

**THE EFFECTIVENESS OF USING GRAPHIC ORGANIZER
IN TEACHING WRITING TO THE SEVENTH GRADE STUDENTS
OF MTs.N BAGOR IN THE ACADEMIC YEAR 2015/2016**



Research Article

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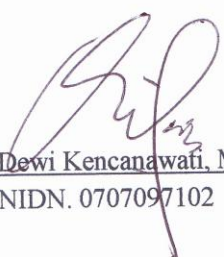
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Approved and Accepted by all its qualification
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ABSTRAK

Writing states as a process of thinking which requires some basics aspects which include developing idea, generic structure, accuracy, and mechanic. Those aspects must be covered by the writer in order to produce good writing product. In fact, those aspects were difficult to be achieved by the students of EFL. Therefore, this experimental research was conducted to find out the effectiveness of using Graphic Organizer in teaching writing to the seventh grade students of MTs.N Bagor The research was carried out in June 2016 and the participant of this research was VII A class of MTS.N Bagor which consist of 28 students. The data was taken by assessing the students writing ability through post-test. The findings of this research indicated that the use of Graphic Organizer in teaching writing was effective to help students to compose their own text. It can be seen from the scoring result, and the average score of the students' achievement was 72. Referring to the scoring criterion 72 is categorized as "good" means that the students succeed to compose a good paragraph based on the writing's aspects. The students are able to compose complete text by using the Graphic Organizer that describe in the form of map which consist of guiding words to guide the students along the process of writing. The result showed that Graphic Organizer can help the students mostly in developing the idea and organizing the idea in to complete text. It is proven based on the scoring rubric the criteria that get the high score was generic structure and developing idea. Moreover, based on the questioner result the students admitted that the use of the Graphic Organizer really helps them in their writing. They agree that Graphic Organizer help them to develop the idea and generate them into a proper text. The researcher concluded that the use of Graphic Organizer helps the students to keep things in the correct sequential order. Graphic organizer credited as tool that can guide students through the four stages of the writing process: prewriting, drafting, revising, and final writing.

Keywords: Teaching Writing, Graphic Organizer

I. BACKGROUND

Writing is one way of a communication of a writer to express and communicate their ideas to the reader who are actually separated by both time and space. As Nunan (2003:88) said that writing is a process of expressing ideas into written text in the form of sentence and paragraph. In line with this statement, Brown (2001:335) also states that writing is the written product of thinking, drafting, and revising that requires special skills on how to generate ideas, how to organized them coherently, how to use discourse markers and rhetorical convention coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. According to Broughton et al.'s (2003:116), there are a number of aspects which need to be considered in order to enable students to produce fluent, accurate and appropriate written English, those aspects are: Mechanical problems with the script of English; Problems of accuracy of English grammar and lexis; Problems of relating the style of writing to the demands of a particular situation; Problems of developing ease and comfort in expressing what needs to be said. It can be concluded that writing is a complicated activity than speaking.

There are some texts or genre in English that the junior high school students should master. Based on the “Basic Competence” that written in The Decree of the Education Minister 2013 No. 68; writing is one of the skills that must be taught and need to be learned by the junior high school students. Then, according to 2013 curriculum the goal of teaching writing is to enable the students to master the functional text like memo, invitation card, and also announcement; and monologue text or genre of the text such as descriptive, procedure, recount and narrative, and report. For seventh grade students of junior high school there is a material about creating a short text about introducing oneself and their family. It is clearly listed in one of basic competencies in 2013 curriculum of Junior High School No. 4.5, “*Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri dengan sangat sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*”. Therefore, the students of junior high school must be able to fulfill this requirement of creating their own text according to the material that has been written on the curriculum. In fact, all of this requirements difficult to be achieved by the junior High School students especially the seventh grade students. It happens because in writing there are a lot of process and also aspect that the students need to require.

Most of EFL students face many problems during the writing process. The most difficult process in writing that faced by the students is the prewriting stage. In this stage the students need to collect the idea before they write the whole text. In fact, the students do not know how to arrange their ideas. Moreover, the students are having difficulties to arrange their ideas into the proper structure. It happens because they do not know the structure of the text that being write.

Those kinds of problems are also being faced by the seventh grade students of MTs.N Bagor. Based on the basic competence of 2013 curriculum which listed in no. 4.5, the seventh grade students are expected to be able to write a simple short text about introducing one self and their family correctly and they should be able to develop the main idea into short text, organize paragraph well, use the correct grammar or structure, use the correct word choice or vocabulary, and use appropriate spelling, punctuation, and capitalization. According to the testimony that being stated by the English teacher of the seventh grade students of MTs.N Bagor the students never experienced writing their own paragraph. Moreover, in composing a written text the students need to deal with several processes, namely planning or pre-writing, drafting, revising, editing, and lastly publishing but in

fact, those processes difficult to be fulfilled by the students.

