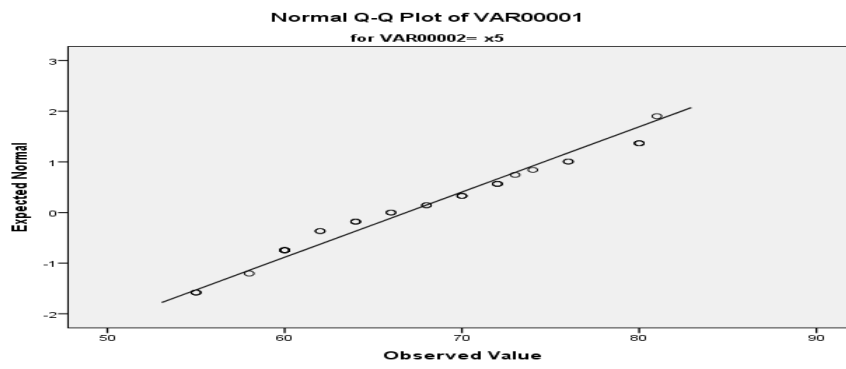
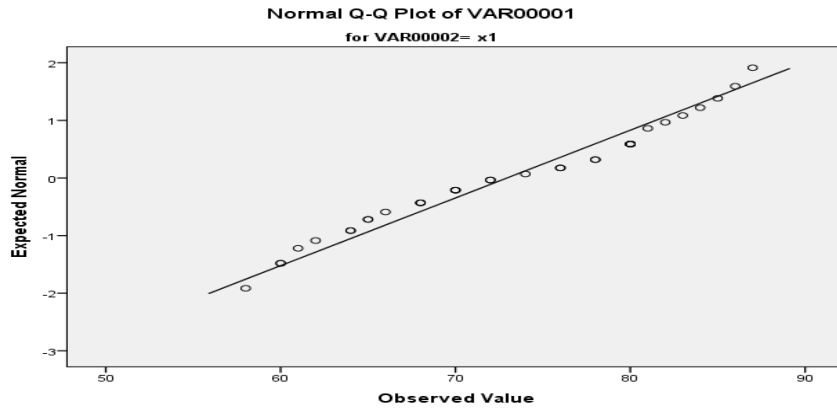
Tests of Normality

	VAR00002	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
VAR00001	x1	.139	35	.082	.950	35	.110
	x5	.135	34	.121	.943	34	.076

- a. Lilliefors Significance Correction

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.749	1	67	.390
Based on Median	.727	1	67	.397
Based on Median and with adjusted df	.727	1	66.997	.397
Based on trimmed mean	.759	1	67	.387



Appendix 14 T-Table

t Table

cum. prob	$t_{.50}$	$t_{.25}$	$t_{.20}$	$t_{.15}$	$t_{.10}$	$t_{.05}$	$t_{.025}$	$t_{.01}$	$t_{.005}$	$t_{.001}$	$t_{.0005}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.115	1.415	1.895	2.365	2.998	3.499	4.700	5.408
8	0.000	0.706	0.889	1.100	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.075	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.538	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.691	2.021	2.423	2.701	3.307	3.561
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										



Appendix 2
Analysis SPSS for the First Data

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
VAR00001	x1	35	100.0%	0	0.0%	35	100.0%

x2	35	100.0%	0	0.0%	35	100.0%
x3	37	100.0%	0	0.0%	37	100.0%
x4	36	100.0%	0	0.0%	36	100.0%
x5	34	100.0%	0	0.0%	34	100.0%
x6	35	100.0%	0	0.0%	35	100.0%

Descriptives

	VAR00002	Statistic	Std. Error
	Mean	78.83	.297
	95% Confidence Interval for Mean		
	Lower Bound	78.22	
	Upper Bound	79.43	
	5% Trimmed Mean	78.87	
	Median	79.00	
	Variance	3.087	
x1	Std. Deviation	1.757	
	Minimum	75	
	Maximum	82	
	Range	7	
	Interquartile Range	2	
	Skewness	-.517	.398
	Kurtosis	-.140	.778
VAR00001	Mean	74.69	1.228
	95% Confidence Interval for Mean		
	Lower Bound	72.19	
	Upper Bound	77.18	
	5% Trimmed Mean	74.99	
	Median	77.00	
	Variance	52.751	
x2	Std. Deviation	7.263	
	Minimum	55	
	Maximum	88	
	Range	33	
	Interquartile Range	10	
	Skewness	-.739	.398
	Kurtosis	.477	.778

