

# ARTICLE

## ***THE EFFECT OF GRAPHIC ORGANIZER TO THE ELEVENTH GRADE STUDENTS' VOCABULARY MASTERY OF SMK KARTANEGARA KEDIRI IN THE ACADEMIC YEAR 2016/2017***



Oleh:

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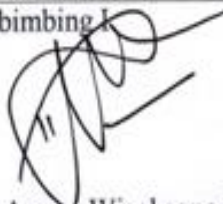
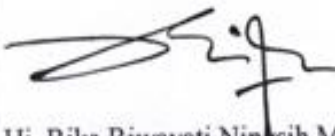
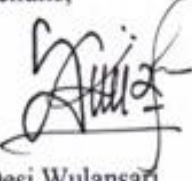
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## THE EFFECT OF GRAPHIC ORGANIZER TO THE ELEVENTH GRADE STUDENTS' VOCABULARY MASTERY OF SMK KARTANEGARA KEDIRI IN THE ACADEMIC YEAR 2016/2017

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### ABSTRACT

The objectives of this research are to know the student's vocabulary ability before they are taught using Graphic Organizer, to know the student's vocabulary ability after they are taught using Graphic Organizer, and the last to find out any effect of using graphic organizer for the students' vocabulary mastery. This study was used experiment quantitative design. The data source was the eleventh grade students of SMK Kartanegara Kediri. The data were taken from pre-test and post-test. The aspects of scoring of vocabulary were vocabulary (meaning) and pronunciation. T-test formula used to compare and analyzed the score of pre-test and post-test. The data in the research showed the means of pre-test is 47,37 while the means of post-test is 64,47. From this result the researcher found that t-score is 8,72 at degree of freedom 18 and the t-table was 1,743 at the level of significance of 5% (0,05). It means that t-score was higher than t-table in the level of significant 5%. Therefore, alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It can be concluded that Graphic Organizer has significant effect to the students' vocabulary mastery in the eleventh grade students of SMK Kartanegara Kediri. Therefore, Graphic Organizer can be considered to be an alternative technique in teaching vocabulary.

**KEY WORDS:** Vocabulary, Graphic Organizer

### I. BACKGROUND

Vocabulary is one important component when learning foreign language. According to Zimmerman in Coady & Huckin (1997: 5) states, "Vocabulary is central to language and critical importance to the typical language learner". The learners will get some difficulties to communicate with other because of limited vocabulary. Also with limited vocabulary, the learners have a limited understanding in speaking, reading,

listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. It is one of the problems confronted by English language learners.

In *Sekolah Menengah Kejuruan* (SMK) or Vocational High School's students must be able to mastered in vocabulary. From *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, for class XI Competence Standard (*Standart Kompetensi*) level novice one of them

written that: “*Berbicara: mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan pekerjaan*”. Based on the statement, students are expected to be able to express, ask and give a command about profession.

Therefore, students should have good vocabulary ability. Because by vocabulary, students will help to recognize, understand, and produce stock of words and their meaning.

According to Thornbury (2002:18) in learning first language the first words typically used labelling (mapping a words on to a concepts) also categorizing skills and network building (constructing a complex web of words). While for second language learners, there are obvious differences because there already have a first language. Learning second language involves both learning a new conceptual system, and contracting a new vocabulary network-a second mental lexicon. From the explanation above can be said that it is not easy to learn vocabulary and it is one of the major difficulties often faced by the students in learning English. The students getting bored because they must open dictionary, memorize vocabulary, and cannot pronounce the word well.

Therefore, the teacher should find good techniques in teaching vocabulary to make the particular lesson easy and to motivate students to learn and understand. One of the techniques in teaching vocabulary is using graphic organizer.

A graphic organizer is “a visual and graphic representation of relationships among ideas and concepts. It provides students with concrete and visual connection between words and their meaning” Stamper (2006:5). According to Bromley et al (1999:6), “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 can be concluded that graphic organizer is learning tools, which help students in gaining information by connecting the word with their meaning, and concepts, students can have a copy of the information and can add to it as the instruction progresses. This also would assist the student in linking prior knowledge with the new information you present.

Graphic organizers are meant to promote critical thinking and helps students to identify and understand unfamiliar words. It is developed to extend students’ vocabulary through building connection of key words student’s prior

knowledge and new concept from the context.

Based on the preliminary at SMK Kartanegara Kediri while following PPL (Field Practice and Teaching Program), some of the students get score just the average of 45 in English. The students get some difficulty to pronounce words and get the meaning of some words. Therefore, the writer thinks the student's vocabulary mastery needs improvement. While from the interview with the teacher, the writer knows that she never uses graphic organizer in her teaching.

Based on the description above, the writer decides to make a research to improve the student's vocabulary mastery of the eleventh grade students of SMK Kartanegara Kediri by using graphic organizer techniques in teaching vocabulary. The writer would like to conduct a research entitled "The Effect of Graphic Organizer to the Eleventh Grade Students' Vocabulary Mastery of SMK Kartanegara Kediri in Academic Year 2016/2017"

## **II. METHOD**

This research used quantitative research as a method of research. According to Creswell (2009:4), quantitative research is a means for testing objective theory by examining the

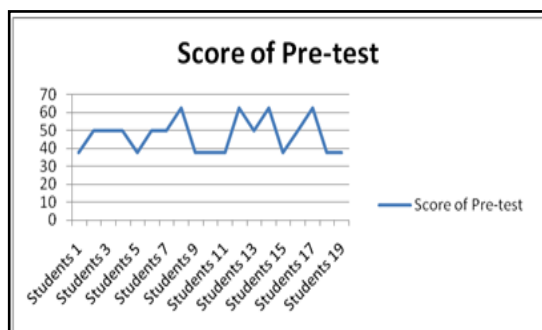
relationship among variables. This research was conducted in experimental research with one group pre-test post-test design, Ary (2006:26) states: "Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The writer conduct this research to know the effectiveness of graphic organizer technique to improve students' vocabulary mastery. The variable of this research were graphic organizer as independent variable and students' vocabulary mastery as dependent variable. The writer conducted the experiment in one class. The writer gave pre-test to know the students' vocabulary mastery before being taught by using Graphic Organizer. Then the researcher gave post-test to know the students' vocabulary mastery after being taught by using Graphic Organizer. The results of pre-test and post-test were analyzing using t-table to know the effect of Graphic Organizer to the students' vocabulary mastery.

