# The Effectiveness of Graphic Organizer
# As A Media in Teaching Students' Writing Project

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## ABSTRACT

A Graphic Organizer (GO) is quite a creative media expresses the text concepts. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts. Graphic organizers display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizers often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. The implementation of Graphic Organizer is aimed at increasing the students' ability in writing narrative text for grade ninth at SMPN 1 Merlung. The previous learning used students' task learning as method in learning writing which unmatched with the needs of students in facing challenging of writing text. The research was conducted to the ninth graders of SMPN 1 Merlung with total 62 students by giving treatment in control and experimental group. The data were the students' writing in the pre-test and post-test.

To count the data, the researcher used t-test and SPSS. Based on the counting, it was found that the value of t-test at the degree of freedom 60 and the level of significance 0.05 was 7.012 which is value of t-test is higher than value of t-table (7.012> 2.000). It means that the Null Hypothesis is rejected and the alternative hypothesis is accepted. Thus, it proved that there is effect of using graphic organizer on students' writing project. Since the graphic organizer media had significant effect to the students' writing abilities, so this media can be used as one of the alternative technique for English teacher in teaching writing narrative text.

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**Introduction**

Writing is an important skill in English besides listening, speaking, and reading that should be learned by the students at junior high school. Writing skill as one of skills that needs to be improved and practiced. Through writing the students can express their ideas and thoughts into written form. The ability of the teachers in motivating and encouraging the students to be familiar and do more practice in writing are very needed in enhance their writing skill. Methodology in Language Teaching are four steps of basic writing, they are; planning, drafting, revising, and editing (Richards, 2002).

Planning (pre-writing) is a learning process in the classroom that enhances students' writing skill. It helps thoughts to grow well. The learning experiences include group brainstorming, clustering, rapid free writing, Wh-questions. Some difficult things in writing activity, as giving an easy brainstorm, identify the idea, or how to organize the idea and the concept, are some ways of writing process which is encourage us as the teacher to design it well for the students.

According to curriculum 2013, there are six genres that are taught to the students in junior high school; descriptive, narrative, report, recount, procedure, and spoof. All genres have different social functions, generic structures, and lexicon grammatical features. For the ninth grade students, one of the texts that they learn is narrative text which belongs to story genres in which its function is to entertain readers and to tell stories. However, in fact, many of students could not write the narrative text well. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation.

Some difficult things in writing process, such as giving an easy brainstorm, identify the idea, or how to organize the idea and the concept, are some ways of writing process which is encourage us as the teacher to design it well for the students. When the teachers ask them to do the materials for the writing project, they usually stuck in the traditional way of teacher's textbook. The students are difficult to understand the text pattern, the idea by using the vocabularies and the concept of how to make the whole ideas to be more sense from explicit or implicit ideas. They are faced of the conclusive question of the core implication from the text or the content. The students also faced the fact of some challenges in comprehending and organizing information from the text.

Referring to some challenges students faced above, this is where the graphic organizer comes to solve the problems be used by the teacher to teach narrative text. A Graphic Organizer (GO) is quite a creative media expresses the text concepts. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts. Graphic organizers display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizers often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. According to Hall (2002:1) Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. Graphic organizers provide a framework for students to connect existing knowledge to new information. Graphic organizer was chosen as the method to teach narrative text because it was expected can improve students' ability in understanding of writing the narrative text. Based on the explanation above, the researcher was interested in doing research on teaching writing narrative text by using graphic organizer.

The purpose of the research is to find out whether there is any effect of using graphic organizer as a media in teaching students' writing project at SMPN 1 Merlung. This research focused on applying graphic organizer media on teaching writing for ninth graders at SMPN 1 Merlung. The text used in this research was narrative text. The aspects of writing which assessed by the researcher were content, organization, vocabulary, language use, and mechanics of the text.

**Literature Review**
**The Definition of Writing**

Writing is language skill that needs more attention in learning process because writing is related to the ability of expressing feeling, information and ideas in correct and appropriate wording. According to Heaton (1990:127), writing is not only constructing words to become sentences but it is one's ability to master the complete components and aspects in writing such as language use, grammar, structure, chosen words, style, spelling, punctuation, treatment of content and judgment skill. In this research, the term of writing is concerned with an ongoing personal creative art which becomes one's ability to master the complete components and aspects in writing.

