

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. General Concept of Writing

1. Writing Skill

a. Definition of Writing

Writing is one language skills. It can be defined as “the activity to make letters or number on a surface, especially using pen”.¹ It means that, through writing, students can identify thought, feeling, ideas, experiences, etc. to convey a specific purpose.

Writing can be defined in various ways. There are some definitions of writing proposed by experts. Meyers said that “writing is an action”². It means that we must identify first, what we are going to say then we explore more about the vocabulary after we have many vocabularies, we write something down on a paper. Then after we have finished writing, we read in mind all over what we have written and make editing and corrections. The act of writing differs from talking in that it is “less spontaneous and more permanent”.³ So, writing is one of language skill which combines a process and productive skill to convey message through idea.

¹ Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford university Press, 2003), p.502.

² Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

³E-book: Gheoffrey Broughton, et al, *Teaching English as a Foreign Language* (New York: Routledge, 1980), p.116.

Writing process needs the combination among the aspects of brain, topic or subject and what the researcher writes. It can be said that there is no writing without a process. The students must understand about writing process before they start to write. Harmer stated that the process of writing are Planning (Before starting to write, they try and decide what they are going to say), Drafting (process continuing into editing a number of drafts), Editing (reflecting and revising), then Final version (making the changes and produce the final version).⁴ The researcher concludes that writing is an activity of developing ideas and feelings to produce an arrangement sentence. According to Kern, writing has functional communication, making “students possible to create imagined worlds of their own design”.⁵

Based on the definition above the researcher can conclude that writing is way to produce language that comes out from thought then identify feeling, ideas, experiences and thus write anything to convey a specific purpose.

b. Aspect of Good Writing

Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process. In particular academic writing is not easy; it

⁴E-book: Jeremy Harmer, “*How To Teach Writing*, (England: Longman, 2007), p. 4-5.

⁵Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

takes study practice to develop this skill. In a good writing we must concern with at least 5 aspects, they are:

1) Content

Content is the idea that is contained in writing, speech and others. A paragraph is about certain object, all the sentences should talk about the object and it expresses relevant meaning

2) Organization

The little ideas in a piece fit in paragraphs under the bigger ideas.⁶ It means among topic sentence, supporting sentence and concluding sentence is differentiated. In term of organization, the supporting detail is used to tell reader more about the topic in paragraph and the concluding sentences generally conclude the overall paragraph briefly.

3) Grammar

Grammar contains rules about how words change their form and combine with other words to make good sentences. Good writing must show correct pattern based on grammar.

4) Vocabulary or Word Choice

The best word choice is the most specific word choice. Good word choice tells exactly how something happened

⁶Ebook: Garth Sundem, *Improving Student Writing Skills*, (USA: Corrine Burton Shell Education, 2006), p.105.

or what something is. Word choice can help the reader paint a picture in his or her mind.⁷

5) Mechanics

It means that absence of errors in spelling, capitalization, and punctuation.⁸ Mechanism includes punctuation marks, indentation, and capitalization of letter. In order to use the correct punctuation marks, we must concern about sentence structure.

By mastering that aspect students will be able to have a good ability in creating a good writing. For both native speaker and new learners of English, it is important to note that writing is not easy enough but by continuing study and practice it make us fluently in writing skill.

c. **The Skills Needed to Write**

The writing skills are complex and sometimes difficult to teach. Mastering speaking does not guarantee people to be able to write correctly. So, writing skill needs a process that combination among the aspects of brain, topic or subject and ideas. According to Heaton, writing involves the following skills:⁹

⁷Ebook: Garth Sundem, *Improving Student Writing Skills*, (USA: Corrine Burton Shell Education, 2006), p.102.

⁸J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners; Practical Approaches for Teacher*, (USA: Longman, 1996), p.142.

⁹E-book: J.B. Heaton, *Writing English Language Test*, (London : Longman Group, 1975), p. 135.

- 1) Language use: the ability to write correct and appropriate sentences.
- 2) Mechanical skill: the ability to use correctly those conventions strange to written language. E.g., punctuation and spelling.
- 3) Treatment of content: the ability to think creatively and develop thoughts.
- 4) Stylistic skill: the ability arranges a sentence and use language effectively.
- 5) Judgment skill: the ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organizes in order to be relevant information.

