

UTILIZING GRAPHIC ORGANIZER STRATEGY IN TEACHING WRITING ON NARRATIVE PARAGRAPH

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ABSTRAK

Penelitian ini berjudul “Penggunaan Strategi Graphic Organizer dalam Pembelajaran Menulis Paragraph Naratif (penelitian eksperimen). Menulis adalah mata pelajaran yang sangat penting yang harus dipelajari oleh pelajar bahasa Inggris. Mahasiswa mampu mengungkapkan gagasan dan pendapatnya baik dalam bentuk kalimat maupun paragraf. Namun, peneliti menemukan bahwa banyak siswa kelas II SMP Negeri 1 Tanah Luas yang tidak bisa mengungkapkan ide dan mengembangkannya menjadi paragraf. Oleh karena itu, sangat diperlukan strategi yang tepat yang dapat digunakan dalam pembelajaran menulis paragraph. Tujuan penelitian ini adalah untuk mengetahui pengaruh prestasi belajar antara siswa yang diajar menulis dengan menggunakan graphic organizer dan siswa yang diajar menulis secara naratif dengan menggunakan metode tradisional. Penelitian ini merupakan penelitian eksperimental dan menggunakan desain eksperimental quasi. Sampel yang dipilih dalam penelitian ini adalah seluruh siswa kelas VIII2 dan VIII4 SMPN 1 Tanah Luas. Kelas VIII2 yang terdiri dari 25 siswa terpilih sebagai kelompok eksperimen dan kelas VIII4 yang terdiri dari 24 siswa terpilih sebagai kelompok kontrol. Penelitian ini dilakukan dalam tiga frase; ada pre-test, treatment dan post-test. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah tes. Tesnya adalah pre-test dan post-test. Peneliti memberikan pre-test sebelum memberikan perlakuan dan post-test setelah pemberian perlakuan. Perawatan tersebut dilakukan dalam tiga kali pertemuan. Analisis data menggunakan rumus uji-t. Hasil penelitian dan pembuktian hipotesis yang ditemukan dengan menggunakan rumus uji-t pada taraf signifikan 5% atau $\alpha = 0,05$ diperoleh bahwa $t_{test} > t_{tabel}$. Uji t yang ditemukan dalam penelitian ini adalah 3,91. dengan derajat kebebasan = 47, karena data tidak ada dalam tabel maka peneliti menggunakan = 1,67. Jadi $t_{test} > t_{tabel}$. Artinya H_0 diterima dan H_a ditolak. Jadi, graphic organizer strategy secara signifikan mempengaruhi kemampuan siswa dalam penguasaan menulis.

Kata Kunci: *graphic organizer strategy, teaching and learning, narrative*

ABSTRACT

*This research is entitled “Using graphic organizer in teaching writing on Narrative Paragraph (experimental research). Writing is a very important subject that should be learned by English learners. The students should be able to express their ideas and opinion either in the form of a sentence or paragraph. However the researcher found that many students at the Second Grade Students of SMP Negeri 1 Tanah Luas could not express their ideas and develop into paragraph. Hence, the appropriate strategy of teaching and learning is very important to help students master writing skills. This research aims to know the effect of achievement between the students who are taught writing by using graphic organizers from those taught writing in narrative by using traditional methods. This research was experimental research and used quasi-experimental design. The samples chosen in this research were the whole students of class VIII² and VIII⁴ of SMPN 1 Tanah Luas. Class VIII² consisted of 25 students was chosen as experimental group and class VIII⁴ consisted of 24 students was chosen as control group. This research was conducted in three phrases; there were pre-test, treatments and post-test. The data collection technique used in this research was test. The tests were pre-test and post-test. The researcher gave pre-test before giving treatment and post-test after giving treatment. The treatment was conducted in three meetings. The data was analyzed by using t-test formula. The research result and the hypothesis authentication found by using t-test formula in significant level 5% or $\alpha = 0.05$ were obtained that $t_{test} > t_{table}$. The t_{test} found in this research was 3.91. Meanwhile, t_{table} was **0,05** with degree of freedom = 47, because the data not in the table, the **0,05(47)**= 1.67. So $> = 3.91 > 1.67$. It meant that H_a was accepted and H_o was rejected. So, graphic organizer strategy significantly affects the students’ ability in mastering writing.*

