

CHAPTER I

INTRODUCTION

A. Background of the Study

Using English is the easiest way to communicate with people from another countries about many aspects in human life such as technology, economy, social, and politics. We use English to understand our world to listen, to read and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill, we have much better chance of understanding and being understood and getting what we want and need around us if we were in the foreign countries.

Basically learning is a complex process that occurs in every person throughout his life.¹ So, learning English is increasingly developed throughout the world including in Indonesia even from early childhood education has been taught or introduced english with vocabulary.

There are many skills in English language, such as listening, speaking, reading and witing. Writing is written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. The

¹Azhar Arsyad, *Media Pembelajaran*. (Jakarta, PT. Raja Grafindo Persada, 2005). 1

writer skill is also realized by ability to apply the rules of the language. Writer is writing to transfer the information of what writer has in mind to the readers effectively².

Therefore, every teacher wants his/her teaching to be accepted as clearly as possible by the learner. To know something in a person, there is a process called learning process. Through methods and teaching techniques that fit the needs of the learning process teachers have the task of stimulating and improving the course of the learning process.

According to Zamel (1987), "Writing is a process through which meaning is created".³ However, in reality, writing is difficult skill in language, since in writing the students have to produce and arrange their ideas to overcome the difficulties in writing. On my Teaching and Practices Experience a year ago (PPLK; Program Pengalaman Lapangan Kependidikan) at MTsN 1 Kota Serang. The writer found several problem of writing skill toward them (second grade). Writing problem are; a) Vocabulary Mastery, b) Less knowledge in constructing simple present tense, c) Less of practice in writing, d) student's motivator in learning English

²Sanggam Siahan, *The English Paragraph*, (Yogyakarta; Graha Ilmu, 2008), 2.

³Lilies Setiasih Dadi, *How To Write A Short Essay In English Academic Writing* (Bandung: alfabeta, cv, 2005), 8

especially in writing is very low, and e) the teacher's methodology in teaching is very bored.

From those student writing problem above, the writer strongly believed that the learning process needs to be improved especially on writing to increase student's writing skill. It is important to be conducted a research to teaching by using graphic organizer and the writer uses one of the graphic organizer.

Each method used has goodness and weakness and has power match with some learners. One of the advantages of Graphic Organizer learning method is to make it easier for student to improve their writing skill. In graphic organizer they use simple present tense Text material. To explain about their daily activity using graphic organizer.

Based on definition about writing and some of the reasons above, the writer are interested to conduct research with the title "Using Clock Organizer In Teaching Student's Writing Skill" (Experimental Research at The Eighth Grade in MTs Negeri 1 Kota Serang).

B. The Research Problem

The research conducts a research about using clock organizer to increase student's writing skill in experiment

study on the second grade of junior high school of MTs Negeri 1 Kota Serang 2018 – 2019.

This researcher is trying to develop student writing especially in graphic organizer about clock organizer. The researcher takes an example of clock organizer because students doesn't know the structure of writing on paragraph of main idea. And this text is taught to them in second grade according to the curriculum.

C. Statements of The Problem

To facilitate systematic in this study, it is necessary to formulate the problem to be discussed. Here is the problem formulation in this research:

1. How is the students writing skill of second grade of MTsN 1 Kota Serang ?
2. How is the effetiveness of using clock organizer strategy in teaching student's writing skill of second grade of MTsN 1 Kota Serang?

D. The Objectives of The Problem

Based on the above problem formulation, the aim of the research are:

1. To know students writing skill of second grade of MTsN 1 Kota Serang.

2. To know the effectiveness of using clock organizer in teaching writing skill of second grade of MTsN 1 Kota Serang.

E. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis of study could be stated as followed:

1. The experiment hypothesis (H_a): there is significant effectiveness of clock organizer on student' writing skill.
2. The null hypothesis (H_o): there is no significant effectiveness of clock organizer on student' writing skill.

F. The Important of The Research

The research has the important for us to develop our education there are:

1. For the Teacher

- a. The result of research can be used as an input in English teaching learning process to increase writing mastery.
- b. It can make an active writing ability and enjoy.
- c. It can help to develop student writing ability.

2. For the Student

- a. The students are motivated to increasing their writing ability with enjoy and interesting in the class.
- b. The students can get problem solving to increase of English Writing.
- c. The students can be more active than teacher in the process of learning and teaching.

3. For the School

- a. The writer hopes this technique will be applied by teacher in English education and school.
- b. The writer hopes it could a motivation to make better in future of English education and school.
- c. The writer hope it will give contribution in English teaching earning.

CHAPTER II

THEORETICAL REVIEW

A. Writing

1. Definition of Writing

Etimologically, the word “writing” is derived from word “write” and it can be defined as; a) Marking the letter are number of surface, especially with a pen or pencil, b) Producing something in written, c) Putting information, greetings, etc in a letter and send it to somebody, d) (computing) record data in the memory of computer.⁴

Terminologically, there are so many experts that have different meaning of writing, but the researcher will take several meanings of writing according to the experts.

Writing is the product skill in the written mode. It is also more complicated that it seems at first, and often seems to be the hardest of the skill, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation oh thoughts in structured way. “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature”.⁵

Like Mc Crimmon defined writing as “an oppotunity to convey something about yourself, to communicate ideas to

⁴. Oxford University, *Oxford Learners Dictionary*, (New York: Oxford University Express, 2003), 502

⁵Christina Russell McDonald and Robert L. Mcdonald, *Teaching Writing*.(New York: ShouthernIllonois University Press, 2002), 7

people beyond your immediate vicinity, and to learn something you didn't know”⁶

While Frank J. D'Angelo define writing as “complex progress that allows writers explore in ideas and make them visible and concret”⁷

Hartman defined writing as “the process or result of recording language in the form conventionalized visible marks or graphics sign on a surface”

Therefore, nobody can master this ability easily and directly. Writing is actually not a natural skill.

There is no better way for students to grasp the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their everyday life. This practical writing has both a clear purpose and a spesific audience. Ann Raimess says about writing that much of this everyday writing is “writing to get things done.”⁸ Therefore, the writing requires a precision.

Brown (2004) explained writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and I simply taken for granted in literate culture.⁹ Harmer (2007) says writing is used

⁶.James McCrimmon, *The Writing Process*, (New York: Houghton Mifflin, 1983), 6

⁷ Frank J D'Angelo, *Process and Thought in Composition*, (cambridge: Massachusetts, Winthrop Publisher, Inc, 1980), 4

⁸Ann Raimess, *Techniques in English Writing*. (New York: oxford university press, 1983), 83

⁹H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, (USA: Longman, 2004), 218.

as an aide memoire or practice tool to help students practice and work with language they have been studying.¹⁰

From the statement above the writer concludes the writing is not simple process it is hard hard work. However, writing is an opportunity to convey writers's ideas and to communicative their ideas systematically to others in a written a language. It means when the students learning writing, they must have a media to help their practice and get the good result. Writing activity like this are designed to give reinforcement to students.

