ARTICLE

THE EFFECT OF GRAPHIC ORGANIZERS TOWARD THE TENTH GRADE STUDENTS' WRITING ABILITY AT SMAN 7 KEDIRI IN ACADEMIC YEAR 2016/ 2017

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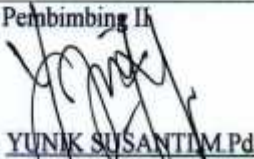**2017**

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ABSTRACT

Writing also known as a difficult skill for language learners. The students were difficult to explore their ideas and they also got difficulty in grammatical structure. Thus, to solve the students' problem, the researcher offers a solution to teach writing by using Graphic Organizers media. The purpose of this research were to find out the effect of GO toward the tenth grade students' writing ability of SMAN 7 Kediri in academic year 2016/ 2017. Approach of this research is Quantitative research and the technique is experimental research especially the pre-experimental design. To analize the data she used one group pre-test, post-test design. The population of the research was the tenth grade students of SMAN 7 Kediri and the sample was X 11 consists of 25 students. Result of the research shows that total score of post- test was (1550) higher than pre- test (1320). Means that students' score increased. Furthermore, from the calculation of t- table and t- test it can be seen that the t-score was 6.892 at the degree of freedom 24 with t- table 2,063. Score of sig (2-tailed) is 0,000 lower than the taraf sig 5% (0,000 < 0,05). Therefore, the (Ha) is accepted and (Ho) is rejected. Based on the findings she concludes that the use of GO is an effective way to guide the students in those aspects of writing. The first aspect is developing idea in prewriting stage. The second aspect is content. However, there are two aspects of writing that could not be achieved maximally; they are vocabulary and mechanic. Those aspects can be developed through a lot of practice and the use of GO continuously. Some students couldn't understand the organizer, they require more guidance and support. From the result of this research, researcher suggests that teacher should pay attention to the use of GO can improve students skill in some aspect of writing such as accuracy and mechanic. She should use the clear and suitable GO in creating the certain genre of the text. The GO that being used by the teacher shouldn't be complicated, it must be clear and straight forward so the students will understand easily. The students should practice to write more because through a lot of practicing they will be able to develop their ability.

Keywords: *Writing, Teaching Writing, Graphic Organizer.*

I. INTRODUCTION

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. According to Brown (2000: 335), "writing is the written product of thinking, drafting, revising, editing, evaluating, and post- writing that require specialized skills on how to generate ideas, how to organize 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". Another supported definition of writing is from Nunan (2003: 88) who states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader. The explanations above emphasize about writing as a process that has some steps to comprehend. Writing doesn't come naturally or automatically, but through much effort, training, instruction and practice.

Writing is important because as one of the four skills which have a high status as a part of the culture of society or institution. 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. Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life. Students are expected to learn how to be good writers. As Neville (1988) in Dwivedi (2015: 27) states that "If they can't write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life, too". It can be said that writing plays an important role for the students in their life and their education.

Inspite of writing plays an important role in organize and express an idea in a piece of paper, writing skill is more complicated than that of other language skills. For the students organizing the idea is the difficult part in pre- writing stage. Unezueta (2009) in Tayib (2015: 9) says that many students have limited writing abilities and struggle to write compositions that adequately convey their thoughts and ideas in pre-writing stage. So, the difficulty of writing it self depends on the ability to generate new relevant ideas. In this aspect, it becomes the teacher's duty to be a good assistant for them to fade their difficulty and help them to have more practice.

It was also proved when the researcher had teaching practice in SMAN 7 Kediri, it was also still difficult for the students of tenth grade to organize their idea in pre- writing. The researcher

observed and analyzed the students in the classroom. The problem that is being faced by the students is generating their idea in pre- writing stage. Brown, (2000: 336) says that the students should be able to brainstorm the idea that they have into several aspect that will be develop into good paragraph. Graham and Perin (2007) in Miller (2011: 18) believes that pre-writing, "engages students in activities designed to help them generate or organize ideas for their composition".

A first draft or written outline often improves the quality of the final written product. It can be said that planning process is the core of the process in writing activity. That is why the students need a developmental media to help them to solve their problems in pre- writing stage. Chohan (2011) see Lancaster (2013: 7) states that providing students with effective teaching media and engaging opportunities to write successfully can make major differences in students' attitudes towards writing. As a result, educators attempt to provide the most effective media to teach writing to their students.

Graphic Organizer is effective media in teaching writing. As McKnight (2010: 1) says that graphic organizers are important and effective pedagogical media for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Besides, Miller (2011: 4) states that graphic organizers 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. Graphic organizers, which are visual representations of ideas, help students organize their thoughts and apply thinking skills to the content in a more organized and orderly way. As Baxendell (2003) in Lancaster (2013 : 9) says "By learning how to organize their thoughts and carefully choose words for their writing through the use of graphic organizers, students can learn to comprehend difficult academic standards, such as the writing process". It can be concluded that GO main function is to help present information in concise ways that highlight the organization and relationship of concepts.

This is the reason why the writter use this media to solve their problem of writing that is being faced by the tenth grade students of SMAN 7 Kediri in arranging and organizing their idea in pre-writing stage. In line with the problem above that the Graphic Organizers effective in teaching writing, the writter wants to write the research with the title **"The Effect of Graphic Organizers Toward the Tenth Grade Students'**

Writing Ability at SMAN 7 Kediri in Academic Year 2016/ 2017".