Therefore, the researcher would like to investigate a strategy that might become a good way to solve the students' problems especially in writing. One effective strategy that can be used to help the students in their pre-writing and drafting activities is using Graphic Organizer (GO). Gregory and Carolyn (2007:101) state in their book that GO are useful thinking tools that allow students to organize information and allow students to see their thinking. Moreover, GO can be used to help the student to generating their ideas through brainstorming activity at the beginning of a lesson or unit to find out what the students have already known (Gregory and Carolyn, 2007:101). In addition, Miller (2011) states that GO serve as visual representation of ideas that help learners organize their thoughts and apply their thinking skills to the content in a more orderly manner. The researcher believes that GO can be used to soften the difficulties that the weak students face as these organizers can improve planning and drafting stage in students' writing process.

Based on the previous study that had been conducted, the researcher believes that through Graphic Organizer the students at MTs.N Bagor are confidently been able to write their text individually. Furthermore, the researcher hopes that by using Graphic Organizer in writing will give impact in

improving writing skill, behavior, and motivation toward teaching writing. Therefore, the researcher conducted an experimental research and formulates the research problems as:

1. How effective is Graphic Organizer in teaching writing to the seventh grade students of MTs.N Bagor in the academic year 2015/2016?
2. What are the students' respond toward Graphic Organizer in teaching writing to the seventh grade students of MTs.N Bagor in the academic year 2015/2016?

The researcher believes that the use of Graphic Organizer which presented in a form of mapping and guiding that can help the students in their writing class and also to motivate students to think creatively and independently.

I. METHODS

The approach of this research is quantitative research and the technique that being used by the researcher is experimental research especially the pre-experimental design mainly using one-shot case study. This research was carried out in MTs.N Bagor Nganjuk. This school is located on Desa Bagorkulon, Kec. Bagor Nganjuk, which has seven classes of the seventh grade and the total of the seventh grade students are 194 students. Therefore the researcher chose 7A class as the sample of the research. This class consists of 28 students in this

class, with 7 boys and 21 girls. The research was conducted since February to June. For the sampling technique, the researcher used cluster sampling to determine the sample of the research.

In order to collect the data for the research, the researcher used two types of data collecting technique as the instrument of this research; they are test and questionnaire. The purposes of using those instruments are, first, the researcher conducted the test in order to measure the students' achievement toward the writing test after teaching using Graphic Organizer. The writing test which given in the last meeting was about writing the description of the students family members. Secondly, the researcher used Questioner in order to find out the students' perception in the use of Graphic Organizer in teaching writing. The researcher used closed-ended questioner in the form of checklist which contains 20 statements, and the questioner was given after the students have done their writing.

The research was conducted in two days, in the first meeting the researcher focused on the content of the text about family members. She divided the class into groups of 6 students. Then, each group analyzed the content of the text. Next, she asked the group to discuss and create a short paragraph based on the topic about family. In this activity, the researcher introduced Graphic Organizer to the students. Then in the

second day, the student came with the picture of their family tree. Next, the researcher asked the students to create the paragraph based on the data from their family tree. In this activity the researcher gave each a student a sheet of Graphic Organizer that they have to use in this writing.

To analyze the result of the writing test that has been given to the students. The researcher used analytical scoring to analyze the students' writing product based on the scoring scheme presented by Jacob et al.'s (1981) cited in Weigle (2002). According to Weigle there are five components presented in the on several aspects of writing or criteria rather than given a single score. Scoring, scripts are rated analytical scoring rubric for writing, are: content, organization, vocabulary, language use, and mechanics. Next, the researcher calculate the result of the scoring and find out the Mean to decide the average score that the students' achieve, which will become guide to decide whether the research was succeed or not. Then for analyzing the questioner, the researcher calculated the students answer toward the statement in the questioner. And decide which statement that gets high frequency.

II. RESULT and CONCLUSION

A. RESULT

The aims of this research are to find out the effectiveness of Graphic Organizers in teaching writing as well as the students' perceptions toward the learning. After analyzing the data, the researcher found that the result of the research was significantly effective. There are a lot of benefit of using Graphic Organizer in teaching writing that the researcher found after conducting the research.

First, the finding of the research had showed clearly that the use of Graphic Organizer is effective way to teach writing especially at the seventh grade. Moreover, the effectiveness of Graphic Organizer can be seen from the students' achievement which clearly describe in their score. After analyzing the students' product of writing, the researcher found that most students get a good score. The average score that they get is 72 and it is categorized as "good" based on the scoring criteria that have been stated in the previous chapter. The percentage of the students' achievement that gets predicate "excellent" score is about 5%, "good" 39%, "fair" 36%, and "poor" 18%. Even when this finding categorize as an effective result, but it cannot be said as 100% succeed, because lest than 50% of students get predicate "good". From overall activity Graphic Organizer really help the students in organizing their idea into paragraph. In table 4.5 presented the result on which

writing aspect that had been achieved by the students through Graphic Organizer.