2. Types of Writing

After we know the definition of writing there are many kinds of writing, in here the writer will explain kinds of writing. According to George E. Wishon and Julia M. Burks (1980), says that The form of writing used to tell or related is called narration, that used to description that used to explain is called exposition/explanation, the form of writing used to persuade or argue is called argumentation.¹¹ These kinds of writing are:

a. Narration

Narration is the form used to relate the story of acts or evens. The narrative text type tels a story using spoken or written language. It can be communicated using

¹⁰Jeremy Harmer, *How to Teach English, new edition*, (England : Pearson Educational Limited, 2007), 112.

¹¹George E. Wishon and Julia M. Burks, *Lets Write English, Revised Edition*,(Canada: Litton Educational Publishing, Inc, 1980), 337

radio, television, books and newspaper or computer files.¹²

b. Description

Description is strategy describing the person, place or thing. It is a poece of writing speech that gives details about what someone or something. Description reproduces the way things look, smell, feel, or sound; it may also evoke moods. Description written that describes and proposes characteristic, behavior of someone, condition of place and things.

c. Eksposition or Explanation

An exposition is a piece of text that present ane side of an issue. Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorial, essay, informative and instructional material. Explanation is to tell each step of the process (the how) and to give reasons (the why).¹³

d. Persuassion or Argumentation

An argumen is a reason, logical way or demonstrating that the writers position, better or conclusion is valid. Persuasion or argumentation is used in persuading and convincing, an argument writing, writing tries of purpose evidence or reason to convince and influence

¹²Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan, 1997), 2

¹³Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan, 1997), 122

the reader to support the opinion, ideas, attitude as well as writer conviction..

3. The Assesment of writing

To take the scale for rating composition students' task, we can use the theory based on brown as follow;¹⁴

	20 – 18	17 – 15	14 – 12	11 – 6	5 - 1
Content	Essay address to the topic, ideas are concrete, no extraneous material, essay reflect though.	Ideas could be fully developed, essay address to issues but misses some points, some extraneous material is present.	Developed of ideas not complete. Essay is somewhat of the topic, paragraph are not divided exactly right	Ideas incomplete, essay does not reflect careful thinking or was hurriedly written.	No apparent effort to consider the topic carefully is completely inadequate.

¹⁴H. Douglas Brown, *Language Assesment: Principle and Classroom Practice*, (San Fransisco: Pearson Education, 2004), 244

Organization	<p>Appropriate title, introductory paragraph, topic is stated, lead to body, transitional expression used, arrangement of material shows plain, (could be outlined by reader) supporting evidence given, for generalization, conclusion logical and complete.</p>	<p>Adequate title, introduction and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequence is logical, but transitional expression may be absent.</p>	<p>Scant introduction or conclusion, problem with order of ideas in body, generalization may be not fully supported by the evidence given, problem of organization interfere.</p>	<p>Lack of supporting evidence, conclusion weak and illogical, severe problem with ordering of ideas, minimally recognizable introduction.</p>	<p>Writer has not made any effort to organize or could not be outlined by reader, absent of introduction or conclusion. No apparent organization of body</p>
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Vocabulary	Precise vocabulary usage, parallel sentence, concise, register good.	Good vocabulary, not wordy, attempt variety, register ok, style fairly concise.	Some vocabulary may be misused, too wordy, lack awareness of register, may be too wordy.	Poor expression of ideas, lack variety of structure, problem in vocabulary.	Inappropriate use of vocabulary, no sentence variety and no concept of register.
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Grammar	<p>Fluency in English grammar, correct use relative clause, preposition, article, modals, verb form, and tenses sequencing. No fragment or run-on sentence.</p>	<p>Some grammar problems do not influence communication, no fragment or run-sentence, advanced proficiency in English grammar.</p>	<p>Grammar problem are apparent, fragment, run-on sentences, ideas are getting through to the reader.</p>	<p>Difficult to read the sentences, grammar review of some areas clearly neede, numerous serious grammar problem</p>	<p>Reader cannot understand what the reader say, unintelligible sentence structure, severe grammar problem interfere.</p>
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Mechanic	Correct time of writing English conversations left and right margin, all needed capital and punctuation, very neat.	Some problem with punctuation and capital, left and right margin correct, paper is neat and legible.	Some problem with convention or punctuation and capital error interfere with ideas.	Serious problem with format paper, error in sentence and punctuation.	Obvious capital missing, no margin. Paper illegible.
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4. Teaching Writing

Teaching writing predominantly involves developing learner's skill in producing fixed pattern and responding to write means identifying and correcting problems in the student's control of the language system. Many methods and media can be used by the teacher for teaching writing especially in teaching writing narrative text.

In the teaching writing we can focus on the product of that writing or on the writing process. According to Harmer (2004) in the writing process there are four elements:

a. Planning

Before starting writing, the authors have to know what will be the authors write, and the authors have to have a

good planning, and also having preparing. Experienced writer plan what they are going to write. Before starting write or type, they try and decide what it is they are going to say. For some writer this involves making detailed notes.¹⁵

b. Drafting

We can refer to the version of a piece of writing as a draft. The draft can be like an outline. A text is often done on the assumption that it will be amended later. As the writing process progressed into editing, a number of drafts may be produced on the way to the final version.

c. Editing

Reflecting and revising are often helped by other readers (editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.¹⁶

¹⁵Jeremy Harmer, *How To Teach English*, (England: Pearson Educational Limited, 2004), 4

¹⁶Jeremy Harmer, *How To Teach English* (England: Pearson Educational Limited, 2004), p.5

B. Graphic Organizer

1. Definition of Graphic Organizer

Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Gardner's theory of multiple intelligences (1993, 2006) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Because graphic organizers present material through visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning. For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction.

Karen Bromley, et al (1999:7) point out that a graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. There are many varieties of other names for the graphic organizer, including semantic map, visual organizer, structured overview, or mind mapping.¹⁷

It is through the use of specific teaching strategies and learning tools that students can be more successful learners. Graphic organizers are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual

¹⁷Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 6.

picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms.¹⁸

Based on Bromley and friends (1999) graphic organizer are wonderful strategies to get students actively involved in their learning. Because graphic organizers include both words and visual images, they are effective with a wide variety of learners, including ESL, gifted, and special-needs students. Graphic organizers present information in concise ways that highlight the organization and relationships of concepts. They can be used with any subject matter at any level.

