

ARTICLE

**THE EFFECT OF USING GRAPHIC ORGANIZER TO TEACH
WRITING SKILL ON STUDENTS' WRITING ABILITY OF THE EIGHTH
GRADE OF SMPN 1 PRAMBON IN ACADEMIC YEAR 2016/2017**



By:

ANDY SASONGKO

12.1.01.08.0125

Advised by:

1. KHOIRIYAH, M.PD

2. SULISTYANI, M.PD

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI

2017

**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017**




Yang bertandatangan dibawah ini:

Nama Lengkap : Andy Sasongko
NPM : 12.1.01.08.0125
Telepon / HP : 081335723854
Alamat Surel (Email) : andysasongko92@gmail.com
Judul Artikel : The effect of using Graphic Organizer to teach writing skill on students' writing ability of the eighth grade of SMPN 1 PRAMBON in Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jalan K.H. Achmad Dahlan No.76 Kediri

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidak sesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 17 th , January 2017
Pembimbing I	Pembimbing II	Penulis,
		
<u>KHOIRIYAH, M.Pd.</u> NIDN. 0719017501	<u>SULISTYANI, M.Pd.</u> NIDN. 0701056803	<u>ANDY SASONGKO</u> NPM. 12.1.01.08.0125

THE EFFECT OF USING GRAPHIC ORGANIZER TO TEACH WRITING SKILL ON STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE OF SMPN 1 PRAMBON IN ACADEMIC YEAR 2016/2017

Andy Sasongko
12.1.01.08.0125

FKIP – Pendidikan Bahasa Inggris

andysasongko92@gmail.com

Khoiriyah, M.Pd. and Sulistyani, M.Pd.

English Education Department Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri

Abstract

The present research aims at investigating the effect of using Graphic Organizer to teach writing skill on students' writing ability. The method used in this research was quantitative research. Pre-Experimental design was carried out in the implementation of the method. This research took place at SMPN 1 Prambon. The subject of this research was the eighth grade students of SMPN 1 Prambon, especially at 8 D class which consists of 29 students. The instrument of this research were test. The test was used to measure the students' achievement in writing descriptive text before and after being taught by using graphic organizer strategy. The technique of data analysis which used was using T-test. The result shows analyzing of t-test that Graphic Organizer can help the students mostly in developing and organizing the idea into a good written text. It is proven by the result of t-score (20,09) is higher than t-table in the level of significant 5% (2,048). It means that Graphic Organizer strategy is proved give a very significant effect to the students' writing ability. Graphic organizers are credited to be tools that can guide students through the four stages of the writing process: prewriting, drafting, revising, and final writing.

Keywords: Writing Ability, Graphic Organizer.

A. Background

Writing is one of the skills that should be mastered by the students in learning English. It is categorized as productive skill, meaning that the students should produce texts in written form by **exploring ideas, arguments,**

and thought. Beside that, students are working on their language production, means that they should use all and any language at their disposal to achieve a communicative purpose rather than be restricted to specific practice points, According to Harmer (2004:68) we

need to spend some time building the writing habit that is making students feel comfortable as writers in English and so gaining their willing participation in more creative or extended activities. So, in this way, the students can improve the writing ability.

Process of writing as a classroom activity incorporates four basic writing stages such as planning, drafting, revising and editing. It is supported by Richard & Renandya (2002:304) who state that:

The process approach to teach writing, comprises four basic stages-planning, drafting, revising, and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating and post-writing. For each stage, suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skill.

All of the processes are connected to each other and continuous. With an interesting idea but not a good word choices and organization of the sentences will make the reader lose the meaning or even displeased to one's writing. In other word, what we write and how we write should be in good shaped of writing.

Viewed from teachers' monitor, the process of the students' writing activity causes a lot of problems in the students writing skill. Some of the errors may point to unfamiliarity with the language itself. The unfamiliarity with the language leads to errors in lexical and grammatical features. Another problem is closely related to the medium rather than the language such as problems of **organizing information, punctuation, and spelling** in writing.