Kata Kunci: *graphic organizer strategy, teaching and learning, writing skill*

INTRODUCTION

Writing is one of the four language skills that should be mastered by the students who are learning a particular language. Harmer (31:2004) states that writing has always been a part of the syllabus in English teaching. As a part of English skill, writing is very urgent to be mastered because it helps the people communicate with others more efficiently and practically. Giving

information through written form is more effective than spoken form because the reader has the time to think for what he read. Furthermore, writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper.

Writing is important for everyone especially high level in making communication or giving approach to other people. The importance of writing can be seen from the fact that scientific books, novels, reports, letters, newspapers, magazines, brochures, and commercial advertisements are writing products. Most of those products are very important for human beings in their daily activities.

Based on the Curriculum 2013 of English expectation, especially on writing, it is hoped that the eighth-grade students of Junior High School are able to write a simple text of description, narration, recount, and procedure. It meant the English curriculum emphasized the students to write descriptive, narrative, exposition, and procedural text.

Richard (2002:303) confirmed that writing is considered the most difficult skill to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher-level skills of planning and organizing and lower-level skills of spelling, punctuation, word choice, and so on. Lack of mastering those techniques will make the students felt difficult to master writing.

As happened in SMPN 1 Tanah Luas, based on the researcher's early observation in a preliminary study, the researcher found that most of the students could not produce a good writing paragraph. In this case, the students were challenging in gathering the ideas to be written. Furthermore, they did not know how to organize their ideas in a paragraph unity. They did not know how to start writing and how to organize the sentence coherently and chronologically. The most serious problem was that the teacher did not use various teaching strategies, especially in teaching writing. When the teacher taught writing by applying a monotonous strategy, the boring atmosphere caused the students to feel bored in writing activities.

Therefore, to solve those problems, the teacher is responsible for improving students' achievement in mastering writing. The teacher should change the strategy and create exciting activities in the classroom to develop their interest in writing activities and develop their ideas in writing.

One of the great strategies that can be used in teaching writing is the graphic organizer strategy. Graphic organizer strategy is using a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight concepts' organization and relationships.

Based on Mcnight (1:2020), graphic organizer strategy is an important and effective pedagogical tool for organizing content and ideas and facilitating learners' comprehension of newly acquired information because graphic organizers present material through the visual and spatial modalities (and reinforces what is taught in the classroom), the use of graphic organizers strategy helps students internalize what they are learning.

Currently, visual organizers are widely incorporated in teaching writing. These tools are claimed to provide learners with a concrete structural framework of information and to help on focusing the learners' attention on critical ideas and the conceptual relations between these ideas rather than the isolated facts such as a stray piece of a puzzle, an object, an article, a fragment of information, and a bit of trivia. In fact, Tayib (16:2015) argues that the use of graphic organizer strategy enhances the understanding, organizing and meaningful learning, and in this way facilitates the complex task of learning writing while serving to prevent boredom by offering the opportunity to practice writing under stress-free conditions, engaging and helping them to organize their thoughts, and allowing the, to express their own experiences.

Graphic organizer strategy provides a visual representation for young writers. With graphic organizer strategy, students will be able to organize their story with a beginning, middle, and end and learn to select words for their chosen topic. The graphic organizer strategy provides a fun way for students to learn about the writing process.

Writing

Byrne (1:1997) states that writing is one of the four language skills should be mastered by the students who are learning a certain language. According to Byrne, writing produces a sequence of sentences arranged in a particular order and linked together in specific ways to form a coherent whole and called as a text.

Writing is one of the four language skills that should be mastered by the students who are learning certain language. It is the way of expressing ideas, thought, and opinion in written form. There are some definitions of

writing given by the experts. Some of them will be described in the following paragraph.