According to Robinson (1998) reviewed the research on graphic organizers and suggests that teachers and researchers use only those organizers that are easily created by amateurs. He also suggests the use of a variety of types of organizers chosen for their appropriateness for the content.¹⁹

A graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. It may be seen and heard under a variety of other names for the graphic, including semantic map, visual organizer, structured overview, story web, or mind map.²⁰

¹⁸Khaterine S. Mcknight, *The Teacher's Big Book of Graphic Organizers*, (USA: Printed in the United States of America, 2010), p.1

¹⁹Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 6.

²⁰Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 6.

Based the definition about graphic organizer above, it can be known, that the writer wants to try through this graphic to make easier student in write narrative text.

2. Kinds of Graphic Organizer

Graphic organizers help students visualize and understand concept more effectively and graphic organizer have many kinds of forms. These several kinds of graphic organizers are:²¹

1) Power Thinking (Levels of Brainstorming)

Power Thinking is a graphic organizer that allows learners to organize ideas and information hierarchically. As an alternative form of outlining, this tool can be used to group terms, ideas, and vocabulary, for example, into main headings and sub headings.

2) Anticipation Guide

Anticipation guides are great prereading graphic organizers for the following reasons: they preview key themes and ideas that will be presented in the upcoming text; they provide opportunities for students to draw on their prior knowledge and experiences, or schema; and they offer students the opportunity to recognize the effects of their point of view in formulating their opinions of the text.

²¹Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 6.

3) Hypothesis Guide

Especially useful for the science classroom, the Hypothesis Guide is a visualization structure for the scientific method. Guiding the students through the process of formulating a hypothesis reinforces the main concepts that are integral to the creation of a question or idea. Once the students create the question or idea, which is a hypothesis, they can test and evaluate it. As always, it is beneficial to model the graphic organizer for the students.

4) Spider

The Spider is a free-form graphic organizer that allows students to think about information as both visual and metaphorical. The students are also able to visualize the interconnectedness of information and ideas to a central idea.

5) Summary Organizer

This graphic organizer prompts students to create main categories, supply relevant details, and write a summary. The organizer develops the students' skills in identifying key information and providing details that facilitate comprehension.

6) Outline Notes

Although a traditional strategy for taking notes, it is still quite helpful and an effective strategy for organizing information and generating ideas. Outline note taking is particularly effective

with textbooks, as they are themselves structured in outline form.

7) Time/Clock Organizer

This organizer helps students explore their spend their time. By charting the time they spend on various activity, they can become better decision makers about using time wisely.

3. The Benefits of Using Graphic Organizer

Graphics organizers are tools that can be used to visualize and organize information. Because graphic organizers are often used as prompts for students to fill in the blanks, graphic organizer provide many benefits to students who use them.

The benefits of using graphics organizer there are helping students structure writing project. It help to focus on what is important because they highlight key concept, and the relationship among them, thus providing the tools critical and creative thinking (Bromley, Irwin-DeVitis, Modlo, 1995).²² Encouraging students to make decisions, making it easy for students to classify ideas and communicate, guiding students in demonstrating their thinking process. making it easy to brainstorming. One way to improve students' critical and creative thinking skill is by using graphic organizers while working on classroom projects (Brookbank et al. 1999; DeWispelaere and Kkossack 1996) especially when used with

²²Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 6.

brainstorming, graphic organizers can help students generate creative ideas. Graphic organizers also help students clarify their thinking. Students use organizers to demonstrate their understanding of a topic.²³

4. Types of Graphic Organizer

While there are many variation and possible combination of organizer, most of them fall into your basic categories.²⁴

a. Conceptual

These types of graphic organizer include a main concept or central idea with supporting facts, evidence, or characteristics. Some common example are webs, venn diagram, and central question organizer. The big question, mind map, and getting into character organizer full into this category.

b. Hierarchical

This organizer begin with a topic or concept and then include a number of ranks or levels below the topic. The key characteristics of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top. The position on the organizer denotes the level of the label within the organization. We have included the hierarchical

²³Wendy Conklin, M.A., *30 Graphic Organizers*, (USA: Copyright Shell Educational Publishing, 2006), p.6

²⁴Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 8.

organizer and main idea pyramid templates as example.

c. Cyclical

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

d. Sequential

Sequential organizers arrange events in chronological order. This type of organizer is helpful when events have a specific beginning and end. It is also appropriate for cause-and-effect, process-and-product and problem solution text. The pattern is linear, as in a timeline. Examples are the plot diagram and the multiple timeline.²⁵

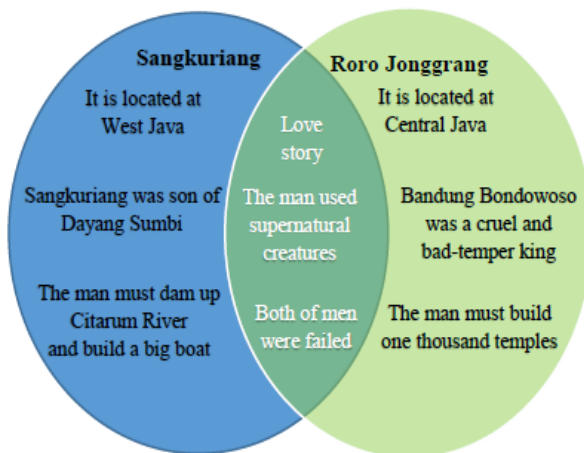
The number of variations and combinations of these basic types are only limited by the ingenuity of the students and teachers who create them

5. The objectives of Graphic Organizer

Some experts such as Bromley, Irwin-De Vitis and Moddlo (1995) believed that graphic organizers are wonderful strategies to get *students actively involved in their learning*. Because they include both *words and visual images*, they are effective with a wide variety of learners

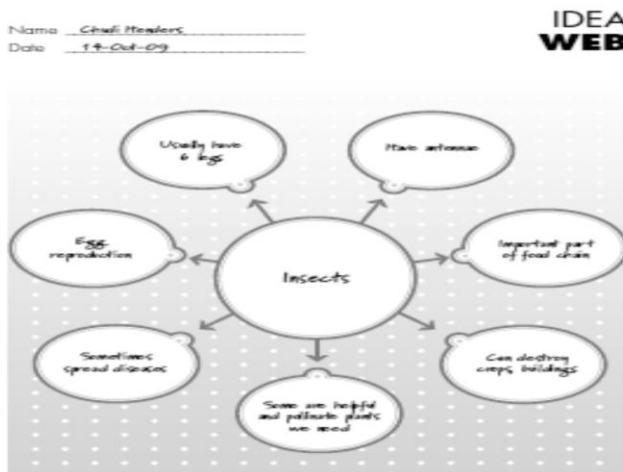
²⁵Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 8.