To make the students good at writing, the teacher must have an appropriate strategy to teach writing. The teacher should also choose an appropriate strategy. There are many strategies to teach writing. One of them is graphic organizers which helps students organize their thoughts and apply thinking skills to the content in a more organized and ordered way. One key component of proficient writing is structure and organization. It is supported by Stamper (2006:5) that graphic organizers help students to connect prior knowledge to new information, integrate language and thinking in an organized format, increase comprehension and retention of text. Graphic organizers are also important and effective pedagogical

tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Meanwhile, Antonnaci, et al., (2011: 20) explain the advantages of using graphic organizer as follows 1) Helping to develop word knowledge, 2) Helping to activate students' prior knowledge, and 3) Helping to determine how much building knowledge is required.

Descriptive text itself is the text that tells about description of people, animal and things. A descriptive text usually uses the present tense. So, the students have to know it from writing in descriptive text. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels smells, tastes, and/or sounds.

The researcher intends to conduct experimental research to know the effect of using graphic organizer strategy on the eighth grade students' writing ability of descriptive text at SMP Negeri 1 Prambon. This is to acknowledge and encourage the improvements of students' writing ability through the process of writing. So, using graphic organizer strategy gives an opportunity to the students to build their creativity and to

communicate with their friends in group. Students can also pour their ideas with their friends. Graphic organizer can make the students interact with their friends, so students can write correctly and get the high score.

B. Research Method

The research approach that is used in this study is quantitative. According to Ary (2010:22) state that quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.

Ary (2010:302) adds that Experimental designs may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, true experimental, and quasi experimental designs. In this research, the writer uses pre-experimental design that has pre-test and post-test. So, in this research, the writer will give pre and post test to the students to know their writing ability and between them, it will be treatment. The class observed as a sample is second grade students in SMPN 1 Prambon academic year 2015/2016. Class 8 D was chosen as the object then, with total of 29

students contains of 14 boys and 15 girls.

In this research, the writer uses test. The test is in the form of written test about descriptive text. The type of test used by the researcher is essay because the students are asked to write paragraphs of descriptive text based on their favorite idol in pre-test, and about famous people in post-test. The test just one of the written form test. The form of the essay will be guided-writing because the teacher guided the students to do the task or activity. Beside test, here, the writer also uses scoring rubric as the instrument in obtaining the data. There is a scoring rubric for each student. It is used to know the score got by the students in the aspect of writing ideas, generic structure, and organization of idea, grammar, and mechanics. In this research, the writer uses scoring rubric of writing that described by Brown (2007).

C. Finding and Discussion

1. Finding

In this part, the writer will report the result from the score that had collect using T-test. This report will show about along process of pre-test, treatment and post-test as the last activity that had been done in SMP Negeri 1 Prambon in academic year

2016/2017. To analyze the T-test, the writer has to analyze the data of students' writing ability before being taught using graphic organizer and the data analysis of students' writing ability after being taught using graphic organizer strategy.

Based on the table analysis of pre-test and post-test score, the total score of pre-test is 1930 and the total score of post-test is 2410. From the pre-test, the writer found 66, 6 as the number of mean in pre-test, the highest score is 80 and the lower score is 55. From the post-test, the writer found 83, 2 as the number of mean in post-test, the highest score is 95 and the lower score is 70. So, the mean score of post-test is higher than the mean of pre-test. The minimum of D (total scoring of pre-test and post-test) is 5, and the maximum D is 25. The total score of D is 480 and the final result of D^2 is 8500.

After knowing the average score between pre-test and post-test, the researcher test the hypotheses. The result can be seen from the table differences level of significance from T-table and T-score.

The result of calculating the value of T-test and degree of freedom (db) is:

$$db = (N-1) = (29-1) = 28$$

Table of t-test based on level of significance 5% and 1%

Db(N-1)	t-score	t-table	
		5%	1%
28	8.596	2,704	2.423

Based on the data on the table above, the result of db is 33, T-table at the degree of significance 1% = 2, 763 and the degree of significance 5% = 2, 048. It can be concluded that the appropriate option is t-score (20, 09) \geq t-table degree of significance 5% (2, 048). So, the result is significance and H_0 is rejected. It means that there is very significant effect of using graphic organizer strategy on the students' writing ability. In other words, graphic organizer is effective to be used in teach writing.

2. Discussion

Based on the result of hypothesis testing, it showed that the effect of using graphic organizer in teaching writing skills can effect students' writing ability of the eighth grade at SMP Negeri 1 Prambon in academic year 2016/2017. It can be seen that the result of t-score (20,09) is higher than t-table in the level of significant 5% (2,048) and the null

hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is very significant effect of using graphic organizer strategy on the students' writing ability.