		Mean	79.14	.269
		95% Confidence Interval for Mean		
		Lower Bound	78.59	
		Upper Bound	79.68	
		5% Trimmed Mean	79.18	
		Median	79.00	
		Variance	2.676	
	x3	Std. Deviation	1.636	
		Minimum	75	
		Maximum	82	
		Range	7	
		Interquartile Range	2	
		Skewness	-.149	.388
		Kurtosis	.154	.759
		Mean	78.72	.263
		95% Confidence Interval for Mean		
		Lower Bound	78.19	
		Upper Bound	79.26	
		5% Trimmed Mean	78.69	
		Median	79.00	
		Variance	2.492	
	x4	Std. Deviation	1.579	
		Minimum	76	
		Maximum	82	
		Range	6	
		Interquartile Range	2	
		Skewness	.165	.393
		Kurtosis	-.450	.768
		Mean	78.32	.513
		95% Confidence Interval for Mean		
		Lower Bound	77.28	
		Upper Bound	79.37	
		5% Trimmed Mean	78.51	
	x5	Median	79.00	
		Variance	8.953	
		Std. Deviation	2.992	
		Minimum	70	
		Maximum	85	

	Range		15	
	Interquartile Range		2	
	Skewness		-1.328	.403
	Kurtosis		2.871	.788
	Mean		78.60	.527
	95% Confidence Interval for Mean	Lower Bound	77.53	
		Upper Bound	79.67	
	5% Trimmed Mean		78.67	
	Median		79.00	
	Variance		9.718	
x6	Std. Deviation		3.117	
	Minimum		70	
	Maximum		85	
	Range		15	
	Interquartile Range		3	
	Skewness		-.283	.398
	Kurtosis		.501	.778

Test of Homogeneity of Variance

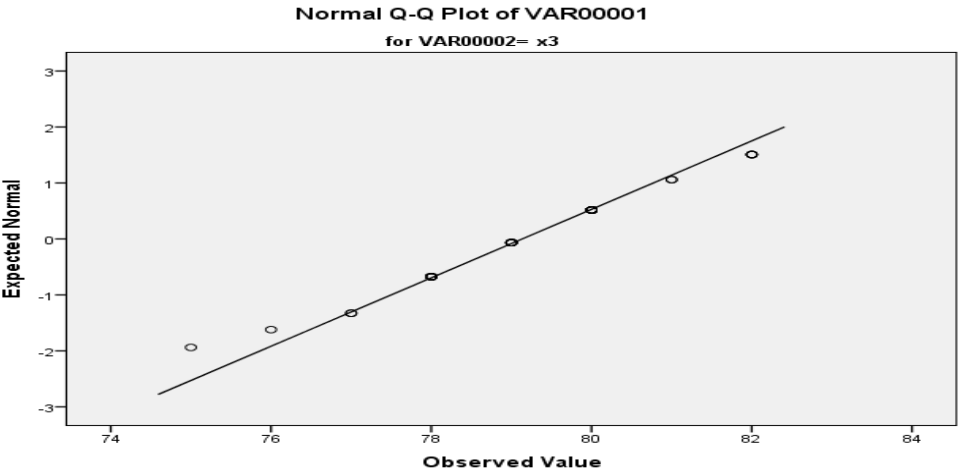
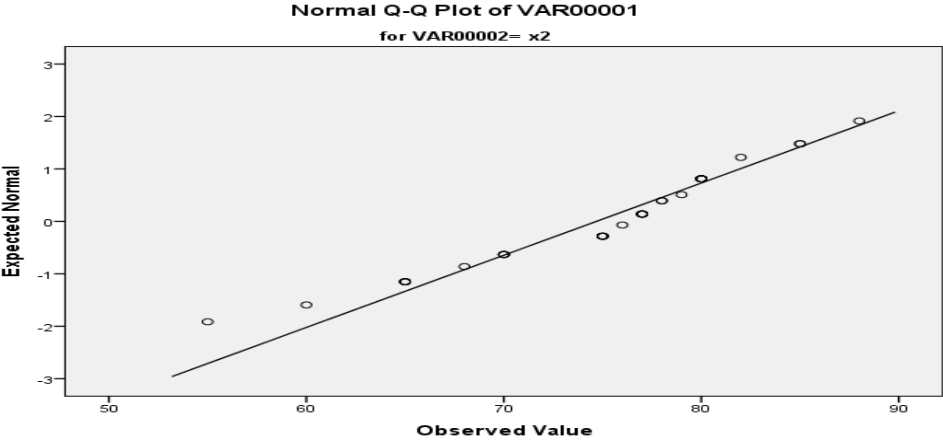
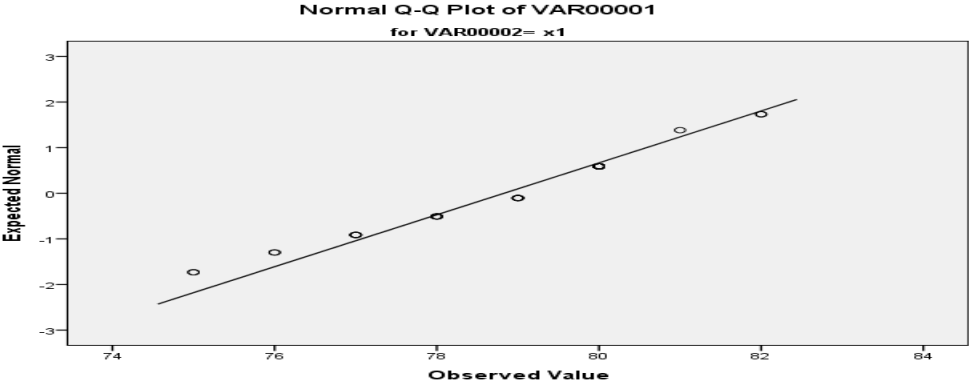
		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	19.182	5	206	.199
	Based on Median	13.292	5	206	.547
	Based on Median and with adjusted df	13.292	5	67.038	.222
	Based on trimmed mean	17.302	5	206	.000