According to Linse (98:2005), writing is the combination of process and product. The process refers to gathering the ideas and working with them until they are presented in a polished and comprehensible manner to the readers. Furthermore, Spratt, Pulverness, and Williams (26:2005) define writing as a productive skill, like speaking. It involves using written language to express meaning to other people by making a sign on the page. In teaching writing, the language learners have to know about the smaller parts of the skill, commonly called micro-skills of writing.

Another expert, Nunan (88:2003), explained that writing could be defined by a series of contrast: both physical and mental act. Its purpose is to express and impress a process and a product. Physical and mental act means that writing is a physical action to pour some words or idea to some medium while our mental working to invent ideas, thinking how to express into some words and arranging them into statements and paragraphs that can be understood by the readers. The words “express and impress” mean that a writer typically serves two masters, himself and his desires to express ideas or feelings and readers. Process and product mean that a writer needs some steps to get a product of writing form. The writer must imagine, organize, draft, edit, read, and re-read.

Based on the definition of writing given above, it could be concluded that writing is the process of gathering and organizing the ideas, thought, and feeling into a sequence of sentences to be read by the readers.

Graphic Organizer Strategy

Graphic organizer strategy is one of the great strategies that can be used in teaching writing. It is simply a graphical representation of text concepts. To know deeper about graphic organizer strategy, the researcher presented some definitions of the experts' graphic organizer strategy. Those definitions are as mentioned below.

Graphic organizer uses a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight concepts' organization and relationships. Furthermore, Fisher in Burrello, et al. (146:2001), mentions that graphic organizers are visual displays teachers use to organize information in a manner that makes the information easier to understand and learn. In line with two definitions above, Bouchard (80:2005) also

mentioned that graphic organizer strategy is the strategy which provides a visual representation of how the text is organized and is an efficient and useful tool when teaching text structure.

Based on the explanation given above, it could be concluded that the graphic organizer strategy is the strategy to organize the text while writing process by using a diagram representing a relationship directed by a sequence of events that can aid the learning process, especially writing activities.

Based on the definition mentioned above, it could be concluded that graphic organizer strategy is the teaching writing in which the teacher make visual representation of information from a text.

The Benefits of Using Graphic Organizer Strategy in Teaching Writing

Graphic organizer strategy is simply a graphical or spatial representation of text concepts. It is an instructional tool that can help students organize and structure the information and concepts to relate to them. It illustrates students' prior knowledge about a topic or section of text that have been highly recommended to be used in classrooms.

Graphic organizer strategy is an important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information because graphic organizer strategy present material through the visual and spatial modalities (and reinforces what is taught in the classroom), the use of graphic organizer strategy helps students internalize what they are learning.

Conklin (5:2006) mentioned that the graphic organizer strategy is using visual representations that help students gather and sort information. They help students see patterns and relationships between the given information. With only a few words, concepts are clarified, information and ideas are organized, and complex relationships are shown between the elements. And as a bonus, graphic organizers help teachers figure out how students think.

In teaching writing, a graphic organizer strategy can be used as the ways to improve the students' writing abilities. Studies performed with second and third graders showed that their writing skills improve when graphic organizer strategy were incorporated as part of the writing process. When students fill out graphic organizers, they learn to summarize information and take notes more efficiently. When used in an outlining tool, graphic organizers make students think about writing new information differently. The information written on these organizers becomes personal as students write it in their own words. Organizers also provide a unique

way for students to take notes during a lecture or reading a passage. When teachers help students see that they only need to write the information they want to remember, they also begin to assess and evaluate what they already know.

Based on the explanation given by several experts above, it could be concluded that the graphic organizer strategy is good to be used in teaching writing because it makes the students easier in understanding the text primarily in understanding the main ideas and detail. Besides, the graphic organizer strategy helps students organize facts, thoughts, and other comprehension elements such as inferences, predictions and summaries. By using the graphic organizer strategy, the students can effectively arrange the message in their mind so that it is easy to write it.

According to the Curriculum Department Institute, there are some general steps in applying graphic organizer strategy. The steps are:

- a. Familiarize yourself with different types of graphic organizers
- b. Explain to the students what graphic organizers are and why they are useful in learning.
- c. Present the specific graphic organizer for a topic. Point out its subject and organizational framework
- d. Use example to illustrate the use of some graphic organizers.
- e. Assign the graphic organizer as an individual paired, or group activity
- f. Review the students' work. Generate classroom discussion on the effective use of a graphic organizer.