Table 2.1 The Example of graphic organizer



Go also presents information in concise ways that highlight the organization and relationship of concepts. It also can be used with any subject matter at any level and is relatively easy to create.

Table 2.2 The example of graphic organizer



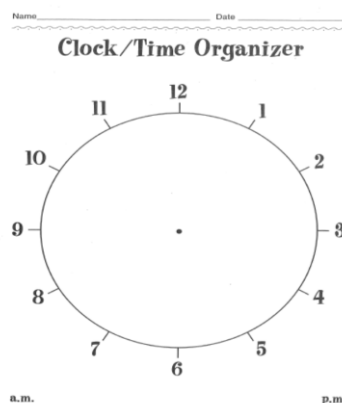
6. Clock (Time) Organizer

Time Organizer is one of Graphic Organizer which helps students to explore how they spend their time. It helps students explore how they spend their time. By charting the time they spend various activities, they can become better decision makers about using time wisely²⁶. Clock organizer can be a graphic such as a diagram or table.

Clock Diagrams are a type of graphic organizer that shows how items are related to one another in a time-oriented cycle. In making a clock diagram, the student must identify the main events in the cycle, how one event leads to another, and, if appropriate, how the cycle repeats.

For example, a story clock organizer helps students depict the plot development of a story (by writing summaries and perhaps drawings in the segments of the clock).

Table 2.3 Graphic of Time/Clock organizer



²⁶Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (USA: Copyright 1999), 28.

a. Procedure

1. Ask students to keep a record of how they spend time. Activities may include: sleep, meals, school, play, watching TV, etc.
2. Discuss (review) abbreviations for morning (a.m.) and evening (p.m.)
3. Have students draw a line from the center of the clock to the time they begin and end each activity on the template
4. Students can record the name of the activity in that section of the clock.
5. Encourage students to discuss and evaluate how much time they spend on various activities and whether or not they would like to make any changes.

In making clock organizer the students should be know about simple present tense because for daily activity text surely using that tenses and transtion word or conjunction to make systematic to arranging the senteces.

❖ **Conjunction**

➤ Additional support/evidence:

Then	Next	In addition	As well as
Moreover	Afterward	Also	Equally Important
Furthermore	Besides	Again	Additionally

➤ Example:

For example	Namely
For instance	Specifically
Such as	To illustrated

➤ Sequence:

First	Then
Second	Nest
Third	Finally

➤ Conclusion/Summary:

Finally	In conclusion	In summary
In brief	In sum	To conclude
In short	To sum up	Thus

❖ ***Simple Present Tense***

Simple present tense is a form of time used to express an action and activity that takes place or a job carried out repeatedly, or daily habits or events or actions that have nothing to do with time. Simple present tense can be said to almost be able to enter any type of scientific article, because it is close to an event or act or a form of repetitive activity or daily activities

Table 2.4 Example of diagram Organizer

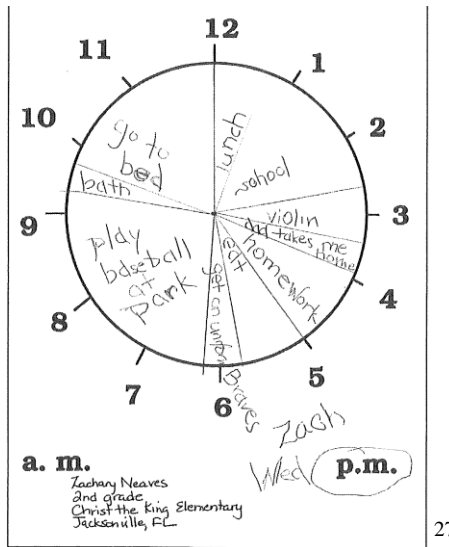


Table 2.5 Example of Table Time Organizer

No.	Time	Activity
1	05.00 a.m – 06.00 a.m	First I woke up and then go to the bathroom to wash my face as well as ablution to perform the subuh prayers.
2	06.00 a.m – 06.45 a.m	Next I prepared myself to go to school like a bath and breakfast that my mother had prepared for me on the table.
3	06.45 a.m – 07.20 a.m	Soon at this time I was preparing to leave for school. Coincidentally to leave school using a common vehicle. The distance from my home is not far enough just 2 km

²⁷Karen Bromley, dkk, *50 Graphic Organizer for Reading, Writing and more Teaching Resource* (Copyright 1999), 28.

		from my house.
4	07.20 a.m – 07.30 a.m	At this time I just arrived at school and I went to school to class.
5	07.30 a.m – 01.00 p.m	At this time the learning activities at school start until 01.00 pm
6 (etc)	

After creating a graphic of clock organizer, then made writing in narrative form. Because the function of the graphic is to make easier for students in write the text to narrative form.

Based on transition word the students can make graphic into narrative text. This an example the narrative text based on graphic;

My Daily Activity

It's Monday. I get up very early in the morning at 3 a.m. So I straight to do subuh prayer. I like study in the morning at 4 a.m. I study some lessons based on schdule. Sometimes, I check my homework, also prepare books. At 5.30 a.m I clean my room. Then take a bath in turn at 5.45 a.m. While waiting to go to school I eating breakfast that prepared by my mother.

After that I go to school at 6.30 a.m. I go to school on foot because my school is near my house.

School ends at 2 p.m. I join extracurricular activity after school, like English, music, scouting, etc.

I go home at 3 p.m. After school, I change my uniform then have lunch. I usually help parents to cook for our dinner

then help to wash dishes after eating. After watching TV for one hour, I study and do my homework. At the end, I go to sleep at 9 p.m.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Research method is a series of ways or activities of research implementation based on basic assumptions, philosophical and ideological views, questions and issues faced. Some researchers mention it as a tradition.²⁸ The research method used in this research is experimental research. Experimental research is an experimental activity to examine an event or symptoms that appear in certain conditions, and every symptom that appears observed and controlled as carefully as possible, so it can know the causal relationship of the emergence of these symptoms.²⁹ In the experimental design the researcher can compare the subjects who were treated and the non-treated group.³⁰ If from the analysis it turns out there are significant differences between the two groups, it can be concluded that the treatment has an influence on the results obtained subject.