Tests of Normality

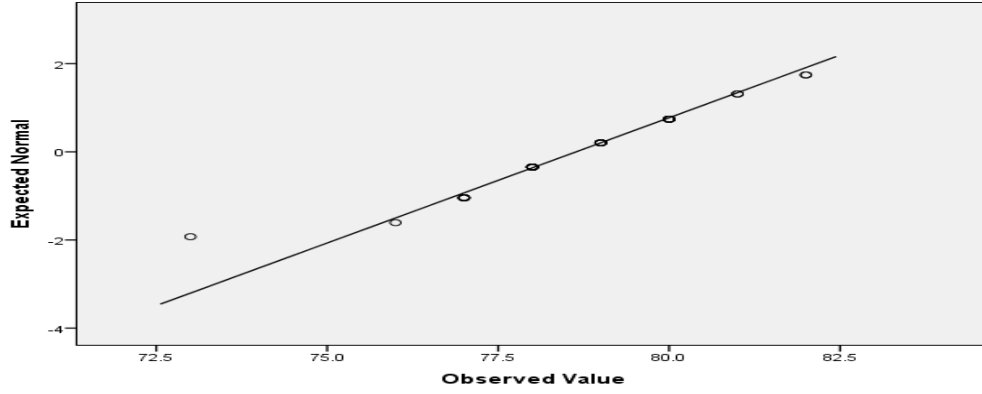
	VAR00002	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	x1	.205	35	.001	.921	35	.015
	x2	.203	35	.001	.942	35	.065
	x3	.136	37	.080	.944	37	.062
	x4	.149	36	.043	.951	36	.116
	x5	.251	34	.000	.805	34	.000

x6	.127	35	.169	.969	35	.420
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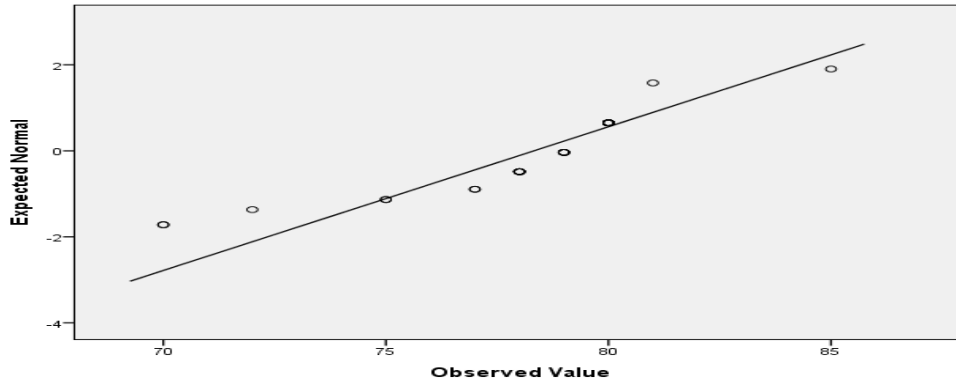
a. Lilliefors Significance Correction