Based on explanation above, all of skills are important to create and organize information or ideas. To create a good writing is need a process, and process refers to the act of gathering ideas and working with them until they are presented in a manner that is acceptable and comprehensible to readers.

d. Kinds of Genre

Genre is a particular type or category of literature. It is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text that has social purposes,

generic structure and language feature.¹⁰ Genre is one of the most important and influential concept in language education. Every genre has communicative purpose, generic structure and lexicon grammatical features. Students are taught these features and a language for talking about the language in the context of learning how these features contribute to overall meaning of text they are writing. According to Gerrot and Wignel, there are kinds of genre:¹¹

1) Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

2) Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.¹²

¹⁰Department Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Kurikulum 2004*, (Jakarta: Balitbang Depdiknas, 2004), p.36.

¹¹Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p.192.

¹²Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, ..., p.197.

5) News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.¹³

8) Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.¹⁴

9) Description

Description is a genre which has social function to describe a particular person, place or thing.¹⁵

10) Hortatory Exposition

¹³Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, ..., p.204.

¹⁴Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, ..., p.206.

¹⁵Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, ..., p.208.

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

12) Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

13) Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballet.¹⁶

One of the aims of writing is giving information and understanding to the other. Consequently, people have to know the elements of writing before write in order to avoid misunderstanding. There are many elements in writing kind of genre. Such as function of the text, generic structure, language competent, use of tense, etc.

e. Descriptive Text

Descriptive text is a kind of text which describes a particular person, place or thing. The social function of

¹⁶ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook ...*p.217.

descriptive text is to describe a particular person, place or thing.¹⁷

1) Generic structure

The structure of a text is one way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure is divided into the following two elements, namely identification and description.

a) Identification

This part identifies phenomenon to be described.

Identification usually answers the following questions:

- What is the topic of the text?
- What is the text about?

b) Description

This part describes parts, qualities and characteristics. For examples; describes about My Friend: She has two little black eyes, sharp nose, and small lips, and chubby cheeks which make my round face looks so cute.

2) Language Features

a) Nouns

Nouns are words that name of people, places, things and ideas.¹⁸

¹⁷ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook ...p.208.*

¹⁸ E-book: Peter Knapp and Megan Watkins, *Genre, text, grammar: technologies for teaching and assessing writing*, (Australia: University of New South Wales Press Ltd , 2005), p. 58.

For examples: my teacher English, my classroom, my Friend, etc.

b) Simple present tense.

Grammar is one of language competences which have an important role in communication. Studying grammar is studying something which tells people how to speak and write correctly.

The verbs usually used in a description are have (have, has) and to be (am, is, are). The tense is the simple present.

- Definition of Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or researcher. Generally, it is used to describe actions that are factual or habitual things that occur in the present but they are not necessarily happening right now.¹⁹

- Present tense and habitual activities are frequently signaled by time expressions such as the following:

All the time	Every month	Often
Always	Every	Rarely
Every class	semester	Sometimes
Every day	Every week	Usually

¹⁹<http://www.learnenglish.com> de. *In Association with the Learn English Network*, accessed on 15 December 2015

Every holiday Every our	Every year Most of the time Never	Only Etc. ²⁰
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c) Adjectives

Adjectives are used to describe and classify the characteristics of the topic and the parts. For example, the adjectives small and clean describe the room.

d) Noun phrases

Detailed noun phrase to give information about subject.
For examples: I have white skinned, girl friend, etc.

e) Relating verbs

The function of relating verbs are to give information about subject. For examples: My cat is really cool, It has very thick fur, etc.

f) Thinking verbs and feeling verbs

The function of thinking verbs and feeling verbs are to express personal opinion or researcher's expression about subject. For examples; Police believe the suspect is armed, I think it is a clever animal, etc.

g) Action verbs

Action verbs often refer to abstract or metaphorical actions or processes.²¹

²⁰<http://www.learnenglish.com> de.In Association with the Learn English Network, accessed on 15 December 2015

For examples: Our puppy bites our shoes, etc.

h) Adverbials

Adverbials are to give addition information about that behavior.

i) Figurative language

Figurative language is not used in the ordinary literal sense but in an imaginative way.

Such as: simile, metaphor. For examples; John is white as chalk, sat tight, etc.²²

The students have to know the generic structure and language features of descriptive text in order they can compose a good writing in descriptive text.

