

ARTICLE

**THE EFFECT OF GRAPHIC ORGANIZERS ON STUDENTS' WRITING
ABILITY AT SMK PAWYATAN DAHA 1 KEDIRI IN THE ACADEMIC
YEAR 2018/2019**



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THE EFFECT OF GRAPHIC ORGANIZERS ON STUDENTS' WRITING ABILITY AT SMK PAWYATAN DAHA 1 KEDIRI IN THE ACADEMIC YEAR 2018/2019

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ABSTRACT

Getting ideas, organizing and developing those ideas into a unity and coherent text become problems that cause most of students cannot produce their own text maximally. Moreover, the students should notice the aspects of writing, such as; content, organization, vocabulary, language use and mechanics. Graphic Organizers can be used as one of strategies to solve the students' problems in writing. Thus, the students are able to create their own writing well. Graphic Organizers are visual template which can help the students to stimulate, organize and develop their ideas concerning with the topic of writing easily. Therefore, the aim of this research is to find out the effect of Graphic Organizers on students' writing ability at SMK Pawyatan Daha 1 Kediri in the Academic Year 2018/2019. This research was quantitative research used one-group pretest-posttest pre-experimental design. The population of this research was 400 students of the tenth grade students while the sample of this research is 43 students of AKL (accounting) 1 class. The research data was analyzed by using Paired-Sample T-test. The result of data analysis shows that the mean score of post-test (76.564) is higher than pre-test (35.6410) and $t\text{-test} (29.403) > t\text{-table} (2,021)$. Thus, the H_a is accepted and the H_o is rejected. Moreover, it shows that the significant value $(0,00) < (0,05)$ 5% significant degree. Hence, it can be concluded that using Graphic Organizers in teaching writing gives significant effect towards the students' writing ability. It enhances the students' ability in the aspect of organization, language use, content and vocabulary significantly. The aspect of mechanics also increased but it is lower than the other aspects.

KEYWORDS : *Writing, Teaching Writing, Graphic Organizers (GO)*

I. INTRODUCTION

Writing is an activity produces a written text as its product. Writing is a written product of thinking, drafting and revising require specialized skills, such as generating ideas, organizing the ideas coherently, using discourse markers and rhetorical conventions, revising text for clear meaning, editing text for correct sentence structure and also producing a final product, Brown (2001: 335). It means

that in producing a written text, some specialized skills are required.

Moreover, there are some processes should be done to produce a product of writing. It is in line with Sundem (2006: 42), who states that process of writing consists of five stages, such as; prewriting, drafting, revising, editing and publishing. Writing is started by prewriting stage, where in this stage the students should be able to get ideas about the topic will be

written. This stage is one of crucial stage in which the result of this stage will be develop in the drafting stage becomes their first draft of writing. Thus, it will establish the final product of writing.

Meanwhile, to produce a good written text during writing process, some aspects of writing should be noticed by students. According to Jacob et al. (1981) in Weigle (2002: 115), a product of writing will be evaluated based on five aspects of writing, for instance; content, organization, vocabulary, language use, and mechanics. Thus, the students should pay attention to these aspects so that they are able to produce a good written text as their product of writing.

Furthermore, most of students argue that writing is the hardest skill among other skills in learning language. It is supported by Richard and Renandya (2002: 303), who state that what writing is The hardest skill to be mastered because the skills required in writing is highly complex in which those skills divided into two levels; lower and higher levels. Spelling, punctuation, word choice and sentence structures include in lower level of writing skill than planning and organizing, such as; coming up the ideas, organizing those ideas into written text and also translating these ideas to develop them into readable text include in higher level of

skill. Furthermore, the researcher found some students' problems in writing when she carried out observation at SMK Pawyatan Daha 1 Kediri. First, most of students needed a lot of time to get ideas about the topic that would be described however in the end of writing process they produce few sentences as their final product of writing. Second, they did not know how to arrange these ideas in good sequence even when they got much ideas in their mind they confused which one put it in the first and next. Another problem is during process of writing the students got stuck when they had to develop their ideas into a text because of limited ideas.

In other side, teaching writing is training the students to write. Thus, they are able to write their own text by themselves. Based on the law of education and culture minister (PERMENDIKBUD) No.24 year 2016 about English main competence (known as Kompetensi Inti or KI) and Basic Competence (known as Kompetensi Dasar or KD) in basic and middle education of curriculum 2013, especially writing in the tenth grade at the first semester, the basic competence of point 4.4.2 is: "*Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks,*

dan unsur kebahasaan, secara benar dan sesuai konteks.” In other words, the objective of teaching writing in high school is enabling the students to write their own simple descriptive text about tourist attractions or historical places by concerning with the social function of the text, its text structure, language features used in it and the context.

