

THE USE OF GRAPHIC ORGANIZERS TO IMPROVE STUDENTS' WRITING SKILL OF JUNIOR HIGH SCHOOL

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Abstract

The objectives of this research are (1) to find out whether Graphic Organizers can improve writing skill of Eight Grade students of SMP N 4 Sukoharjo in 2017/ 2018 Academic Year (2) to find out how is the class condition when Graphic Organizers is implemented in writing class at Eight Grade of SMP N 4 Sukoharjo in 2017/2018 Academic Year. This researcher held from January 2017 to January 2018. In this research, the researcher conducted two cycles. Each cycle consisted of two meetings and one posttest. Each cycle had four steps: planning, action, observation, and reflection. In collecting the data, the researcher used observation, interview, document, and test. In analyzing the data, the researcher used quantitative and qualitative data analysis. The researcher conducted pre-test, post-test 1 and post-test 2 to get raw data. After the researcher had the data, the researcher calculated the mean score from the pretest, post test1 and posttest 2. The researcher also calculated t-value using t-test. The result of this research shows that there was improvement in students' writing skill. Based on the mean score of the students in pre-test was 19,34, meanwhile in the post-test I of cycle I, it increased to 60,5. In the post-test II of cycle II the value had increased to average value 72,9. Besides, the class condition was better where the students' enthusiasm was increased to learn English. The students were able to transform their idea into written form using graphic organizers. Based on the result above, it can be concluded that (1) Graphic Organizers strategy can improve students' writing skill in class VIII G of SMP Negeri 4 Sukoharjo in 2017/2018 Academic Year and (2) class condition was better after the implementation of Graphic Organizers strategy. Graphic Organizers strategy can be new way in teaching learning to improve students' writing skill.

KEYWORDS: Writing Skill, Graphic Organizers Strategy, Classroom Action Research

INTRODUCTION

People can get any information from spoken and written language. Every people need to develop their spoken and written skill to get the information or to give the information. People can learn and develop those skills through formal or non-informal school. In Indonesia, based on syllabus in curriculum KTSP, the basic competence of writing skill is *“Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.”* It can be said that students should be able to interact using written language Bryne in Herdi et. al. (2014), defines “writing is one of the language skills, which is used for medium of communication, especially in direct communication”. As a second language learner, writing is one of the most significant in learning language.

In preliminary study at SMP Negeri 4 Sukoharjo, there were some problems appeared that influence

students’ writing performance. The students did not want to come in front of the class to share their ideas; the students could not write correctly and most of them did not understand how to start writing at the beginning. The problem also came from the teaching learning process, the class situation was not appropriate during the lesson, such as the students lack of motivation to write so that the students and the class was too noisy because the students talked each other instead of paying attention to the teacher.

As a result, the students have difficulty to achieve the minimum passing grade of English lesson which is 70. To resolve the problems, the researcher used Graphic Organizers by Bromley (1999:6). He states that GO is visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using label. GO strategy can help students to make a good topic sentence, supporting idea, supporting details, and concluding sentence, so that

students can write well and readers can understand the idea.

RESEARCH METHOD

This research was held at SMP N 4 Sukoharjo. It is located on Jl. Slamet Riyadi, Begajahan, Sukoharjo. The researcher conducted the research in Eight Grade of Class G which consisted 32 students. The research was conducted from August until December 2017. The method used in this research was classroom action research. According to Geoffrey Mills in Henning (2009), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. There were four phases in this research as follow: planning, implementing, observing and reflecting. The research was conducted in two cycles. The data were collected through test and non-test. In collecting the data, the study used essay test in

pre-test, post-test 1 and post-test 2. To collect non-test data, the study used interview, observation and documentation. To analyze the data, this study used t-test.

RESULTS

At the beginning, the students did the pre-test before *Graphic Organizers (GO)* implemented to measure basic students' skill on writing skill. As result, the mean score of pre-test was 19.34. Before implementing the action, the researcher created the plan like making lesson plan, exercises, power point, and student's worksheet. After the plan created, the first meeting was held on September 7th 2017. The class began at 07.00 am until 08.20 am. In main activity, the students were asked about their own experience in writing a text. After that, the students were taught about simple past tense to know the pattern of simple past tense. The students learnt about the use of punctuation, especially for comma and full-stop. After that the students did the task by completing paragraph with the punctuation. The students also

learnt about parallel structure. The students were asked to be able to create parallel structure in recount text. The last activity was completing the blank paragraph. The students were asked to put the correct vocabulary to complete the text. In closing activity, the students gave feed back about what have been learnt that day. In the second meeting which was held on 14th September 2017, the class began at 07.00 am until 08.20 am. In the opening activity, the students were asked about what they had been learnt in the previous meeting. In main activity, the students learnt about recount text using graphic organizers. The students were asked to identify the generic structure, the language features of recount text by looking at the graphic organizers. After that, the students learnt about parallel structure. At the end, the students were given a task to create 10 parallel structure.