II.   METHODOLOGY

This research used quantitative research design of experimental research especially the pre-experimental design. Ary (2010: 265) points out that the goal of experimental research to determine the effect of one variable to another. He also points out that there are three kinds of experimental design that can be used in educational research, they are pre-experimental research, true experimental research and quasi experimental research. In this research the researcher used a Pre - experimental research as the design of the research. A pre-experimental design is aimed to test the effects of treatments.

The writer used quantitative approach since she needed to find out wether there is the effect of GO in teaching writing toward the tenth grade studens. This research was conducted at SMAN 7 Kediri. This research was conducted from August until October 2016. The writer used quantitative data, the sources of the data were the X11 grade students of SMAN 7 Kediri. Because the writer tried to get the data about the effect of GO, thus, the writer used pre- test, treatment, and post- test.

In the pre- test, the researcher came to the class and asked the students pray together and then had a greeting. The researcher prepared the students' physical and mental to follow the test and explained what he would like to do in the two days next. In the first, the researcher orders the students to make recount text by free writing. The researcher asked the students to make sentence based on the vocabularies given into correct simple past sentences than the students can make verbal sentence. After that the students were asked to fill in the blanks with the past form of the verbs in the bracket. Finally, the students can make verbal and non- verbal sentence. At last the students made recount text based on the topic given consist of 3 paragraphs based on the generic structure (Orientation, re-orientation, conclusion) and use past tense in every sentence in 15 minutes. It is for measuring the student writing ability before using Graphic organizer. The test was given in the first meeting before treatment .

The researcher conducted the same activities in the treatment. While, the difference of first and second treatment is only on the title of the text, the verb of simple past and the level of test difficulty. The first treatment, the researcher gave a recount text by the title "My first experience to ride motorcycle". Then, in the second treatment, the researcher gave a recount text by the title "My birthday

surprise". The purpose in giving those treatments was to teach graphic organizer media in learning writing before the researcher gave post-test to the students. Then, the researcher explained what recount text is, explain the generic structure, also the language feature used in recount text. After that the researcher asked the students to complete the simpe past tense sentences based on the vocabulary given in the bracket. It is hoped that students can understand the vocabularies and tenses used in the recount text. The next activity, the students were asked to complete the sentences by using conjunctions. This activity was hoped to make the students understand how the use of conjuctions. After that, the students were asked to determine the adverbial phrase from the sentences given. Then, the teacher asked to the students to make an outline based on the topic given by using Graphic Organizer. The last activity, the students were asked to make a complete paragraph of recount text as a result of their outline. After all the activities done, the researcher asked the students to submit their work to get the correction from the researcher.

Post-test was conducted on September 14th, 2016, to measure how well the students' writing ability increasing after being taught by using Graphic organizer. The steps in post- test was similar with the steps in pre- test.

After getting the data, the writer analyzed the data. To know the significant difference, the data were analyzed by using following formulation of T-test. All the data collected from the pre-test score and post-test score were analyzed using SPSS version 17. The data which got from the pre-test score compared with the post-test score using the formula of paired sample t-Test with the taraf significance 5% (0,05). To know the difference students' writing ability before and after being taught using Graphich Organizer and to proved the hypothesis. If there is the students score average is not significance difference, the (Ho) is accepted and (Ha) is rejected, but if if the students score average is significance difference the (Ho) is rejected and (Ha) is accepted.

III. RESULT AND DISCUSSION
A. RESULT

The data were analyzed by using t-Test. The data from pre-test and post-test have to compare and analyzed by using compare means- paired sample t-Test formula in SPSS version 17 to find the differences of the score.

1. Is there any effect of Graphic Organizer toward the tenth grade students' writing ability in academic year 2016-2017?

According to the result of students' achievement in pre test, the total students'

score in experiment class was 1320 and the mean was 52.8 meanwhile in post test the students' total score was 1550 and the mean was 62.2. It shows that the students' achievement of pre test is lower than post test.

Table 4.10. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	52.8000	25	14.72526	2.94505
	After	62.2000	25	13.31353	2.66271

Related to the hypothesis and data, the result of analysis is showed in the table below:

Table 4.13. Testing Hypothesis

Df	t-score	t-table		Sing. (2-tailed)	Ha	Ho
		95% confidence interval of diffecence				
24	6.892	2,063		0,000	Accepted	Rejected

The score of sig (2-tailed) is 0,000 is lower than the taraf significance 5% (0,000 < 0,05). It means that, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Finally the conclusion is teaching writing by using Graphic Organizer gives significant effect on students' writing ability of the tenth grade students at SMAN 7 Kediri in academic year 2016/ 2017.

Miller (2011: 12) also agrees that students' idea were more developed as the graphic organizers 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.

Almost all of the students are able to have complete structure even though some of them are not able to organize it orderly.

B. DISCUSSION

After conducting the whole research including analyzing the data, the researcher finally draws some conclusions based on result of the findings. In the previous chapter, for most of students is the most difficult skill to master in order to ensure success in learning. As an effort to make students' writing ability will better, one of the effective media that is used by the teacher in teaching writing is Graphic Organizer. Based on the finding of the previous chapter, the researcher concludes that teaching writing using Graphic Organizer at the tenth grade students of SMAN 7 Kediri is effective. By using Graphic Organizer in teaching writing, it was 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 proved to be developed is content. This aspect also got high score after organization aspect. 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.

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