B. Population and Sample

The population of this research is students of MTs Negeri 1 Kota Serang. There are 270 students divided into nine

²⁸ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2013), 52

²⁹ Mohammad Ali, *Strategi Penelitian Pendidikan*, (Bandung: Angkasa, 2000), 135.

³⁰ Ibnu Hajar, *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan*, (Jakarta: PT. Grafindo Persada, 2000), 115.

classes comprising VIII A, VIII B, VIII C, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H and VIII I. The sample of this research is second grade students which of 30 students from experiment class (VIII E) and 30 students from control class.

C. Place and Time of Research

This research writer take the location in MTsN 1 Kota Serang, which is located at Jl. Kp. Bhayangkara No.84, Sumurpecung, Kec. Serang. Kota Serang, Banten 42100. The writer choose this location because there are problems that fit the theme of the study and no one has done research related to the problems that researchers do. And this research will be conducted on September to October 2018.

D. Instrument of The Research

Instrument is a tool or facility used by researcher in collecting data for easier and the results are better.³¹ The research instrument used by the author in collecting data collecting field is:

a. Instrument for Treatment

The instrument for treatment in this research is written test that the researcher will give to the students as the exercises during teaching learning process wheter in experiment class or control class. For the experiment class the students will give direction to write their daily activity by using the treatment is clock organizer. For control class

³¹SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatandanPraktek*, (Jakarta: RinekaCipta, 2010), 203

the students same as the experimental class but not using clock organizer.

b. Test

According to Noam Chomsky (Brown 2004) “Test one of method or process to know about students ability, knowledge or performance (skill) in a given domain”³² then in order to know how deep the students’s ability in vocabulary mastery, the writer will use pre-test and post-test. Pre-test is the way to know understanding about text before treatment and post-test is the way to know understanding about text after treatment.

The writer gives the test to all respondents about word square activity to improving vocabulary mastery.

- Pre-test

Pre-test is carrying out for the initial equivalence of experimental and control groups. The test is given to the group both the test on the same day. Pre-test is used to refer to an experimental treatment is administered and subsequent measurements are taken. For writing pre test the writer give a test to the student of essay, the essay consist of determine the ability of the student writing narrative text before given a treatment.

³²H. Douglas Brown, *Language Assesment Principles and Classroom Practice* (New York: Longman Publisher, 2004), 3.

- Post-test

Post-test is carrying out to check significant difference between the two groups after the treatments given to the experimental one. The test is given to the experimental on control group both the test at same day. The post-test will be administrated after the students are given treatment by using the lesson 2013 curriculum and using the lesson plan school based curriculum 2006 to find out the result of the different treatment used.

E. Technique of Data Analysis

After the data are collected in accordance with the purpose of writing, the data obtained through pretest and postparts of experiments and control classes is then processed.

More specifically, the steps taken in analyzing the data are as follows:

1. Determine mean variable X1 with formula

$$M_1 = \frac{\sum X_1}{N_1}$$

2. Determine of variable X2 with formula

$$M_2 = \frac{\sum X_2}{N_2}$$

3. Determine deviation score variable X_1 with formula

$$X_1 = X_1 - M_1$$

4. Determine deviation score variable X_2 with formula

$$X_2 = X_2 - M_2$$

5. Analyzing the result by using calculation of t-test as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2)N_1 \cdot N_2}}}$$

Note :

M_1 = The average score of experiment class

M_2 = The average of control class

X_1 = Sum of the squared deviation score of control class

X_2 = Sum of the squared deviation score of experiment class

N_1 = The number of experiment class

N_2 = The number of control class

df = degree of freedom ($N_1 + N_2 - 2$)

2 = Consonant number.

F. Research Procedure**1. Preparation**

As preparation, the researcher does some procedures, such as preparing a research until the proposal is accepted, then preparing the needed permission for conducting the research, doing the observation in the research field and organizing the research instrument.

2. Research Implementation

After some preparations, the researcher begin to conduct the research. It is started by conducting the pre-test, the researcher conduct the teaching and learning process with the writing text by using clock organizer for

experiment class and control class without using it, and the researcher conduct the post-test after the treatments have been given. The next step is analyxing and interpreting the data collected from pre-test and post-test, then draw the interpretation based on the result of the data collected analysis and reporting the conclusion of the result and propose some suggestion that will contribute for the further study, the last is writing down into a paper as a research report.

CHAPTER IV

RESEARCH FINDING

A. The Description of the Data

In this chapter, the researcher describe the data that gotten from the students of MTs Negeri 1 Kota Serang and the subject of this research is the second grade students. In this research, the researcher took 60 Students as the sample. The researcher divided them into two groups, 30 students as experimental class from VIII E and 30 Students as control class from VIII B.

To know how the influence of clock organizer on student in teaching writing simple present tense text, the students conducted field research and gave the students pre-test before teaching.

Each of the tests, pre-test and post-test consists of writing test with making some paragraph about their daily activity. Having finished the field research, the researcher got the score as follow:

1. The score of pre-test and post-test of experimental class.

The students in VIII E Class as experiment class obtained mean score 57,53 for pre-test and 74,5 for post-test. The score they got in these test would be described in following table:

Table 4.1
Pre-test Result of Experiment Class

No	Respondent	Items					Score
		C	O	V	LU	M	
1.	RNH	15	15	15	11	9	61
2.	MIW	13	11	11	15	11	61
3.	MRAP	13	12	11	15	11	62
4.	MAAF	14	10	10	9	10	53
5.	KA	12	9	9	11	11	52
6.	RM	12	10	11	11	11	55
7.	SLN	10	9	9	10	9	47
8.	TQG	13	13	15	11	9	61
9.	DNQ	10	9	7	7	10	43
10.	ARO	12	13	15	12	12	64
11.	MI	12	11	14	11	10	58
12.	US	12	10	12	12	10	56
13.	CZ	13	13	13	11	13	63
14.	RES	14	12	13	10	14	63
15.	ALS	13	11	11	14	10	59
16.	As	10	10	14	10	10	54
17.	AA	11	9	10	11	11	52
18.	DP	15	13	13	10	12	63
19.	Ss	12	14	13	9	10	59
20.	RAAP	13	15	14	12	10	64
21.	MRM	12	11	10	11	12	54

22.	Mw	11	13	10	10	8	52
23.	VNS	12	13	11	13	13	62
24.	ESN	12	13	12	11	11	59
25.	SA	12	11	13	10	13	59
26.	GNP	11	11	12	11	10	55
27.	FN	11	12	12	11	12	58
28.	ZMQ	13	13	13	15	12	66
29.	MIR	12	12	11	12	10	57
30.	NAR	11	12	11	11	9	54
TOTAL							$\Sigma X = 1726$
AVERAGE							$M = 57,53$

The table above shows the student's writing skills at the second grade of MTs Negeri 1 Kota Serang in experimental class (8E) before treatment is fair enough. It can be known from the result of the pre-test, the highest score is 66 and the lowest score is 43.