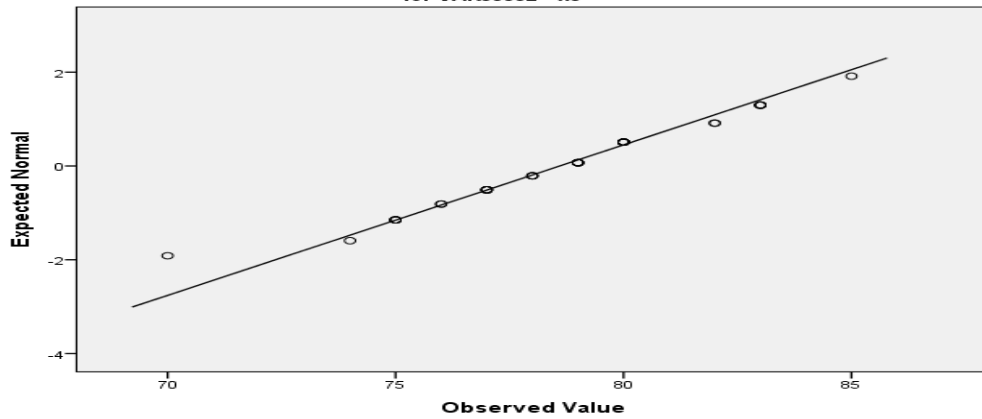
Normal Q-Q Plot of VAR00001
for VAR00002= x4



Normal Q-Q Plot of VAR00001
for VAR00002= x5



Normal Q-Q Plot of VAR00001
for VAR00002= x6



Appendix 4
Blue Print of Writing Test

NO	Component of Writing test	Indicator	Topic	Number of Item
1.	Content	The students are able to write down a paragraph in good content, organization, vocabulary, language use, and mechanic.	Recount text	
2.	Organization		15. Good experience	1
3.	Vocabulary		16. Bad experience	1
4.	Language use		17. My last holiday	1
5.	Mechanic		18. My last birthday	1
			19. My Old Friend	
			20. Visiting the zoo	
			Total	6

Appendix 5
**Post-Test Scores of Experiment Class in Terms of Using Content,
 Organization, Vocabulary, Language Use and Mechanics**

NO	WRITING COMPONENT					STUDENTS' WRITING SCORE
	C (30)	O (20)	V (20)	L.USE (25)	M (5)	
1	18	13	10	15	2	58
2	23	17	10	17	3	70
3	21	17	12	17	3	70
4	23	18	17	18	4	80
5	24	14	18	20	4	80
6	18	14	14	16	3	65
7	22	14	15	18	3	72
8	24	15	20	19	4	82
9	19	14	14	18	3	68
10	23	16	17	21	4	81
11	21	13	14	19	3	70
12	25	17	18	21	4	85
13	24	17	15	18	4	78
14	23	17	15	18	3	76
15	26	18	17	22	4	87
16	22	14	15	20	3	74
17	17	14	14	18	3	66
18	18	9	14	17	2	60
19	19	13	14	12	2	60
20	18	13	16	12	2	61
21	19	14	17	12	2	64
22	22	15	15	17	3	72
23	20	13	17	12	2	64
24	20	14	13	12	3	62
25	20	15	13	17	3	68
26	22	17	20	21	3	83
27	20	13	17	13	2	65

28	23	18	18	21	4	84
29	22	17	15	21	3	78
30	26	17	15	22	4	86
31	22	16	17	18	3	76
32	18	15	14	18	3	68
33	26	17	17	17	3	80
34	22	18	15	21	4	80
35	22	18	15	21	4	80
MEAN	21,48	15,18	15,42	17,59	3,09	72,94
MAX	26	18	20	22	4	87
MIN	17	9	10	12	2	58

Appendix 6
Post-Test Scores of Control Class in Terms of Using Content, Organization, Vocabulary, Language Use and Mechanics