After conducting two meeting in first cycle, the students did the post-test 1 to create recount text. The post-test 1 was held on September 21st

2017. The result of the post-test 1 was very low. The problems faced by the students were the students were difficult to use precise grammar, the students were not aware in putting punctuation and the students were difficult to choose the vocabulary. After the action was done, it can be concluded that the students were still confused in analyzing the material using graphic organizers, but in the second meeting, the students more understand in analyzing the material. After observing phase was done, there were some reflecting from the cycle 1, Based on the meeting, It can be concluded that the strength from the cycle on was student were active in doing the task and analyzing the material, the mean score of the post-test 1 was higher that the mean score of the pre-test. The weaknesses from the cycle 1 were some of the students were still noisy in the class, the students were difficult to use punctuation and to choose precise vocabulary.

After conducting the cycle 1, revising the plan was created to improve the result of the cycle 1. In this cycle, the research added vocabulary slide and word web to make the students more understand about the type of words. The plan created in cycle 2 was like lesson plan and students' worksheet. After revising the plan was completed, the first meeting of cycle was conducted on November 28th 2017. In the opening activity, the students were asked to find some adjectives related with picture of Borobudur Temple. After that, the students learnt about punctuation did the task to complete the blank text. After that, the students worked in group and did the task using vocabulary slide. Then, the students worked in submitted the task.

The second meeting was held on November 29th 2017. In the opening activity, the students were asked about the things that might be able in camping ground. After that, the students worked in group and did the task using word web. At the end of the

lesson, the student did the summary of today's lesson. Post-test 2 was held on December 01st 2017. The students were asked to did the essay test by creating recount text. The result of post-test 2 was higher than the result of post -test 1. It can be concluded, that, In the first meeting, the students' motivation was high and the condition of the teaching learning process was conducive. In the second meeting, the result of mean score in post test 2 was higher and passed the passing grade of English lesson.

In learning process, the students were more enthusiast. The class condition was conducive. The students were able to use precise grammar, to choose correct grammar and be more aware in using punctuation. To reflect the action, it can be concluded the strength of the cycle 2. The students were able to choose the suitable word in writing a text and they also could put the punctuation in proper place. The students actively participated in teaching learning process. Beside that

the weakness was some students were still noisy in the class.

DISCUSSION

The improvement of mean score of the test can be seen from the table below:

Pre-test	Post-test 1	Post-test 2
19,3	60,5	72,9

t-Value of Cycle 1	t-Value of Cycle 2
12,96	7,84

The table shows that the students' writing skill was improved gradually by using graphic organizer (GO) strategy. This strategy was suitable for teaching learning writing. From the result of students' mean score, it can be concluded that t-test is used to compare the significance of teaching writing skill with $df = n-1 = 31$. In t-table values, significance 5% was 2.069 and significance 1% was 2.807. The result from pre-test and posttest 1 was significance which $2.069 < 6.35 > 2.807$. It can be concluded that there was significance

difference from pre-test score and post-test 1. Then the result of analysis by using t-test between post-test 1 and post-test 2 was 7,84. Then t-test result between post-test 1 and post-test 2 were higher which were $2.069 < 7,84 > 2.807$. A significance improvement between post-test 1 and post-test 2 could be seen clearly from that. In addition, the findings of teaching and learning process showed that there was a change of classroom situation before and after GO strategy was implemented. The class condition was better. The class was more active because the students received the material visually so that the students could be more focus in teaching learning process. The class condition was helped by graphic organizers (GO) strategy that makes the students be more critical in receiving the material. In receiving the task, the students were asked to do the assignment in group or in pair. The task given made the student to categorize important things.

CONCLUSION

The use of graphic organizers can improve students' writing skill. graphic organizers (GO) strategy makes the students be more critical in receiving the material. In receiving the task, the students were asked to do the assignment in group or in pair. The task given made the student to categorize important things. This statement was supported by Bromley (1999:6), graphic organizer is visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using label. It can be concluded that Graphic Organizer made the teaching learning process was more effective. The use of graphic organizers can make the class condition more suitable for teaching learning process. Graphic organizers provide visual representation that can make the students analyze and interpret the information graphically,

so that the class become more alive because the students focus and work visually

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