Note:

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

Table 4.2
Post-test result of Experimental Class

No	Respondent	Items					Score
		C	O	V	LU	M	
1.	RNH	10	12	10	8	8	48
2.	MIW	19	18	19	18	18	92
3.	MRAP	14	15	13	10	12	64
4.	MAAF	14	10	11	10	12	57
5.	KA	18	17	16	15	16	82
6.	RM	18	18	19	17	18	90
7.	SLR	11	13	13	12	10	59
8.	TQG	11	10	8	8	9	46
9.	DNQ	11	14	17	12	10	64
10.	ARO	17	16	16	14	13	76
11.	MI	15	10	16	11	11	63
12.	US	17	16	18	14	15	80
13.	CZ	18	19	19	18	18	92
14.	RES	16	18	17	16	14	81
15.	ALS	18	17	16	15	16	82
16.	As	18	19	18	16	7	88
17.	AA	19	17	19	18	16	89
18.	DP	12	10	13	12	10	57
19.	Ss	16	16	17	14	13	76
20.	RAAP	17	18	19	18	19	91
21.	MRM	19	16	15	17	16	83
22.	Mw	11	13	13	12	10	59

23.	VNS	17	16	17	15	15	80
24.	ESN	18	17	18	17	18	88
25.	SA	16	14	11	11	10	62
26.	GNP	15	14	15	13	14	71
27.	FN	15	16	16	15	15	77
28.	ZMQ	16	13	10	10	13	62
29.	MIR	19	17	14	17	16	83
30.	NAR	19	18	19	19	18	93
TOTAL							$\Sigma X = 2235$
AVERAGE							$M = 74,5$

The table above shows the student's writing skills at the second grade of MTs Negeri 1 Kota Serang in experimental class (8E). After the treatment is good enough. It can be known from the result of the post-test in experimental class, the highest score is 93 and the lowest score is 46.

Note:

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanic

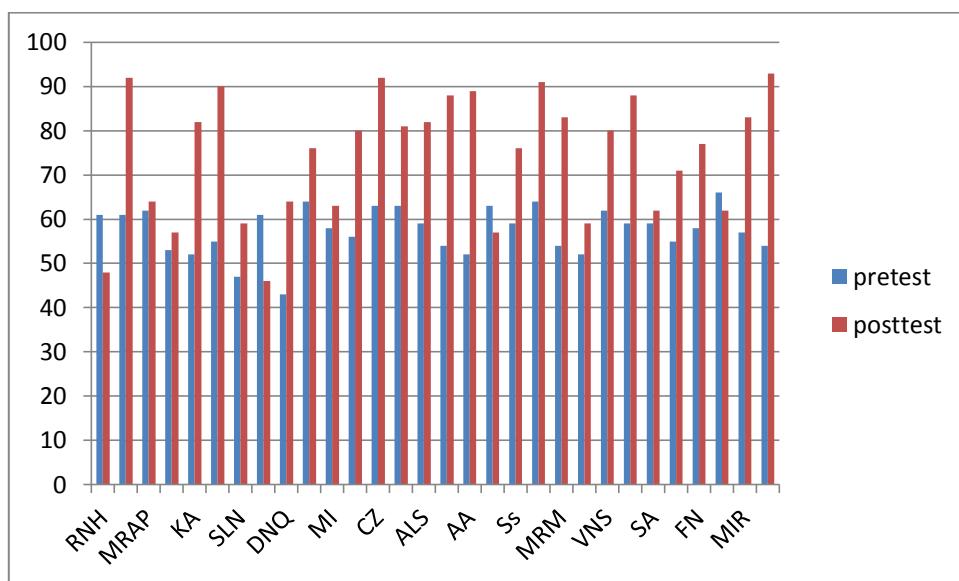
Based on the calculation on table 4.1 of pre-test and 4.2 post-test assessment at experimental class, it showed that the result of experiment class got the well improvement after giving treatment. It seen from the average score of post-test is better than the average score

pre-test, that is $74,5 > 57,53$. The students improvement score caused by the researcher used the diagramming technique in teaching learning process. If seen from the students improvement score it means that the program used is success in improving students writing in descriptive text.

The researcher describe the students improving score of pre-test and post test at the experimental class by the graphic as follow:

Graphic 4.1

Score Pre-Test and Post-Test at Experimental Class



The graphic above showed about the comparison between score of pre-test and post-test at the experimental class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

2. The score of pre-test and post-test of control class

The students in VIII B Class as control class obtained mean score 48,80 for pre-test and 49,7 for

post-test. The score they got in these test would described in following table:

Table 4.3
Pre-test result of control class

No	Respondent	Items					Score
		C	O	V	LU	M	
1.	MFR	11	11	9	10	10	51
2.	MRR	11	10	10	10	9	50
3.	MAF	12	9	9	10	10	50
4.	BS	10	9	10	9	10	48
5.	FDR	11	11	10	10	9	51
6.	LAA	10	11	11	10	9	51
7.	MRESL	10	10	9	10	9	48
8.	FA	10	9	9	10	9	47
9.	SPH	9	9	9	10	9	46
10.	Na	10	9	11	9	10	49
11.	NKD	10	9	10	9	9	47
12.	SNS	9	10	9	9	9	46
13.	MA	9	9	10	7	10	45
14.	RR	11	10	11	9	11	52
15.	ARD	11	9	11	9	10	50
16.	ALA	12	10	11	10	11	54
17.	RMA	9	9	10	9	9	46
18.	ISN	10	9	11	9	10	49
19.	AAZ	11	10	12	9	10	52
20.	NAP	10	9	10	9	9	47

21.	KFF	11	11	12	10	11	55
22.	PWA	10	11	13	10	9	53
23.	MAR	8	9	10	9	8	44
24.	SND	9	9	11	9	8	46
25.	VKA	8	8	9	8	8	41
26.	SI	9	8	8	7	9	41
27.	SAS	10	9	12	9	10	50
28.	LDK	10	10	12	9	9	50
29.	RAK	11	12	12	9	10	54
30.	SAP	10	10	12	9	10	51
TOTAL							$\Sigma X = 1464$
AVERAGE							$M = 48.80$

The table above shows the student's writing skills at the second grade of MTs Negeri 1 Kota Serang in Control class (8B) before treatment is fair enough. It can be known from the result of the pre-test, the highest score is 55 and the lowest score is 41.