The example of descriptive text is as follow:

I have a best friend. Her name is Indah Kumalasari. Her nickname is Indah. She is 17 years old. She is second grade students of senior high school at MAN 2 Pekalongan.

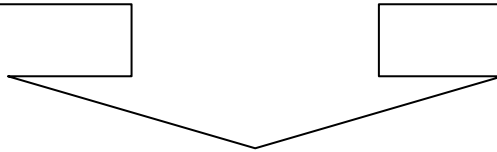
Identification

²¹E-book: Peter Knapp and Megan Watkins, "Genre, text, grammar: technologies for teaching and assessing writing,... p. 73.

²²Departemen Pendidikan National, *kurikulum 2004, Standar Kompetensi: Mata Pelajaran Bahasa Inggris*, (Pusat Kurikulum: Balitbang, Depdiknas, 2004), P.52.

She has two little black eyes, sharp nose, and small lips, and chubby cheeks which make my round face looks so cute. She has straight black hair and fair skin that makes her look shiny.

She is diligent and smart. She is very kind person. She is friendly and patiently when she has problems. She loves to help people. I am proud of



Description

B. General concept of Graphic Organizer

1. Definition of Graphic Organizer

Graphic organizers are “visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using tables”.²³ The main function of graphic organizers is to help students’ present information in simple ways that vocabularies highlight of organization and relationships of concepts. Graphic organizers are simple drawing as a media without detail to describe something. Graphic organizers are medium that improves the way you take notes, supports

²³E-book: Linda Irwin, Karen Bromley, and Marcia Modlo, *50 Graphic Organizer for Reading, Writing and More-Teaching Resources*, (USA: Scholastic Professional Books, 1999), p.6.

and enhances your creative problem solving. Graphic organizers help students “focus on what is important”.²⁴ Because of graphic organizers highlight are key concepts, vocabulary, and relationships thus providing the tools for critical thinking. The teacher gives the opportunity to the students to work independently. Students can find more vocabularies and apply vocabularies into sentences then into paragraph. Students who use graphic organizers in the classroom develop their ability to use them independently as “study tools for note taking, planning, presentation and review”.²⁵ In other words, graphic organizers are beneficial to students learning of descriptive text writing.

2. Types of Graphic Organizer

There are many variations and possible combinations of graphic organizers used in the classrooms, most of them specify into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers, and hierarchical organizers.²⁶

²⁴E-book: Linda Irwin, Karen Bromley, and Marcia Modlo, *50 Graphic Organizer for Reading, Writing and More-Teaching Resources*,...p.6.

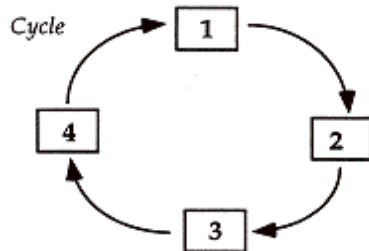
²⁵E-book: Johnson, A.P., *The use of graphic organizers to enhance thinking skills in the learning of economics*, (New york: Scholastic Professional books, 2000), p. 4.

²⁶E-book: Johnson, A.P., *The use of graphic organizers to enhance thinking skills in the learning of economics*,... p. 5.

- a. Cyclical Organizers are organizers showing the sequence of events in a process. Example: Circle Organizer.

Example:

- i. A Cycle Map



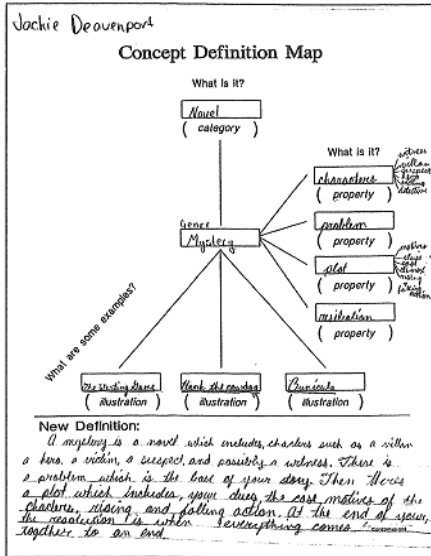
- b. Conceptual Organizers are organizers showing how a main concept supported by facts, evidence and characteristics. Example: Webs, Venn Diagrams, Mind Map, Getting into Character, and Organizers Fall into This Category.