Hence, to achieve the objective of teaching writing, the teacher should find a solution to solve the students' problems in writing. One of strategies that can be used by the teacher to solve the students' problems in writing, particularly in prewriting and drafting stage is using Graphic Organizer. Bromley, Irwin-Devitis, and Modlo (1999: 6) in Susanti (2018) explained that Graphic Organizer is knowledge visual representation organizing information by arranging important aspects of a concept or topic into a pattern using labels. It is in line with Longhi (2006: 5), who says: “A Graphic Organizer is a visual and graphic representation of relationship among ideas and concept.” It means that Graphic Organizer is visual template used to represent the students' concept or ideas about the topic of writing includes visual images and words on it.

There are four basic types of Graphic Organizer. Bromley et al. (1999: 8) in

Susanti (2018) and Longhi (2006: 5-6) mentioned that Conceptual Organizer, Hierarchical Organizer, Cyclical Organizer and Sequential Organizer are basic types of Graphic Organizer. Conceptual Organizer is a type of Graphic Organizer consisting of a main topic with several facts, evidences or characteristics that support it, such as Webs, Maps and Central Organizer. Hierarchical Organizer is a type of Graphic Organizer which is started with a main topic then supports a number of ranks or level below, for instance; Hierarchical Organizer and Main Ideas Pyramid Templates. Cyclical Organizer is a type of Graphic Organizer describing series of events which is without beginning and ending. It is circular and continuous, for example; Circle Organizer. Sequential Organizer is a type of Graphic Organizer which organize events in chronologically order, such as; the Chain of Events, and the Plot Diagram.

The use of Graphic Organizer in teaching writing gives some advantages to the students. It helps the students to get the ideas about the topic of writing in the prewriting stage. It is supported by Longhi (2006: 5), who states that Graphic Organizers can help the students to process and collect their ideas. Besides that, it helps the students to organize their ideas and also develop those ideas into a text. It

is strengthened by Ellis in Longhi (2006: 5), who mentioned that the use of Graphic Organizers in teaching writing can help the students to organize their writing. Guastello (2000) in Longhi (2006: 5) also explained that Graphic Organizers can help the students to link their prior knowledge to new information. Bromley et al. (1999: 9) convey that using Graphic Organizer in teaching learning process is able to help the students actively involved in their learning. It means the use of Graphic Organizers in teaching writing does not only help the students to stimulate the students' brain to get the ideas about the topic and organize them, but also help them to stimulate their brain to connect their background knowledge or previous experience about the topic thus they are able to develop their ideas into text. Besides, the students will be active in learning process, particularly in the process of writing.

In addition, there are many researches that have been conducted about the use of Graphic Organizers in teaching writing. Herdi, Yasin and Syarif (2014), Tayib (2015) found out that the use of Graphic Organizers in teaching writing gave significant effects to the students' writing ability. It means that the use of Graphic Organizers is able to enhance the students' ability in writing. Besides that, Herdi et al

(2014) and Tayib (2015) also found out that Graphic Organizers gave positive effects towards students' attitude in writing. Meanwhile, Kristanti (2016) found out that Graphic Organizer is the effective way to teach writing and to enhance the students' writing skill.

Based on the explanation above, the researcher conducted the research entitled, "The Effect of Graphic Organizers on Students' Writing Ability at SMK Pawyatan Daha 1 Kediri in the Academic Year 2018/2019". This research was conducted to find out the students' writing ability before and after being taught using Graphic Organizers and to describe the effect of Graphic Organizer towards the tenth grade students' writing ability. Because the researcher believes that the use of Graphic Organizers; Conceptual Organizers (Idea Web) and Hierarchical Organizers (Outline Notes) in teaching writing, especially in prewriting and drafting stage are able to enhance the students' ability in writing.

II. METHOD

This research approach was quantitative which is used in experimental research. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 37), quantitative research is defined as an approach of research that uses objective measurement to gather numeric data in

which that data will be used to answer questions or test predetermined hypothesis. It means that the data of quantitative research that used to answer the problems formulation and examine the hypothesis is in the form of numeric data that will be analyzed statistically. Meanwhile, the research design used by the researcher was pre-experimental design, particularly one group pretest-posttest design. The researcher used a single group to be given pretest, treatments and also post test. It is strengthened by Cresswell (2003: 168), who states that in one group pretest-posttest pre-experimental design pretest followed by treatment and post-test for a single group. Independent variable of this research is Graphic Organizers while its dependent variable is students' writing ability.

This research carried out at SMK Pawyatan Daha 1 Kediri on August 2018. The population of this research is the tenth students' consisting of 400 students and the sample of this research is AKL 1(accounting) which consists of 44 students. However, 5 of these students did not join the test.

To find out the students' writing ability before and after given treatments, the researcher gave pre-test and post-test in form of writing test, especially descriptive text. The students asked to choose one of

topic provided in their worksheet then describe it into 5 paragraphs (an identification, 3 descriptions, and a conclusion) about 20 sentences based on the generic structure of descriptive text in 45 minutes. Next, their product of writing was evaluated based on the aspects of writing, such as; content, organization, vocabulary, language use and mechanics.