Table 1. Percentage of Scoring Criteria of

Criteria	Total score	Percentage
Generic Structure	105	28%
Developing Idea	105	28%
Accuracy (grammar and vocabulary)	84	22%
Mechanic (punctuation, writing style)	82	22%

Based on the table above, Graphic Organizer is effective to help the students in developing the ideas. As a first experience, most of the students are nearly able to develop relevant idea and supporting sentence mainly in prewriting stage. This organizer helps the students to gather up their thought about the topic. Miller (2011) also agrees that students' idea were more developed as the Graphic Organizer driven the students' thought. It clearly seen during the process of composing the paragraph, the organizers that being used by the students already divided in several sections, topic section, main idea section, detail section, and the final section. The students need to fill up all the sections, this organizer guided the students in prewriting by stimulating them with the guided word and the sections,

this organizer just like a template of composing writing which help the students to write fluently.

Moreover, the Graphic Organizer that had been used by the researcher really helps the students in organizing their idea in prewriting into complete text. Then, Using this organizer the students able to write in a logical sequence with the topic sentence introduced the writing and a conclusion that wrapped up the writing. Almost all of the students are able to have complete structure even though some of them are not able to organize it orderly.

On the other hand, there are problems that were being faced by them during the writing; they are grammar, vocabulary, mechanic and also spelling. About 22% of the students struggle with grammar, vocabularies and mechanic. The students gain lower score in those criteria, some of them are poor in grammar and spelling but some of them are good in grammar but low in mechanic. Therefore the frequent used of the Graphic Organizer can develop the students ability. However, the overall findings based on the scoring result show that by using Graphic Organizer for writing can help to improve student' ability in generating the idea into coherent paragraph and it help the students to develop their idea based on the topic.

The result showed the number of the students answer on the questioners that had

been used to find out the students' perceptions toward the use of graphic organizer in their writing process. Almost all of the statements that stated in the questioners get predicate "very high" and get score 24. The statement mainly asking about their perception's toward the use of graphic organizer in their writing process mainly in the prewriting stage. In this stage the students agree that they were able to brainstorm the topic and develop the idea in their thought into sentences. Moreover the students believe that this organizer help them to organize those idea into coherent paragraph that contain main idea, body and conclusion.

Another finding is that the students showed their positive attitude toward the activity. They look happy and without burden during the treatment and the process. Some of the students can finish the writing before the end of the time period; some of them said that it is not difficult at all. Students began to view writing as easy, interesting and exciting. This perception has reflected positively on students' attitudes towards this skill. It is happened because the students feel confident with their writing because they have clear assignment guidelines; they feel less anxious during the process. Miller & Lee (2000) agrees that if the teacher willing to provide the students with the right kinds of stimulation, their writing will flow. Therefore the used of this

Graphic After conducting the whole research including analyzing the data, the researcher finally draws some conclusions based on the result of the findings. This research was succeeded but not 100% because less than 50% of the students get predicate "good". It happens because the students do not have any experiences in writing before. This writing activity was the first time for them. As the first time the students showed their positive attitudes toward the activity. It can be seen from the score that the students achieve after the post test was conducted as well as from the result of the questioner.

B. CONCLUSION

Based on the finding the researcher concludes that teaching writing using Graphic Organizer at the seventh grade students of MTs.N Bagor is effective. It is proven based on the scoring result that has been calculated; it showed that the average score of students' achievement could reach the standard minimum based on the standard measurement of the students' achievement on chapter 3. The criterion stated if student can achieve at least 70 for the score they can be said succeed in this skill. Based on the criterion on the standard measurement of the students' achievement 72 categorize as "good". It means that the students able to achieve good writing product based on the aspects of writing.

Moreover, after calculating the score based on the writing rubric the researcher found that there are two aspects of the writing that get high score. It proved that Graphic Organizer really effective in those aspect of writing. The first aspect is developing idea in prewriting stage. The Graphic Organizer that has been used can assist the students to gather up their thought into written form. It showed that this organizer could drive the students' idea, develop that idea and organize it. The second aspect that has been proven to be developed is generic structure. This aspect also gets the highest score in students writing result. The score proved that Graphic Organizer conducts the students to organize the ideas in prewriting stage into correct logical order coherently. The students writing sample is completed with main idea to introduce the topic, the supporting sentences, and conclusion.

Furthermore, the result from the questioner showed that the students showed their positive attitudes toward this activity mainly in the use of Graphic Organizer. They are agree that the Graphic Organizer that has been used is effective in assisting them in composing their own writing which make them think that writing is not difficult at all. By considering all those finding the researcher concluded that Graphic Organizer is effective to be used in teaching writing mainly at the beginner level, in this case is

at the seventh grade students of MTs.N Bagor Nganjuk Academic year 2015/2016.

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