The steps mentioned above is still in general, therefore the researcher modifies the procedure of using graphic organizer based on the kind of graphic organizer used and the students' needed. In this research, the researcher will use sequential organizers especially story map in teaching writing. The procedures of using graphic organizer in the form of story map are as follow:

- a. Teacher selects the topic to be written
- b. Teacher presents the graphic organizer will be used and explains what graphic organizer is and why it is useful in writing activities.
- c. Teacher gives example to illustrate the use of graphic organizer in writing
- d. Teacher asks the students to complete the story map based on the topic given by the teacher.
- e. Teacher reviews the students' writing

- f. Teacher asks students to present their writing and generates the discussion about the writing process by using graphic organizer in the form of story map.

Based on the procedure of activities mentioned by the expert above, it could be seen that this strategy is done in individually. The sequence of lessons by using graphic organizer strategy begins with selecting the topic to be written. Then the teacher present the type of graphic organizer will be used and explains its use in writing activities. Then the teacher gives the example of writing process by using graphic organizer. After that the teacher asks the students to write the narrative text by completing the story map (graphic organizer) based on the topic given by the teacher. Having finished the writing activities, the teacher reviews the students' writing by asking the students to present their writing, and at the end of activities, the teacher makes discussion about the process of writing using graphic organizer.

RESEARCH METHOD

The thesis design used in this research was quantitative research design. The quantitative approach is based on the measurement of quantity or amount of data. It is applicable to phenomena where the data analysis can be expressed in terms of quantity. It meant that quantitative approach focused on the analysis of numerical data and statistic

The kind of this research was experimental research. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. Experimental research can be used to know whether the approach, method, strategy or technique to be applied is effective or not.

The population in this research was all the eighth-grade students of SMPN 1 Tanah Luas. There were five classes in the eighth grade; there were class VIII¹ consisted of 25 students, class VIII² consisted of 25 students, class VIII³ consisted of 24 students, class VIII⁴ consisted of 24 students, and class VIII⁵ consisted of 24 students. So the total number of the population here was 122.

Moreover, in this research, the researcher used a simple random sampling technique in determining the sample. The samples chosen in this research were the whole students of class VIII² and VIII⁴ of SMPN 1 Tanah Luas. Class VIII² consisted of 25 students was chosen as experimental group and class VIII⁴ consisted of 24 students was chosen as control group.

This research was conducted for three phrases; there were pre-test, treatments and post-test. The data collection technique used in this research was test. There were two tests is used in this research, they were pre test and post test. Research instrument is a tool used by the researcher that given to the students in pre-test and post-test. The research instrument of this research was test sheet.

RESEARCH FINDINGS

The data that the researcher collected in this thesis were about students' test in pre-test and post-test. Then the result of pre-test and post-test described in table as follow :

Table 4.1 The Names and List of Pre-test Score of Experiment Group

No	Name	C	O	V	LU	M	Score
1	Agnia Rahmi	13	9	9	10	2	43
2	Al Hadadi	13	10	10	11	3	47
3	Aliya Maulida	21	13	13	17	3	67
4	Askia	17	13	13	13	3	59
5	Cut Elsi	17	13	13	13	3	59
6	Farhatun Naoura	17	13	13	11	3	57
7	Lia Apriani	21	13	13	17	3	67
8	Liza Yati	17	13	13	12	3	58
9	M. Fajar	13	10	10	11	3	47
10	M. Raihan	17	13	13	13	3	59
11	Muhammad Khalil	22	17	16	11	3	69
12	Muhammad Syifa	17	9	10	11	2	49
13	Muzrika Noli	17	13	13	12	3	58
14	Nadia Dwi Lestari	17	11	11	11	3	53
15	Nadya Ramadhani	17	11	11	11	3	53
16	Nazwa Asyura	22	17	16	11	3	69
17	Rahmad Farhan	17	9	10	11	2	49
18	Raihan Firnanda	17	9	10	11	2	49
19	Ramadhani	17	10	10	11	2	50
20	Reihan Zaki	13	9	9	10	2	43
21	Riza Naputri	21	13	14	11	3	62
22	Rizka Munira	13	9	9	10	2	43
23	Syahrul Ramadhani	21	13	13	17	3	67