**The Purpose of Writing**

Harmer (2007: 330) divides the writing into two purposes, writing-for-learning and writing-for writing. The first term is a kind of writing which teachers do to help students learn language or to test the students. When students write the writing assignment from the teacher, teachers' aim is not to train the students to write but rather to help them remember the lesson material. While the term 'writing-to-writing" is when the teachers build the students' writing skills as opposed to building their writing habits or getting them to write for language practice.

Moreover, O'malley (1996:137) states that there are at least three purposes of writing, namely informative writing, expressive writing/ narrative writing, and persuasive writing. Firstly, writers use expository or information writing to share knowledge and give information, directions, or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing could include a biography about a well-known person or someone from the writer's life. Secondly is expressive/ narrative writing is a personal or imaginative expression in which the writer produces stories or essay. This type of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. This type of writing is often used for entertainment, pleasure, discovery, or simply, as "fun" writing and can include poems and short plays. Lastly is persuasive writing, in persuasive writing writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts and examples the writer uses to support the view expressed.

In this research, the term of writing is concerned to the second concept of Harmer (2007:330) that is "writing-to-writing". The students not only remember the lesson material but students should train themselves to write the ideas and expressing their feeling.

**The Steps of Writing**

According to Oshima (2007:16-20), there are four steps in the process of writing. They are pre-writing, organizing, writing, and polishing.

a. Prewriting

Prewriting is a way to get the ideas. In this step, students choose a topic and brainstorm to explain the topic. The purpose of prewriting is to make the students easier to explore and communicate the ideas before starting to write.

b.  Organizing

The next step in writing process is to organize the ideas into a simple outline. In the second step, the students write name of the topic and the main ideas. Then students have to decide which ideas will be put in the first, second, third and so on.

c.  Writing

Writing is the stage where students get the ideas down on paper. The students write a rough draft using the outline as a guide and then write a rough draft as quickly as they can without considering about grammar, spelling and punctuation. In this step students just write down the ideas and then about the errors will be fixed later.

d.  Polishing (Revising and Editing)

This step is also called revising and editing. In this step, the writer will polish what they have written in two steps: attack the big issues of the content and organization (revising), and then work on the smaller issues of grammar, punctuation, spelling, and mechanics (editing).

**Teacher's Role in Teaching Writing**

Harmer (2007:330) argues about teachers' role in teaching writing, the ones that are especially important are as follows:

1.  **Motivator**: one of teachers' principle roles in writing tasks will be to motivate the students, creating the right condition for the generation ideas, persuading them of the usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit.

2.  **Resource**: especially during more extended writing tasks, teacher should be ready to supply information and language when necessary.

3.  **Feedback provider**: giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written.

In conclusion, the teacher has very important role in teaching writing. The teacher is not only as the teacher who teaching writing but also she / he is as motivator, resource and feedback provider.

**Text Genres**

Pardiyono (2012 : 2), genre is a type of text which has a function as a frame of refference that  the text can be created effectively : effective in purpose, text element, and the structure.  Moreover Pardiyono (2012 : 3)  says that types of the texts are follows : 1. Descriptive, 2. Report, 3. Explanation, 4. Exposition, 5. Discussion, 6. Procedure, 7. Review. 9. Recount. 10. Spoof, 11. Anecdote,12. News item. Meanwhile Anderson (2003) says that, there are four type of the text , those are: 1. Narration, 2. Argumentation, 3. Exposition, 4. Descriptive.

Narrative text is an imaginative story to entertain people. Generic Structure of Narrative Text: Orientation: It is about the opening paragraph where the characters of the story are introduced. (person, time, and place); Complication: where the problems in the story developed; Resolution: where the problems in the story is solved.

**The Definition of Graphic Organizer**

According to Hall (2002: 1), a graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.  Then, graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, DeVitis & Modlo, 1999). Their main function is to help present information in concise ways that highlight the organization and relationships of concepts. Graphic organizer is almost similar with mind mapping because mind mapping is also included in graphic organizer. However, the graphic organizer is more complete than mind mapping. It gives more specific concept of organizing in writing.