Example

- i. Concept Definition Map/ Vocabulary Map.²⁷

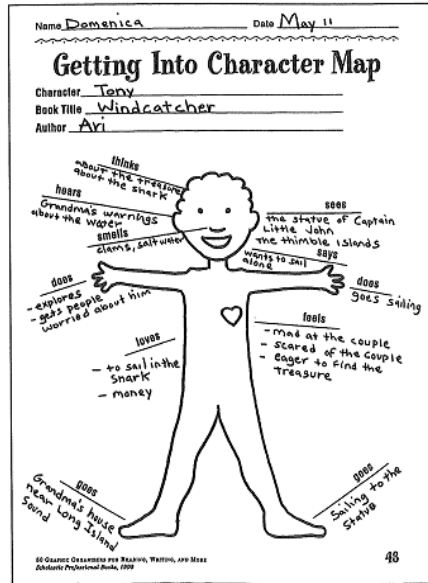
Students often memorize definitions rather than study words or concepts in depth

²⁷E-book: Katherine S.Mcknight, *The Teache's Big Book Of Graphic Organizers*, (United States of America: Jossey-Bass, 2010), p. 58.



- ii. Character Description.²⁸ Students can use this graphic organizer to develop character to use in a descriptive text. It can also be used to analyze a character from a story.

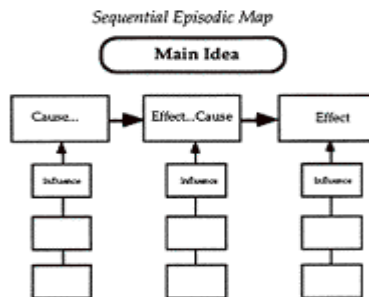
²⁸E-book: Katherine S.Mcknight, *The Elementary Teache's Big Book Of Graphic Organizers*, (United States of America: Jossey-Bass, 2013), p.158.



- c. Sequential Organizers are organizers showing events in chronological order. Example: Multiple Timeline and Plot Diagram.

Example:

- i. A Sequential Episodic Map

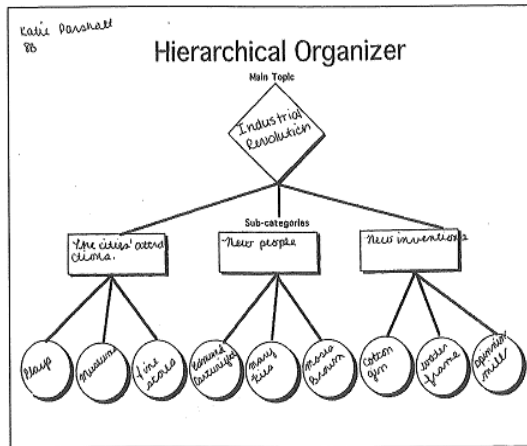


- d. Hierarchical Organizers are organizers showing the relation between a concept and its subordinate levels

of characteristics. Example: Hierarchy Diagram and Main Idea Pyramid Templates.

Example:

i. Hierarchical Organizer



Based on the explanation above some graphic organizers focus on one particular content area. So, the researcher focuses on Conceptual Organizers to teach writing skill specially to make descriptive text writing. The goal of descriptive writing is to describe in written terms a person, place, thing. Descriptive writing expresses and develops images through the use of accurate sensory words and phrases. Here some point that teacher considered of writing evaluate students descriptive writing according to Marcia Miller and Martin Lee is:²⁹

²⁹E-book: Marcia Miller and Martin Lee, *The Big Book of Ready-to-Go Writing Lessons: 50 Engaging activities with graphic organizer that*

- A stated purpose or clear focus
 - A plan of organization
 - A variety of sensory details
 - Vivid images
 - A unique slant
2. **The use of Graphic Organizers in Teaching Writing**
- Descriptive Text**

a. The use of graphic organizers in teaching writing

Graphic organizers can be used to encourage students to plan and brainstorming their topic before beginning to write. “Students need constructive feedback to help them improve their skills and the power of their words”.³⁰ So, if we can provide them with the right kinds of stimulation, their writing will flow. As a result, graphic organizers have become a vital role in producing a text. It helps students to be able to organize and get information in taking note and creating a text.

b. Teaching writing of descriptive text

teach kids how to tell a story, convey information, describe, persuade and more, (USA: Scholastic, 2000), p.9.