24	Thalita Daulah R	21	13	14	11	3	62
25	Zia Unnaja	22	17	16	11	3	69

Note

- C : Content
O : Organization
V : Vocabulary
LU : Language Use
M : Mechanic

Based on the table written above, it could be seen that the students' pre-test score of experimental group was obtained by sum up the score of each criteria such content, organization, vocabulary, language use, and mechanic. The result of the pre-test score for experimental group showed that the lowest score was 43 and the highest score was 69.

Table 4.2 The Names and List of Post-test Score of Experiment Group

No	Name	C	O	V	LU	M	Score
1	Agnia Rahmi	17	13	13	12	3	58
2	Al Hadadi	21	14	14	11	3	63
3	Aliya Maulida	25	16	16	21	4	82
4	Askia	25	16	16	20	4	81
5	Cut Elsi	25	15	15	20	4	79
6	Farhatun Naoura	23	15	15	20	4	77
7	Lia Apriani	25	16	16	21	4	82
8	Liza Yati	25	16	16	20	4	81
9	M. Fajar	25	15	15	20	4	79
10	M. Raihan	25	16	16	20	4	81
11	Muhammad Khalil	25	16	16	21	4	82
12	Muhammad Syifa	22	14	14	18	4	72
13	Muzrika Noli	25	15	15	20	4	79
14	Nadia Dwi Lestari	23	15	15	20	4	77
15	Nadya Ramadhani	23	14	14	18	4	73
16	Nazwa Asyura	25	17	17	21	4	84
17	Rahmad Farhan	23	14	14	18	4	73
18	Raihan Firnanda	21	13	13	17	3	67
19	Ramadhani	21	13	13	17	3	67
20	Reihan Zaki	17	13	13	12	3	58
21	Riza Naputri	25	16	16	20	4	81

22	Rizka Munira	21	14	14	11	3	63
23	Syahrul Ramadhani	25	16	16	21	4	82
24	Thalita Daulah R	23	14	14	18	4	73
25	Zia Unnaja	25	17	17	21	4	84

Note

- C : Content
 O : Organization
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Based on the table written above, it could be seen that the lowest score of experimental group was 58 and the highest score was 84. It meant that the students got significant improvement after they were taught by using a graphic organizer strategy. Here, each student got an improvement about 15 until 24 point.

Table 4.3 The Names and List of Pre-test Score of Control Group

No	Name	C	O	V	LU	M	Score
1	Alfis Syari	17	9	10	11	2	49
2	Aliza Ramadhani	21	13	14	11	3	62
3	Andika Ramadhan	21	13	13	17	3	67
4	Darwin	13	10	10	11	3	47
5	Dzamar Saputra	17	13	13	12	3	58
6	Edy Rizki Firdaus	17	13	13	13	3	59
7	Epi Muliana	13	10	10	11	3	47
8	Khairun Nisak	17	11	11	11	3	53
9	Lia Layyuza	13	9	9	10	2	43
10	M. Arif	17	9	10	11	2	49
11	Munawar Khalil	17	13	13	13	3	59
12	Maskur	17	11	11	11	3	53
13	Maulida Dewi	17	9	10	11	2	49
14	Melisa	13	9	9	10	2	43
15	Muhammad Khairil	21	13	13	17	3	67
16	Muhammad Fazil	17	9	10	11	2	49
17	Mutia Ulfa	13	9	9	10	2	43
18	Najwa Nabila	17	13	13	12	3	58

19	Neli Safrida	21	13	13	17	3	67
20	Nurul Fathanah	21	13	14	11	3	62
21	Raisa Manda Sari	17	13	13	13	3	59
22	Rizalul Fahmi	17	11	11	11	3	53
23	Salman Al Farisi	21	13	14	11	3	62
24	Wilda Yani	21	13	13	17	3	67

Note

- C : Content
 O : Organization
 V : Vocabulary
 LU : Language Use
 M : Mechanic

Based on the table written above, it could be seen that the students' pre-test score of control group was also obtained by sum up the score of each criteria such content, organization, vocabulary, language use, and mechanic. The result of the pre-test score for control group showed that the lowest score was 43 and the highest score was 67.