NO	WRITING COMPONENT					STUDENTS' WRITING SCORE
	C (30)	O (20)	v (20)	LUSE (25)	M (5)	
1	22	14	14	18	2	70
2	21	16	14	18	3	72
3	18	14	13	11	2	58
4	20	14	12	16	2	64
5	22	16	15	19	4	76
6	19	14	14	17	2	66
7	17	12	12	17	2	60
8	17	14	14	18	3	66
9	24	18	15	19	4	80
10	17	14	13	13	3	60
11	22	18	15	21	4	80
12	19	13	13	12	3	60
13	17	12	11	13	2	55

14	19	13	13	13	2	60
15	25	17	16	20	3	81
16	22	15	14	19	3	73
17	18	14	13	17	2	64
18	19	13	12	14	2	60
19	18	11	10	14	2	55
20	19	11	13	15	2	60
21	22	14	14	16	2	68
22	22	14	16	15	3	70
23	17	12	11	12	3	55
24	17	13	13	15	2	60
25	22	14	14	18	2	70
26	20	13	15	12	2	62
27	26	16	16	19	3	80
28	23	15	14	18	2	72
29	22	17	15	19	3	76
30	22	15	14	14	3	68
31	19	13	14	16	2	64
32	23	15	14	19	3	74
33	22	15	15	17	3	72
34	20	13	14	12	3	62
MEAN	20.35	14.17	13.,67	16.05	2.58	66.85
MAX	26	18	16	21	4	81
MIN	17	11	10	11	2	55

Appendix7
Analysis of Post Test Scores of Experiment and Control Class

Num of students	Experiment Class		Control Class	
	X_1	X_1^2	X_2	X_2^2
1	58	3364	70	4900
2	70	4900	72	5184
3	70	4900	58	3364
4	80	6400	64	4096
5	80	6400	76	5776

6	65	4225	66	4356
7	72	5184	60	3600
8	82	6724	66	4356
9	68	4624	80	6400
10	81	6561	60	3600
11	70	4900	80	6400
12	85	7225	60	6400
13	78	6084	55	3025
14	76	5776	60	4640
15	87	7569	81	6561
16	74	5476	73	5329
17	66	4356	64	4096
18	60	3600	60	3600
19	60	3600	55	3025
20	61	3721	60	3600
21	64	4096	68	4625
22	72	5184	70	4900
23	64	4096	55	3025
24	62	3844	60	3600
25	68	4624	70	4900
26	83	6889	62	3844
27	65	4225	80	6400
28	84	7056	72	5184
29	78	6084	76	5776
30	86	7396	68	4625
31	76	5776	64	4096
32	68	4625	74	5476
33	80	6400	72	5184
34	80	6400	62	3844
35	80	6400		
Sum	2553	188684	2273	149043
Mean	72.94		66.85	
Higher score	87		81	
Lower score	58		55	

Post-test Experiment Class		Post-test Control Class	
N_1	= 34	N_2	= 35
$\sum X_1$	= 2554	$\sum X_2$	= 2273
$\sum X_1^2$	= 188684	$\sum X_2^2$	= 149043
\bar{X}_1	= 72.94	\bar{X}_2	= 66.85

Appendix 8
Calculation Process of Mean and Standard Deviation of Post-Test
in Experiment Class

X_i	F_i	X_i^2	$F_i X_i$	$F_i X_i^2$
58	1	3364	58	3364
60	2	3600	120	7200
61	1	3721	61	3721
62	1	3844	62	3844
64	2	4096	128	8192
65	2	4225	130	8450
66	1	4356	66	4356
68	3	4624	204	13872
70	3	4900	210	14700
72	2	5184	144	10368
74	1	5476	74	5476
76	2	5776	152	11552
78	2	6084	156	12168
80	5	6400	400	32000
81	1	6561	81	6561
82	1	6724	82	6724
83	1	6889	83	6889
84	1	7056	84	7056
85	1	7225	85	7225
86	1	7396	86	7396
87	1	7569	87	7569
\sum	$\sum F_i =$ 35	$\sum X_i^2 =$ 115070	$\sum F_i X_i =$ 2553	$\sum F_i X_i^2 =$ 188683

$$X_1 = \frac{\sum F_i X_i}{\sum F_i} = \frac{2553}{35} = 72,94$$

$$(\sum F_i X_i)^2 = (2553)^2 = 6517809$$

$$\begin{aligned}
S_1^2 &= \frac{n_1 \sum F_i X_i^2 - (\sum F_i X_i)^2}{n_1 (n_1 - 1)} \\
&= \frac{35.188683 - (6517809)^2}{35(35 - 1)} \\
&= \frac{6603905 - 6517809}{35(34)} \\
&= \frac{86096}{1190} = 72.34 \\
S_1^2 &= 72.34 \\
S_1 &= \sqrt{72.34} = \mathbf{8.506}
\end{aligned}$$