Note:

C : Content

O : Organization

LU : Language Use

V : Vocabulary

M : Mechanic

Table 4.4
Post-test result of Control Class

No	Respondent	Items					Score
		C	O	LU	V	M	
1.	MFR	7	8	8	7	8	38
2.	MRR	7	6	8	7	7	35
3.	MAF	11	10	12	8	10	53
4.	BS	14	10	11	15	14	64
5.	FDR	9	8	10	9	8	44
6.	LAA	7	8	8	7	7	37
7.	MRESL	10	9	8	6	7	40
8.	FA	13	13	15	15	18	74
9.	SPH	16	16	17	15	14	78
10.	Na	12	10	11	10	8	52
11.	NKD	10	9	8	6	7	40
12.	SNS	8	8	8	7	7	38
13.	MA	9	8	10	11	10	48
14.	RR	12	15	18	12	10	67
15.	ARD	10	11	11	13	9	54
16.	ALA	8	8	9	6	7	38
17.	RMA	12	10	11	10	8	51
18.	ISN	9	8	10	9	8	44
19.	AAZ	10	8	10	11	10	49
20.	NAP	6	6	7	6	5	30
21.	KFF	9	8	10	11	10	48
22.	PWA	12	10	11	10	8	51

23.	MAR	15	15	16	14	13	73
24.	SND	8	8	9	6	7	38
25.	VKA	11	14	17	12	10	64
26.	SI	10	9	8	6	7	40
27.	SAS	8	8	9	9	6	42
28.	LDK	8	7	7	8	8	38
29.	RAK	14	12	13	12	10	61
30.	SAP	16	13	12	12	13	64
TOTAL							$\Sigma X = 1493$
AVEAGE							$M = 49,7$

The table above shows the student's writing skills at the second grade of MTs Negeri 1 Kota Serang in control class (8B) After treatment is good enough. It can be known from the result of the post-test, the highest score is 78 and the lowest score is 30.

Note:

C : Content

O : Organization

LU : Language Use

V : Vocabulary

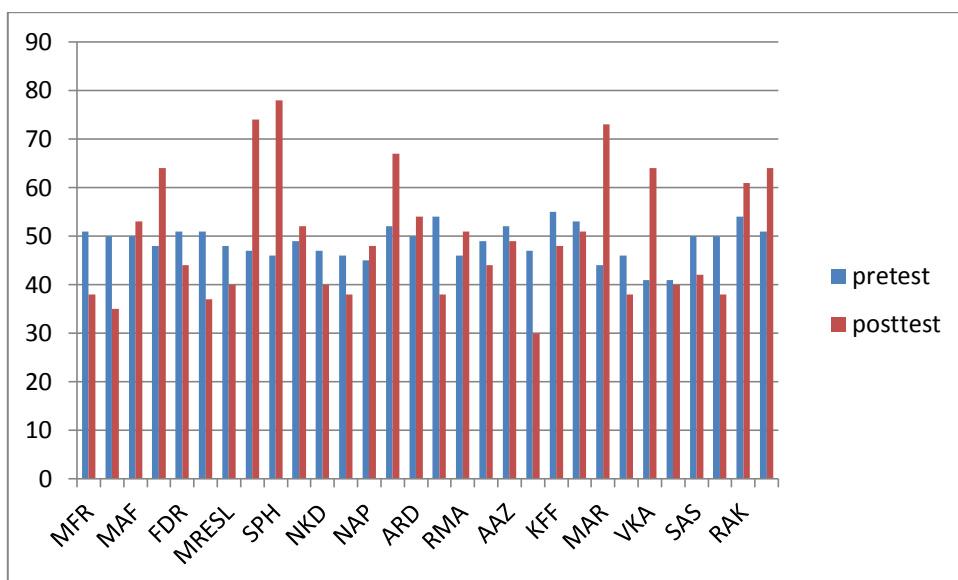
M : Mechanic

Based on explanation above, it showed that the result of pre-test in control class is 48,80, while the result of post-test in control class is 49,7. It means that the comparison score of pre-test and post-test in control class is not better than experiment class. It can be seen from the average score of pre-test from control class is smaller than the average

score of post-test from the experiment class. It caused the control class did not used diagramming technique in learning process in writing descriptive text.

The researcher described the score of pre-test and post-test at the control class by the graphic as follow:

Graphic 4.2
Scores Pre-Test and Post-Test at Control Class



The graphic above showed about the comparison between score of pre-test and post-test at the control class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

B. Data Analysis

After getting the data from the post-test score of two classes, then the researcher analyzed it by using t-test. The

result calculation of post-test at the Experiment Class and the Control Class would be described in following table:

Table 4.5

The result calculation of post-test at the Experiment Class (X_1^2) and the Control Class (X_2^2)

No.	Score		x_1	x_2	x_1^2	x_2^2
	X_1	X_2				
1.	48	38	-26,5	-11,7	702,25	136,89
2.	92	35	17,5	-14,7	306,25	216,09
3.	64	53	-10,5	3,3	110,25	10,89
4.	57	64	-17,5	14,3	306,25	204,49
5.	82	44	7,5	-5,7	56,25	32,49
6.	90	37	15,5	-12,7	240,25	161,29
7.	59	40	-15,5	-9,7	240,25	94,09
8.	46	74	-28,5	24,3	812,25	590,49
9.	64	78	-10,5	28,3	110,25	800,89
10.	76	52	1,5	2,3	2,25	5,29
11.	63	40	-11,5	-9,7	132,25	94,09
12.	80	38	5,5	-11,7	30,25	136,89
13.	92	48	17,5	-1,7	306,25	2,89
14.	81	67	6,5	17,3	42,25	299,29
15.	82	54	7,5	4,3	56,25	18,49
16.	88	38	13,5	-11,7	182,25	136,89
17.	89	51	14,5	1,3	210,25	1,69
18.	57	44	-17,5	-5,7	306,25	32,49

19.	76	49	1,5	-0,7	2,25	0,49
20.	91	30	16,5	-19,7	272,25	388,09
21.	83	48	8,5	-1,7	72,25	2,89
22.	59	51	-15,5	1,3	240,25	1,69
23.	80	73	5,5	23,3	30,25	542,89
24.	88	38	13,5	-11,7	182,25	136,89
25.	62	64	-12,5	14,3	156,25	204,49
26.	71	40	-3,5	-9,7	12,25	94,09
27.	77	42	2,5	-7,7	6,25	59,29
28.	62	38	-12,5	-11,7	156,25	136,89
29.	83	61	8,5	11,3	72,25	127,69
30.	93	64	18,5	14,3	342,25	204,49
Σ	2235	1493			5697,5	4875,5