³⁰E-book: Marcia Miller and Martin Lee, *The Big Book of Ready-to-Go Writing Lessons: 50 Engaging activities with graphic organizer that teach kids how to tell a story, convey information, describe, persuade and more,...* p. 6.

Teaching is work of a teacher.³¹ It means that the person who provides education is called teacher. The teacher uses different method and media for giving best knowledge to her student. She tries the best to make her student understand. Her duty is to encourage students to learn the subjects.

Writing is a creative process in transforming either knowledge, idea or thought into written language. Based on the researcher's view, it is one of the most difficult courses. It focuses on transforming something inside of mind into written language. Every student tends to have different written language style.

Descriptive text writing is writing a text which describes a particular person, place or thing. Writing of descriptive text is appropriate for learners. It will depend of students who describe as they go writing like person, place and thing in order to produce proper written text. When they write, they will have a chance to be adventurous with the language. By writing, they have much greater confidence to write something based on their idea or thought. So, students are expected to know how to write a descriptive text.

³¹Zainal Aqib, *Menjadi Guru Profesional Berstandar Nasional*, (Bandung: Yrama Widya, 2009), p.1.

Writing can be reflective activities that motivate to think carefully and quietly. The most important reason for teaching writing is because of writing as a main skill to mastering in English language.

c. The use of Graphic Organizer in teaching writing descriptive text

The content and organization of material usually determines the type of organizer to create. Students will often have a preference for one type of graphic organizer or another. More importantly, having more experiences with a variety of organizers allows students to pick and choose the type most appropriate for the subject and purposes. According a book “50 Graphic Organizer for Reading, Writing, and More” stated that provide 50 graphic organizers ready to use. But students may want to develop their own graphic organizers. Why are graphic organizers effective teaching and learning tools descriptive text writing?³²

- Help students to focus on important and key information.
- Learn in pictures, and graphic organizers are a visual representation of newly learned material.
- Graphic organizers help us organize content information.

³²Katherine S.Mcknight, *The Elementary Teache’s Big Book Of Graphic Organizers*,... p.1.

- Businesses and professional organizations often use graphic organizers to represent content. As students become able to create, interpret, analyze, and synthesize information graphically, they are developing important skills in visual literacy.
- Use graphic organizer for assessment. Students can represent what they know and understand in a graphic organizer.
- When students are exposed to a wide variety of graphic organizers, they become more willing to use them for taking and studying.

C. Hypothesis

Hypothesis is the provisions answer toward the research question.³³ It is provisions truth determined by researcher that should be tested and proved.³⁴ The provisions answer must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not.

The hypothesis of this research may be stated as follow: graphic organizer is effective to teach writing of descriptive text to the students of the tenth grade of MAN

³³Sugiyono, *Metode Penelitian Pendidikan: Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p. 333.

³⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.110.

02 Semarang in the Academic Year of 2016/2017. The score of students who were taught by using graphic organizer was higher than the student's score who were taught by using non-graphic organizer or direct method.

D. Previous research

The Researcher has some relevant previous researches that support this research. The research was inspired from final project of:

The final project is from the thesis of Ahmad Syifaus Syarif, (103411084) bachelor program of English Language Education of state institute for Islamic Studies Walisongo (IAIN Walisongo). The title is “The Use of Sketch as a Learning Aid to Improve Students Writing Skill in Descriptive Text (A Classroom Action Research at the 8th Grade of SMP H. ISRIATI Semarang in the Academic Year of 2010/2011).³⁵ ”The objective of this study is to describe the improvement of students’ writing skill after being taught by using sketch. In order to achieve the objective of the study, the researcher conducted a classroom action research as the media of this research. This study was conducted of the VIII Bgrade students of SMP H. Isriati in the academic year of 2010/2011. The

³⁵Ahmad SyifausSyarif, *The Use of Sketch As a Learning Aid to Improve Students’ Writing Skill in Descriptive Text*, (semarang: Tarbiyah Faculty IAIN Walisongo, 2010), Unpublished Thesis.

number of the students was 39 students. There were three meetings during the research. They are preliminary research, cycles test I and cycle test II and those are given after the treatment. The result of the test showed that the students' score in the preliminary test was 54, 60, the students' score in the cycle test I was 64, 05, and the students' score in the cycle test II was 71, 07. The achievement of the test showed that the treatment was successful and effective because the result of the cycle test II was higher than the cycle test I. In line with this result, the researcher concluded that the research improved students' descriptive writing skill.