To know whether Graphic Organizers give significant effect towards students' writing ability of the tenth grade students' at SMK Pawyatan Daha 1 Kediri or not, the data of this research was analyzed by using paired sample t-test on the application of SPSS version 2.3.

III. RESULT AND DISCUSSION

The standard score of English in SMK Pawyatan Daha 1 Kediri is 70. However, based on the result of pre-test, all of the students was failed to pass the test in pre-test. Moreover, the result of pre-test also pointed out that the students' main score of pre-test is 35.64. The lowest score is 20 and the highest score is 52. Meanwhile, the mean score of all writing aspects is low in which content (2), organization (1), vocabulary (2), language use (2) and mechanics (2). The result of pre-test indicates that the students' writing ability before being taught using Graphic Organizers is low.

Instead, the students' mean score in post-test is 76.66. Furthermore, mean score of all writing aspects increased; content (4), organization (5), vocabulary (4), language use (5) and mechanics (3). The lowest score in post-test is 60 and the highest score is 88. However, most of the students did the test well. Thus, almost all of students passed the test although there are six students who did not pass the test in post-test. It means that the students' writing score in post-test is higher than in pre-test. Thus, it indicates that the students' writing ability after being taught using Graphic Organizers increased.

Furthermore, the data of the research was analyzed by using paired sample T-test, it shows that t-test (29.403) is higher than t-table (2.021). It is also showed that the significant value (0.000) is lower 0.05. In other words, it indicates that Graphic Organizers give significant effects to the students' writing ability. This research result support the previous researches were conducted by Herdi et al. (2014) and Tayib (2015). It also supports Kristanti (2016), who stated that the use Graphic Organizers in teaching writing was effective to help the students to write.

Besides that, the mean score of content and vocabulary aspect increased which is from 2 in pre-test to 4 in post-test. The mean score of organization aspect

showed highest improvement which is from 1 (pre-test) to 5 (post-test). The mains score of language use enhanced which is from 2 to 5 in post-test. The mean score of mechanics aspect also showed the improvement although it was lowest improvement which is from 2 in pre-test to 3 in post-test. Indeed, it indicates that after getting the treatments, all of the writing aspects o the students improved. However, the strongest improvement is organization aspect. This research result strengthens the research result of Tayib (2015) but it is different with Herdi et al. (2014) and Kristanti (2016). Herdi et al. (2014) found that the strongest improvement is aspect of content while Kristanti (2016) found that the strongest one is organization and content aspect. Meanwhile, the lowest improvement of this research is the aspect of mechanic. It is different with Herdi et al. (2014), who conveyed that the lowest improvement is the aspect of language use but it supports the research finding found by Tayib (2015) and Kristanti (2016).

In addition, the researcher found that the students did not spend too much time to think the ideas about the topic of writing in the beginning of writing and they were able to produce more sentences after being taught using Graphic Organizers. They were also capable to organize those sentences into well-organized text.

Besides, they were actively involved in the process of writing. Thus, this research findings support the theories about Graphic Organizers stated by some experts, such as; Bromley et al. (1999), Ellis in Longhi (2006), Guestello in Longhi (2006), and Longhi (2006).

IV. CONCLUSION

After analyzing the data of the research, the researcher concludes some findings. First, the students' writing ability was very low before being taught using Graphic Organizer in which none of the students are able to pass the pre-test and all of them got score under 60. Second, the students' ability in writing improved in which the students' mean score of post-test is higher than pre-test. Moreover, all of the students' writing aspects increased. Third, the use of Graphic Organizers in teaching writing gave significant effects to writing ability of the students. The most effect is the aspect of organization, content, vocabulary and language use. The mechanics aspect also increased however not as significant as the others. Other findings are the students' ability in getting, organizing and developing ideas depends on the keywords or subtopics that provided by the researcher with numbering system.

From the research findings above, the researcher gives some suggestions to

the students, the teachers, and other researchers. She suggests for the students to learn more about the aspect of mechanics by themselves in the outside of English class and they should bring dictionary. The students should be more focus and listen carefully to the teachers when they give explanation, examples or instruction so that they are able to do the exercise without any doubt and confusion. The students also should be brave to ask to the teachers when they are confused or do not understand. Next, she suggests to the teachers, they should choose appropriate type of Graphic Organizer based on the material even its generic structure and provide the topics related with the students' real world or familiar with them. The teachers should not give the students too much activity in the one meeting and apply all of writing stages in one meeting. The teachers should give the students clear instruction and they should train the students to create their own subtopics or keywords relate with the topic. The teachers should provide example concerning with how to use Graphic Organizers and also how to do each exercise in the first meeting. The teachers should teach the aspect of mechanics as well the other aspects. Instead, the teachers should give material or exercise based on the students' need, particularly when the

teachers teach in vocational high school. Meanwhile, for the other researchers, the researcher suggests to conduct research about the use of Graphic Organizers to teach other skills, such as reading and vocabulary.

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