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# **THE IMPLEMENTATION OF GRAPHIC ORGANIZER TECHNIQUE TO IMPROVE STUDENTS' RETELLING STORY SKILL: QUALITATIVE RESEARCH AT MAN 2 CIREBON**

## **A THESIS**

Submitted to the English Education Department  
Faculty of Education  
The State of Institute for Islamic Studies *Syekh Nurjati* Cirebon  
In partial fulfillment of the requirements for Islamic School Degree  
In English Education Department



Written by:

**IMROATUL AZIZAH**  
Reg. Num. 58430493

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION  
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES  
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2012  
ABSTRACT**



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## **IMROATUL AZIZAH: THE IMPLEMENTATION OF GRAPHIC ORGANIZER TECHNIQUE TO IMPROVE STUDENTS' RETELLING STORY SKILL: QUALITATIVE RESEARCH AT MAN 2 CIREBON**

Retelling story is one of the skills that must gained by the students in the second semester of first grade students in the senior high school. But retell a story is not easy, students have problems in the process of retelling story; especially they cannot organize their ideas about the story. So in the learning process, students need a tool to help them visualize and organize their thought. Story maps, one of the kinds of graphic organizer that featured areas for students to fill in the basic story element. The main goal of the usage of story map is to improve students retelling story skill.

A graphic organizer technique is an outline of concepts that uses two-dimensional format to illustrate connection and hierarchies between concepts. Story map is one of types of graphic organizer that can be used to help students in retelling story. It helps students to generate ideas as they develop and note their thought visually.

This research investigated the implementation of Graphic Organizer Technique that is used by first grade students of *MAN 2 Cirebon* in relation to their monologue. Two reasons that addressed in this study are how is graphic organizer technique implemented in the class and how does it contribute to the students' skill in retelling story. Thus, this research is conducted to identify the implementation of graphic organizer technique in the class and find out the contribution of graphic organizer technique in students' retelling story skill.

The results of this study show that the students retelling story skill can be improved. So that students can be helped and students' learning problem can be minimized. It can be concluded that story map is constructive tool that help the students in learning process, especially in retelling story season. After analyzed the monologue, the researcher conclude that the aspect of monologue that most conspicuous from the students retelling story's transcript is the students construction of the text. They reconstructed their ideas to make story and retell it.

Finally, the researcher expects this research will be able to help the next researcher who conducts the research in the same field. It is suggested to further researchers to be able to investigate other objects which might contain graphic organizer technique and use another theory of graphic organizer technique.



## PREFACE

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Finally, I admit that this thesis is truly not perfect. Therefore, any constructive comments from the readers will make this writing can provide a valuable contribution in the field of linguistics.

Cirebon, September 2012

The researcher



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## CHAPTER I

### INTRODUCTION

#### 1.1 The Research Background

This study investigated the implementation of graphic organizer technique in a retelling story season in EFL speaking classes. This topic was chosen because it has been assumed that story maps, one of the kinds of graphic organizer that featured areas for students to fill in the basic story element of characters, setting problem, events, and solution were found to enhance recall of the story for later retelling (Driscoll, 2000: 144).

Graphic organizer is an instructional tool used to illustrate a student or class's prior knowledge about a topic or section of text and one used by students to brainstorm ideas. Graphic organizer reminds students of the essential elements of story structure. According to Katherine (2010: 1) 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 (as cited in Katherine, 2010:1) 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 the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning. Graphic organizers (some of which are also called concept maps, entity relationship charts,

and mind maps) are a pictorial way to constructing knowledge and organizing information. It helps the students to generate ideas as they develop and note their thoughts visually. The process of developing and using a graphic organizer enhances skill such as developing and organizing ideas, seeing relationships, and categorizing concepts.

Based on the syllabi in school based curriculum at the first grade of senior high school, retelling story is a component that must be possessed by the students. There is competency standard and basic competence that must be gained by the students. The competency standard is expressing the functional meaning of the short text and simple monologue in the form of narrative, descriptive and news item in the context of daily life. The basic competence is expressing the meaning of monolog text and rhetoric step accurately, smoothly, and acceptable in the context of daily activity in the form of narrative, recount and procedure. And also there is indicator that shows the students gain the goal of the study, which is being a story teller. Retelling does not mean memorizing it means recounting the story in the student's own words. Retellings require students to think more conceptually to look at the bigger picture rather than answering specific questions about the text. Retelling also helps learners internalize information and concepts, such as vocabulary and story structure. Retelling story is an active process that encourages learners to reconstruct the text, it also requires the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember but also what they understand. Retelling story encourages students to think about stories as they retell



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them. It helps them learn to tell stories in detail and in sequence. Students need ability to build their comprehension about the story, so they can share their story. General inquiries provide more opportunity for students to express everything that they remember, which may be more than they are able to do when specific questions are asked.