The differences between his research and my research are media and research design. He used sketch as a media in improving students' writing skill and I used Graphic Organizer as a media in teaching descriptive text writing. The research design he used action research and my research using experimental research. But, the skill and the material of his research and my research are same.

The second one is from the thesis Anny Sulistyono Rini (2201407050), Universitas Negeri Semarang. The Use of Graphic Organizer as Media to Improve Students' Writing Skill of Analytical Exposition Text. To the students' of Eleventh Grade of SMA Negeri 3 Salatiga in the Academic

Year 2011/2012).³⁶This final project concerns in teaching writing of analytical exposition text in Senior High School using graphic organizer as the medium. The purposes of this study are to find out to what extent the use of Graphic organizer improves Senior High School students' writing skill of analytical exposition text, and to find out to what extent the use of Graphic organizer contributes to the development of the positive attitude in writing analytical exposition text. The subject of the study is the eleventh graders of SMA N 3 Salatiga, in the academic year 2011/2012. The number of sample is 36 students. The sample was gained by using simple random sampling method. This study is an action research which was conducted for two cycles. The data in this study were collected through the use of test in form of writing test, and non-test instruments in form of first and second questionnaire, interview, observation notes, and video recording. Data analysis was done by using quantitative and qualitative description. The research findings show a difference in achievement of students' writing before and after being treated by using Graphic organizer. The pre-test average score was 62.2 points. Whereas in cycle one the score increased by 10.7 points to 72.9 points. In cycle two,

³⁶Anny Sulisty Rini, *The Use of Graphic Organizer as Media to Improve Students' Writing Skill of Analytical Exposition Text*, (Semarang: Universitas Negeri Semarang, 2012), Under Graduates thesis.

the score increased from 72.9 points to 76.4. Finally, the post-test result gave a final score of this research. The score was 78.3 points. In other words, the post-test score increased by 1.9 points. The post-test score was higher than the one in pre-test. The non-test analysis shows that the students' positive attitude in writing analytical exposition text improved. The students became more attracted to write analytical exposition text. They positively responded to the lesson and enjoyed it very well. The result of the research shows that Graphic organizer contributes to the development of students' writing skill of analytical exposition. According to the result, it is suggested that teachers use Graphic organizer as an alternative medium in teaching writing of analytical exposition text.

The similiarity between her research and my research are the medium and skill using Graphic Organizers in writing skill, but the material and research design are difference.

And the third one is from Tri Yogi Budi Wardani (2201403502) English Department, The Faculty of Languages and Arts of UNNES, 2008 the title is The Effectiveness of Pictures as Learning Aids in Improving Descriptive Writing Skill, The Case of the Eighth Grade of

SMPN I Wanadadi in the Academic Year of 2007/2008.³⁷ Her study is limited to the writing paragraph achievement and the benefit of teaching descriptive text using picture at SMPN I Wanadadi. Her thesis explained about procedures, result and effect of teaching descriptive text using pictures and the advantages. She has given pre test before treatment and post test after it. She had chosen two classes to be result research, one class as control class and the other class as experimental class.

For the experimental class, she used picture for student while she taught vocabulary and the other class she did not use picture. And the result was significant.

The similarity between his researches with my research is that the research focus is writing skill in descriptive text and in the technique data collection. There are many differences between his researches with my research. She conducted the research in different participant and setting, my research is focus on the 10th grade of MAN 2 Semarang in the Academic Year of 2016/2017 and Tri Yogi Budi wardani is in the Eighth Year of SMPN I Wanadadi in the Academic Year 2007/2008. Wardani used a picture as a media in their

³⁷Tri Yogi Budi Wardani, *The Effectiveness of Pictures as Learning Aids in Improving Descriptive Writing Skill*, (Semarang: Tarbiyah Faculty IAIN Walisongo, 2008), Under Graduates thesis.

research but the researcher will use the graphic organizers as a media in my research.

The researcher concludes that teaching descriptive text using graphic organizer is useful and helpful for teachers, since the students were able to catch the idea what should they write from the concept. It means that they can develop and gain ideas from the Graphic Organizers they had known.