Table 4.4 The Names and List of Post-test Score of Control Group

No	Name	C	O	V	LU	M	Score
1	Alfis Syari	17	13	13	12	3	58
2	Aliza Ramadhani	22	14	14	18	4	72
3	Andika Ramadhan	25	15	15	20	4	79
4	Darwin	21	14	14	11	3	63
5	Dzamar Saputra	22	17	16	11	3	69
6	Edy Rizki Firdaus	22	14	14	18	4	72
7	Epi Muliana	17	13	13	12	3	58
8	Khairun Nisak	21	13	13	17	3	67
9	Lia Layyuza	17	13	13	11	3	57
10	M. Arif	21	14	14	11	3	63
11	Munawar Khalil	22	14	14	18	4	72
12	Maskur	17	13	13	12	3	58
13	Maulida Dewi	21	14	14	11	3	63
14	Melisa	17	13	13	12	3	58
15	Muhammad Khairil	24	15	14	19	4	76
16	Muhammad Fazil	21	14	14	11	3	63
17	Mutia Ulfa	17	13	13	11	3	57

18	Najwa Nabila	22	17	16	11	3	69
19	Neli Safrida	24	15	14	19	4	76
20	Nurul Fathanah	22	17	16	11	3	69
21	Raisa Manda Sari	22	17	16	11	3	69
22	Rizalul Fahmi	21	13	13	17	3	67
23	Salman Al Farisi	21	13	13	17	3	67
24	Wilda Yani	25	15	15	20	4	79

Note

- C : Content
O : Organization
V : Vocabulary
LU : Language Use
M : Mechanic

Based on the table written above, it could be seen that the lowest score of control group was 57 and the highest score was 81. It meant that there were also improvement got by the students after they got the treatment. However, the improvement in this group was not as much as in experimental group. In this group, each student got the improvement about 11 until 18 point.

CONCLUSION

Based on the finding of the research, the researcher concluded some important points which related to the problem of the research.

Graphic organizer strategy is one of the great strategies that can be used in teaching writing. It is simply a graphical representation of text concepts and provides a visual representation for young writers. Besides, it can also enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, and analyzing causes and effects. With the use of graphic organizer strategy students will be able to organize their story with a beginning, middle, and end and learn to select words for their chosen topic.

The research result and the hypothesis authentication found by using t-test formula in significant level 5% or $\alpha = 0.05$ were obtained that $t_{\text{test}} > t_{\text{table}}$. The t_{test} found in this research was 3.91. Meanwhile, t_{table} was gotten **0,05** with degree of freedom = 47, because the data not in the table, the **0,05(47)**= 1.67. So, $t_{\text{test}} > t_{\text{table}}$ = 3.91 > 1.67. It meant that H_a

was accepted and H_0 was rejected. So, graphic organizer strategy significantly affects the students' ability in mastering writing.

To follow up the finding of this research, some suggestions were recommended for teacher, students, and next researcher.

The result of the research showed that graphic organizer strategy gave significantly effect on students' writing skill. Therefore, the researcher suggested that the teacher use this strategy in teaching writing because it provides learners with a concrete structural framework of information and focuses the learners' attention on key ideas and the conceptual relations between them.

For the students, the researcher suggested them to always practice their writing ability. Writing is very urgent to be mastered because it helps the people communicate with other more efficiently and practically. The students could use graphic organizer strategy in improving their writing ability.

The researcher realized that the result of her research was not perfect. Lack of the researcher's experience and knowledge and the limitation of the time and cost became her weaknesses in conducting this research. Besides, the topic discussed in teaching learning process were not too various. Therefore, the researcher hoped that next researcher were able to do better research. The next researcher should manage the time well and should provide everything related to the research well.

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