In other words, graphic organizer is effective to be used in teach writing. It can be seen that at the first time the students get difficulties in determining topic, creating main idea, creating outline and developing it into text. Beside that they are difficult in exploring ideas, putting punctuation in right way, and spelling in writing. After giving treatment by using graphic organizer strategy, students can easily create main idea, create outline and develop it into text. In other words, Graphic organizer can help the students create outline to produce descriptive text easily. It is supported by Stamper (2006:5) that graphic organizers help students to connect prior knowledge to new information, integrate language and thinking in an organized format, increase comprehension and retention of text. Graphic organizers are also important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.

Moreover, the result of this research is in line with Tayib' study

(2015) entitle “The Effect of Using Graphic Organizers on Writing” and the result shows that t-score (68,88) is higher than t-table in the level of significant 5% (2,064). This finding clearly indicates that students' writing was influenced by using graphic organizer. In short, it can be stated that using *graphic organizer* was effective and useful. This strategy makes students have positive progress in writing ability.

In short, there is significant difference between students' students' writing ability of descriptive text at eighth grade of SMP Negeri 1 Prambon in academic year 2016/2017 before they are being taught using graphic organizer and after being taught by graphic organizer. The students who were taught using graphic organizer could receive the material easier and more enjoyable than the students who were taught without it.

D. Conclusion and Suggestion

1. Conclusion

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Graphic organizer

strategy is really appropriate to influence students' writing ability thus because the students are interested in the material that is given by the teacher and also it can make the students have good motivation in studying English especially in writing skill. By giving the strategy, students will not get bored easily and they will concentrate while writing and try to understand the material deeply and easily. The use of Graphic Organizer Strategy to teach writing could influence students writing ability. They could write easily because they did writing of descriptive text by organizing the main topic and the supporting detail. This strategy make students had positive progress in writing ability.

2. Suggestion

Based on the result of the research, the writer tries to give some suggestions in teaching writing to the SMP Negeri 1 Prambon:

1. The teacher

By implementing Graphic Organizer Strategy, teacher should give guiding and facilitating to the students when they got some problems in process of writing. Beside that, teacher should make the students more interested of using Graphic Organizer Strategy. So,

the teacher should clearly explain the material and makes the student more easily to understanding the material by using Graphic Organizer Strategy.

2. The students

Students should improve their skill in many way, they could more innovative by using Graphic Organizer Strategy. Besides that, student should more be practicing to write and developing their writing skills by using this strategies.

REFERENCES

Ary, Donal. 2010. *Introduction to Research in Education (8th edition)*. Wadsworth: Nelson Education, Ltd.

Brown, H Douglas. 2001. *Teaching by Principles: an Interactive approach to language Pedagogy (2nd edition)*. New York: Addison Wesley Longman.

Creswell, John W. 2012. *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th edition)*. Wadsworth: Nelson Education, Ltd.

DiCecco, V.M., & Gleason, M.M. (2002). Using graphic organizers to attain relational knowledge from expository text. *Journal of Learning Disabilities*, 35, 306-321.

Ellis, Edwin. 2004. *What's the big deal with Graphic Organizers?*. (online). Available at http://www.Graphic_organizers.Org. Downloaded on May 12th 2016

Ellis, E., & Howard, P. (2005). Graphic organizers: Power tools for teaching students

with learning disabilities. *Graphic Organizers and Learning Disabilities 1*, 1-5.

Harmer, Jeremy. 2001. *The Practice of English Language teaching* (third edition), completely Revised and Updated. Longman: Pearson education Limited 2001

Harmer, Jeremy. 1998. *How to Teach English*. England: Pearson education Limited

Lancaster, Katie. 2013. *Using Graphic Organizers to Teach Writing*. Thesis. Unpublished. Eastern Illinois University

Merkley, D. M., & Jefferies, D. (2000). Guidelines for implementing a graphic organizer. *Reading Teacher*, 54(4), 350.

Mcknight, Katherine S. 2010. *The teacher's Big Book of Graphic Organizers*. San Fransisco: Jossey-Bass

Nunan, David. 1991. *Language Teaching Methodology*. New York: Prentice Hall

Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill Education