Appendix 9
Calculation Process of Mean and Standard Deviation of Post-Test
in Control Class

Xi	Fi	Xi²	FiXi	FiXi²
55	1	7921	89	7921
58	1	7569	87	7569
60	2	7396	172	14792
62	1	7225	85	7225
64	1	6889	83	6889
66	3	6724	246	20172
68	2	6561	162	13122
70	1	6400	80	6400
72	2	6241	158	12482
73	2	6084	156	12168
74	1	5929	77	5929

76	1	5776	76	5776
80	3	5625	225	16875
81	1	5329	73	5329
Σ	$\Sigma F_i = 34$	$\Sigma X_i^2 = 66535$	$\Sigma F_i X_i = 2273$	$\Sigma F_i X_i^2 = 153945$

$$X_1 = \frac{\sum F_i X_i}{\sum F_i} = \frac{2273}{34} = 66.85$$

$$(\sum F_i X_i)^2 = (2273)^2 = 5166529$$

$$S_1^2 = \frac{n_1 \sum F_i X_i^2 - (\sum F_i X_i)^2}{n_1 (n_1 - 1)}$$

$$= \frac{34 \cdot 153945 - (5166529)^2}{34(34 - 1)}$$

$$= \frac{5234130 - 5166529}{(1122)}$$

$$= \frac{67601}{1122} = 60.250$$

$$S_1^2 = 60.250$$

$$S_1 = \sqrt{60.25} = 7.762$$

Appendix 10

The Comparison of Means of Post-Test of Experiment and Control Class in Term of Content, Organization, Vocabulary, Language Use, Mechanic

No	Writing component	Experimental $\frac{\sum^{n \times i}}{N}$	Control $\frac{\sum^{n \times i}}{N}$	Difference
1	Content	21.48	20.35	1.13
2	Organization	15.18	14.17	1,1
3	Vocabulary	15.42	13.67	1.75
4	Language Use	17.59	16.05	1.54
5	Mechanic	3.09	2.58	0.6

Appendix 11
Analysis of Post Test Scores
In Experiment and Control Class

$$T = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\overline{X}_1 = 72.94$$

$$n_1 = 35$$

$$S_1^2 = 72.35$$

$$\overline{X}_2 = 66.85$$

$$n_2 = 34$$

$$S_2^2 = 60.24$$

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ &= \frac{(35 - 1)72.35 + (34 - 1)60.24}{35 + 34 - 2} \\ &= \frac{2459.9 + 1987.92}{67} \\ &= \frac{4447.82}{67} = 66.38 \end{aligned}$$

$$S^2 = 66.38$$

$$S = \sqrt{66.38}$$

$$S = \mathbf{8.147}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{72.94 - 66.85}{8.14 \sqrt{\frac{1}{35} + \frac{1}{34}}}$$

$$= \frac{6.09}{8.14 \times 0.0238}$$

$$\alpha = 0.05$$

$$df = (n_1 + n_2 - 2)$$

$$= (35 + 34 - 2)$$

$$= (35 + 32)$$

$$= 67$$

$$T_{table} = t(1 - \alpha) df$$

$$= t(1 - 0.05) 67$$

$$= t(0.95) 67$$

$$= 1.671$$

$$T_{calculate} = \frac{6.09}{1.253}$$

$$= \mathbf{4.860}$$

$$T_{calculate} = 8.147$$

$$T_{table} = 1.671$$

$$T_{calculate} > T_{table}$$

$$8.147 > 1.671$$

Appendix 12

Analysis of SPSS for Post-Test of Experiment and Control Class

Case Processing Summary

	VAR00002	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
VAR00001	x1	35	100.0%	0	0.0%	35	100.0%
	x5	34	100.0%	0	0.0%	34	100.0%

Descriptives

	VAR00002	Statistic	Std. Error
VAR00001	x1	Mean	72.94
		95% Confidence Interval for Lower Bound	70.02
			1.438