Besides that, students have problem in retelling story, there are: first, oral language production difficulties in use of cohesive devices and organization at sentence or story level. Second, the students understood the story told in English, but does not feel comfortable enough in their speaking abilities to retell what they understood in English. Third, the students have developed their social English skill, but may not have been taught the academic language of sequence (example, first, then, next, etc.) and how to organize their thought about the story.

Benson and Cummins as cited by Mc Gee (2010: 77) contended that retelling is more than just story recall; rather it is the ability to construct meaning. Benson and Cummins further explained that in order for students to construct meaning, they would need certain tools. So from the explanation above about the importance of retelling-story skill, teachers need a tool to help their students. Teachers help the students to visualize where the story takes place, increases their understanding of setting and story structure. Teachers need the method of teaching that helps the students to visualize and organize students' thought. Graphic organizer is one of the tools that can help students to visualize and organize their thought.



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Dealing with the description above, the writer is interested to know the implementation of graphic organizer to help the students make their knowledge about important details of the story. This description is arranged into the research on the title **“the implementation of graphic organizer technique to improve students’ retelling story skill: qualitative research at MAN 2 Cirebon”** as the subject of investigation.

## 1.2 The Identification of the Problem

The identification of the problem is required to give the clarification about the study which is will be investigated. Then, the researcher arranges the identification of the problem referred to the background of the problem above, those are:

### 1.2.1 The Field of the Research

This study falls within the area of TEFL in students’ skill development. TEFL is not easy, so teachers need a method to help them in learning process. According to Nunan (1991: 228) there are two reasons on why teachers need to know language learning method is important; firstly, it is helpful for teachers to be conscious of “where we have come from as a profession”. Secondly, the knowledge about language teaching methods can help teachers “to evaluate methods which have influence and which continue to influence’ language teaching and teaching material development.

### 1.2.2 The Kinds of Problem

This study entitled “THE IMPLEMENTATION OF GRAPHIC ORGANIZER TO IMPROVE STUDENTS’ RETELLING STORY SKILL: QUALITATIVE RESEARCH AT *MAN 2 CIREBON*”. This research focuses on the used graphic organizer technique that helps the students to improve their skill in retelling story.

From the title of the thesis and background of problem in which have explained, the researcher finds out and lists several problem to be identified in this study, they are: ideas organization, relationship, and concept categorizations that students’ build by using graphic organizer technique.

### 1.2.3 The main problem

The main problem of this thesis is to describe the implementation of graphic organizer technique to improve students’ retelling story skill.

## 1.3 The Limitation of The Problem

The limitation is needed in this research to avoid the broadening of the discussion in order to be well focused on specific problems of this study. The researcher focuses this study on the implementation of graphic organizer, which is intended to help the students on enhancing their ability to retell a story.

In the discourse and analysis of the thesis, the problem is limited on aspects as followed:



- a. The theoretical foundation of retelling story
- b. The theoretical foundation of graphic organizer technique

#### 1.4 The Questions of The Research

According to the research background, this study is designed to explore the following research questions:

1. How is graphic organizer implemented in the class?
2. How does it contribute to their skill in retelling the story?

#### 1.5 The Aims of The Research

The aims of the research that will be obtained are as follows:

1. To identify the implementation of the graphic organizer technique in the class.
2. To find out the contribution of graphic organizer technique in students' retelling story skill.

#### 1.6 The Significance of The Research

This research can be used as a learning tool, which the result of this research will be able to contribute and add the beneficial information to the English material, especially relates to the study of retelling story. Besides that, this study is also can be useful for the students of *MAN 2 Cirebon* in order to get more knowledge about the implementation of graphic organizer to enhance their ability to retell a story. So in the future, they can retell a story correctly, since



they are English learners who need to improve their language skill. For teachers, it can be the tool that can help them in teaching and learning process.

### 1.7 The Definition of Key Terms

To avoid misinterpretation in understanding this study, the researcher provide the following key terms:

#### 1. Graphic organizer technique

Graphic organizers are important communication tools in business and education by organizing thought, offering an alternative to pure text and assisting in the understanding and retention of concepts. It also can be defined as a pictorial way of constructing knowledge and organizing information.

#### 2. Retelling story

Story retelling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. It also can be defined as the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.



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