## **III. RESULT AND CONCLUSION**

### **A. Result**

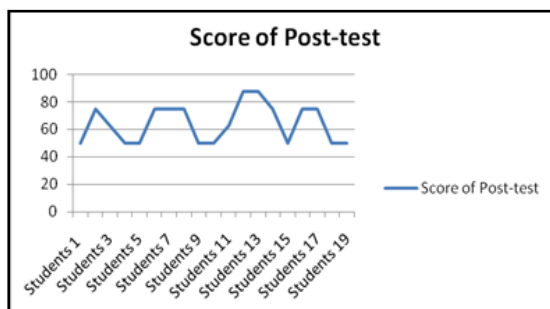
The pre-test was done on Monday, October 24<sup>th</sup>, 2016. The total score of pre-test was 900. The total sample was 19. Mean could be counted from the total

score is divided by the number of students. So, the mean of pre-test was 47,37. The following table shows the result of pre-test:



**Graphic 4.1: Score of Pre-test**

The post-test was conducted on Monday, November 7<sup>th</sup>, 2016. The total score of post-test was 1225. The total sample was 19. Mean could be counted from the total score is divided by the number of students. So, the mean of pre-test was 64,47. The following table shows the result of post-test :



**Graphic 4.3: Score of Post-test**

From the table above, it can be seen that the total score of pre-test and post-test is different. The total score of pre-test is 900 and the total score of post-test was 1225. And it is known the differences between mean of pre-test and post-test

score of students' vocabulary mastery was increased. The result can be seen bellow:

**Table 4.3.**

**The Difference of Mean Pre-test and Mean Post-test**

N= 19 Students	Pre-test	Post-test
Total Score	900	1225
Mean	47,37	64,47

The deviation score of pre-test and post-test can be shown below:

**Table 4.4.**

**Deviation Score of Pre-test and Mean Post-test**

N	Pre-test	Post-test	d	d <sup>2</sup>
Σ	900	1225	325	6875

Based on the table above, total score of pre-test is 900 and total score of post-test is 1225. The total score of d is 325. The result of d<sup>2</sup> is 6.875. From the calculation, it is known that the result of t-test is 8,72 and the degree of freedom (db) is 18.

The writer compared t-result and t-table to know the result is significant or not. The result of this research shown that t-score is 8,72 and degree of freedom 18 and the t-table is 1,743 at the level of significance 5% (0,05) and 2,101 at the level of significance 1% (0.01). the t-test based on level significance 5% and 1% showed by the following table:

**Table 4.5**



### **The Statistical Computation of using T-test**

Degree of Freedom (N-1)	t-observed	5%	1%	(Ha)	(Ho)
18	8,72	1,743	2,101	Accepted	Rejected

The data shown that t-score (8,72) > t-table at the level of significance 5% (1,743) and 1% (2,101). It means that t-score was higher than t-table in the significance of 5% and 1%. Therefore, the alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It can be concluded that Graphic Organizer has significant effect to the students' vocabulary mastery in the eleventh grade students of SMK Kartanegara Kediri in the academic year 2016/2017.

#### **B. Conclusion**

From the result of the writer's analysis showed that there was significant effect of Graphic Organizers to the eleventh grade students of SMK Kartanegara Kediri, because the mean of post-test was higher than mean of pre-test. In the result, t-score is 8,72 and the t-table was 1,743. It shows that t-score is higher than t-table. It means that there was significant improvement of the students' vocabulary mastery after being taught by using Graphic Organizer technique. The effect of teaching vocabulary using Graphic Organizer is facilitate the students

to understand the words in which they can build connection between their prior knowledge and new information to extend their vocabulary by completing the attributes of Graphic Organizer. Moreover, it makes the students motivated and interested.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First, for the English teacher are suggested to use Graphic Organizer technique to increase the students' understanding of the vocabulary word. It can be used to teach vocabulary in an interesting way. In using Graphic Organizer, teachers are suggested to give explanation about the rule clearly, so the students did not confuse. The teacher has to help the students when they meet difficulty, especially when they have great difficulty to pronounce the words, the teacher should give the example until they can produce the words clearly and correctly. It is better they use an audio file the native speaker's voice. Second, for the students, are suggested to ask the teacher if they have some difficulty. Moreover, students do not be afraid to try using graphic organizer especially using Six-column Vocabulary Organizer to classifying the words. It can help them to increase their vocabulary list. The students

also suggested do not be shy to speak up using their English. The students should be active and involved thoroughly in teaching and learning process in order to improve their vocabulary mastery especially in speaking. And the last for other researcher, From the result of the data analysis, it was showed that Graphic Organizers was the suitable technique to increase the students' vocabulary mastery. Therefore, this research were expected to give significant contribution for reference to the following researchers who wished to carry out a research on the same topic of discussion or the following researchers can do other researches by using Graphic Organizer to improve vocabulary mastery in different level. And for other researcher who carry out a research on the same topic but in other skills.

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