	Mean	Upper Bound	75.86	
	5% Trimmed Mean		72.97	
	Median		72.00	
	Variance		72.350	
	Std. Deviation		8.506	
	Minimum		58	
	Maximum		87	
	Range		29	
	Interquartile Range		15	
	Skewness		-.072	.398
	Kurtosis		-1.239	.778
	Mean		66.85	1.331
	95% Confidence Interval for	Lower Bound	64.14	
	Mean	Upper Bound	69.56	
	5% Trimmed Mean		66.75	
	Median		66.00	
	Variance		60.250	
x5	Std. Deviation		7.762	
	Minimum		55	
	Maximum		81	
	Range		26	
	Interquartile Range		12	
	Skewness		.278	.403
	Kurtosis		-.968	.788

M-Estimators

	VAR00002	Huber's M-Estimator ^a	Tukey's Biweight ^b	Hampel's M-Estimator ^c	Andrews' Wave ^d
VAR00001	x1	73.00	72.97	72.97	72.97
	x5	66.29	66.31	66.55	66.32

- The weighting constant is 1.339.
- The weighting constant is 4.685.
- The weighting constants are 1.700, 3.400, and 8.500
- The weighting constant is $1.340 \cdot \pi$.

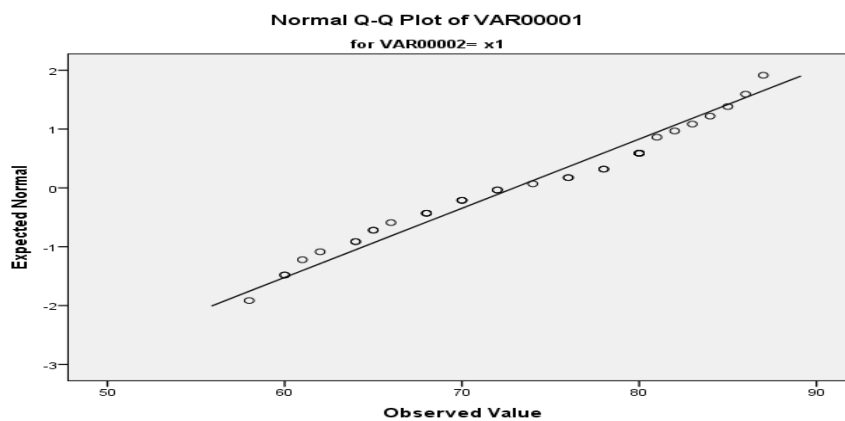
Tests of Normality

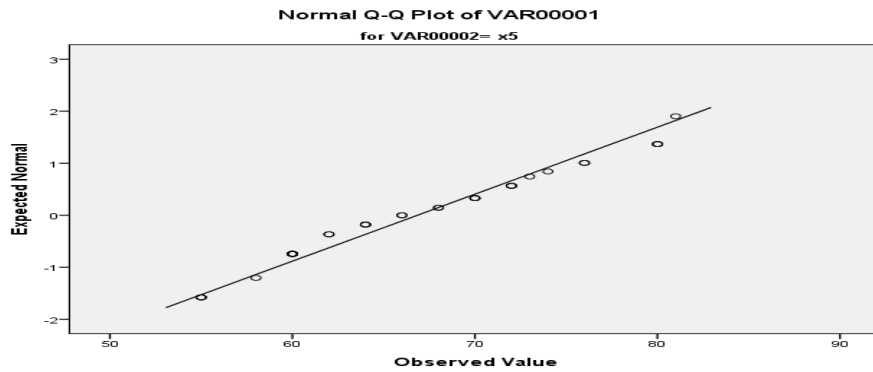
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
VAR00002		Statistic	Df	Sig.	Statistic	df	Sig.
VAR00001	x1	.139	35	.082	.950	35	.110
	x5	.135	34	.121	.943	34	.076

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	.749	1	67	.390
	Based on Median	.727	1	67	.397
	Based on Median and with adjusted df	.727	1	66.997	.397
	Based on trimmed mean	.759	1	67	.387





Appendix 14 T-Table

t Table

cum. prob	$t_{.50}$	$t_{.25}$	$t_{.20}$	$t_{.15}$	$t_{.10}$	$t_{.05}$	$t_{.025}$	$t_{.01}$	$t_{.005}$	$t_{.001}$	$t_{.0005}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.563	1.879	2.314	3.071	3.182	33.00	310.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.320	3.203	3.982	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.888	1.108	1.397	1.860	2.308	2.898	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.072	1.337	1.746	2.119	2.583	2.921	3.688	4.015

Appendix 15
Photos