After that the researcher calculated them based the t-test formula:

1. The average score of experimental class.

$$M_1 = \frac{\sum X_1}{N_1} = \frac{2235}{30} = 74,5$$

2. The average score of control class.

$$M_1 = \frac{\sum X_1}{N_1} = \frac{1493}{30} = 49,7$$

3. Sum of the squared deviation score of experimental class.

$$\sum X_1^2 = 5697,5$$

4. Sum of the squared deviation score of control class.

$$\sum X_2^2 = 4875,5$$

5. Determining t-table (t_t) by using formula:

$$df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$

$$\begin{aligned}
 t &= \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2) N_1 \cdot N_2}}} \\
 &= \frac{74,5 - 49,7}{\sqrt{\frac{(5697,5 + 4875,5)(30 + 30)}{(30 + 30 - 2) 30 \cdot 30}}} \\
 &= \frac{24,8}{\sqrt{\left\{\frac{10573}{58}\right\}\left\{\frac{60}{900}\right\}}} \\
 &= \frac{24,8}{\sqrt{\{182,3\}\{0,067\}}} \\
 &= \frac{24,8}{\sqrt{12,2}} \\
 &= \frac{24,8}{3,5} \\
 &= \mathbf{7,08}
 \end{aligned}$$

From the result of the calculation above, the score of post-test in experiment class was better than the scores of post-test in control class. It can be seen from the total amount of the scores of post-test in experiment class was 2235 and pre-test was 1726 and the average score of post-test was 74,5 and pre-test was 57,53, while the total amount of the post-test scores in control class was 1493 and pre-test was 1464, and the average score of post-test was 49,7 and pre-test was 48,80.

According to the result of statistic calculation, it is obtained that the value of t_o (t observation) is 7,08. After that the data, the researcher compared it with t_t (t table) both in degree significance 5% (1,671) and 1% (2,392).

To prove the hypothesis, the data obtained from the experimental class in calculating by using t-test formula with assumption as follow:

- a. If $t_{\text{observation}} > t_{\text{table}}$ the alternative hypothesis is accepted. It means there is an improvement of using clock organizer in writing text (daily activity).
- b. If $t_{\text{observation}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no improvement of using clock organizer in writing text (daily activity).

According to the data value of $t_{\text{observaion}}$ is bigger than t_{table} . $t_{\text{observaion}} = 7,08 > t_{\text{table}} = 1,671$ (5%) or $t_{\text{observaion}} = 7,08 > t_{\text{table}} = 2,392$ (1%), so H_o is rejected and H_a is accepted. So it can be concluded that this experiment to using clock organizer is effective.

Statement above it showing that my research about using clock organizer in teaching students' writing skill is effective based on the final resilir of the null hypothesis (t_o).

C. Interpretation of the Data

The analysis is aimed to know the influence of using clock organizer in writing text (daily activity). It has been known that the mean score of experiment class is 57,53 in pre-test and 74,5 in post-test.

Before deciding the result of hypothesis, the researcher proposes the interpretation with procedure as follow:

- a. $H_a = t_{\text{observation}} > t_{\text{table}}$. It means there is an improvement of using clock organizer in writing text (daily activity).
- b. $H_o = t_{\text{observation}} < t_{\text{table}}$. It means there is no improvement of using clock organizer in writing text (daily activity).

From the result above, the researcher gives conclusion that there is an improvement of using clock organizer in writing text (daily activity) from this statement, data value of $t_{\text{observaion}}$ is bigger than t_{table} . $t_{\text{observaion}} = 7,08 > t_{\text{table}} = 1,671$ (5%) or $t_{\text{observaion}} = 7,08 > t_{\text{table}} = 2,392$ (1%),. It also can be seen that the students get good or better scores clock organizer teaching learning process, because using clock organizer helps students to develop ideas before write the paragraph until the students can write the paragraphs well, also can enrich student's vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion on chapter IV, the writer concluded that:

1. Some students still difficult to study about writing subject because of some factors. First, they do not know how to start a good writing, it makes them bored and confused. Second, there are had mistaken in writing English, such as poorly organized, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage. Also in writing descriptive text students no ideas to write about, difficulty in organizing ideas, limited range or vocabulary, no motivation to write, and lack of confidence in grammar. And from the result of the pre-test and post-test between experimental class (using clock organizer) and control class (without using clock organizer) the writer can conclude the experimental class is better than control class which is higher than control class. The highest score of experimental class before treatment is 66 and the lowest score is 43. And after treatment the highest score is 93 and the lowest score is 46. In control class of post-test the highest score without treatment is 78 and the lowest score is 30. Meanwhile, the mean score of experimental class of post-test is 74,5 and mean score of control class of post-test is 49,7, it means using clock organizer is better than

without using clock organizer in teaching wiring text at the second grade of MTs Negeri 1 Kota Serang.

2. Based on the analysis of the data that the research has already known that the average score of $t_o = 7,03$ is bigger than $t_t = 1,671$ and $2,392$ with level significant of 5% or 1%. Since the t_o is bigger than t_t , so there is effectiveness of teaching students' writing skill using clock organizer. It mean that this research have a statement that $H_a = t_{\text{observation}} > t_{\text{table}}$. It means there is an improvement of using clock organizer in writing text.

From the result of pre-test and post-test in experimental class used clock organizer and control class without used clock organizer in teaching process, the researcher can conclude that an experimental class is better than control class. It means there is the effectiveness of using clock organizer in writing text.

B. Suggestion

The suggestions, which could be given by the researcher that is related to result the research are:

1. For English teacher
 - a. Teacher should to use various techniques and methods in teaching English in the class. In order to students always feel interesting to learn English either in writing, speaking, reading and listening.
 - b. The teacher must more creative to get round the matters in order that the students feel enjoyable and they will accept the matters easier.

2. For the student

For the students of MTs Negeri 1 Kota Serang, especially the second grade, must increase and improve writing skill, one of the way is using clock organizer, because it is interesting and make easy in arranging the paragraph especially in descriptive text.

3. For the School

- a. The school should be more supportive of the teaching learning especially in English lesson.
- b. The school pays more attention to strategy that was needed for students to learn with fun.

4. for students in UIN SMH Banten as the next research

- a. students should to more pay attention in learning English
- b. students should to hear when teacher explain about material.