**Types of Graphic Organizer**

According to Bromley, DeVitis & Modlo (1999). The following examples are merely a sampling of the different types and uses of graphic organizers

a. **Descriptive or Thematic Map** works well for mapping generic information, but particularly well for mapping hierarchical relationships.



Descriptive or Thematic Map
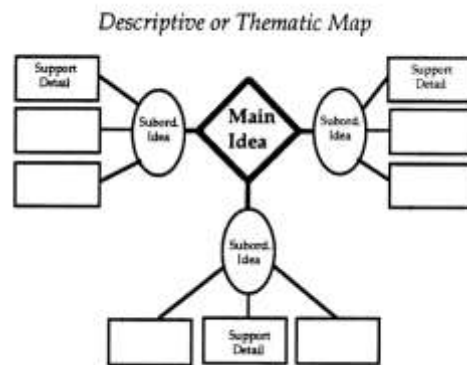
b. Organizing a hierarchical set of information, reflecting superordinate or subordinate elements, is made easier by constructing a **Network Tree.**



Network Tree
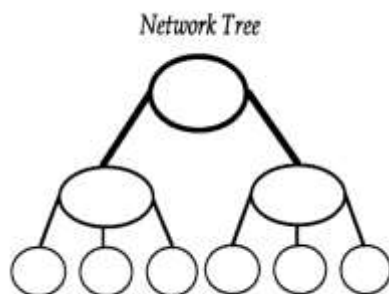
c. When the information relating to a main idea or theme does not fit into a hierarchy, a **Spider Map** can help with organization.



Spider Map
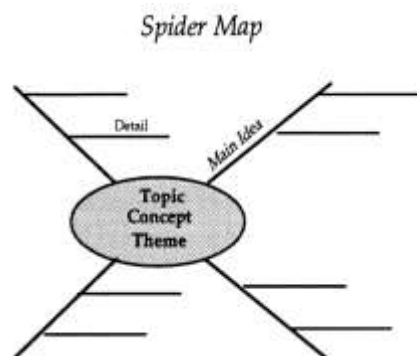
d.  When information contains cause and effect problems and solutions, a **Problem and Solution Map** can be useful for organizing



Problem and Solution Map
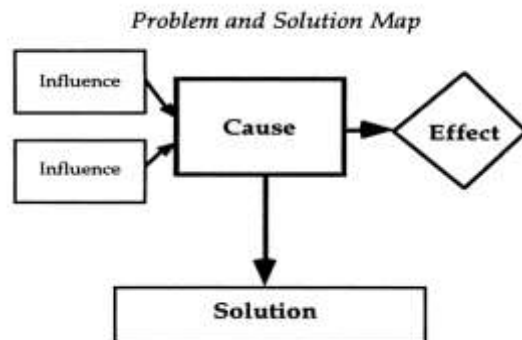
e.  A **Problem-Solution Outline** helps students to compare different solutions to a problem.



Problem-Solution Outline
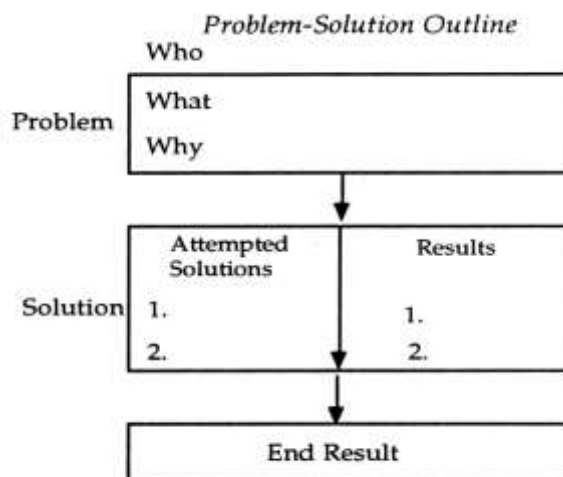
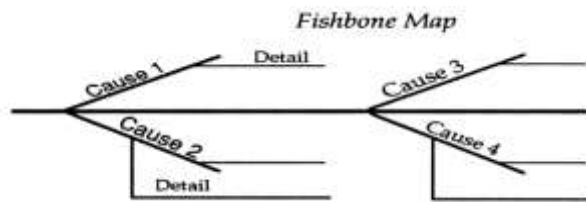f.  A **Sequential Episodic Map** is useful for mapping cause and effect.
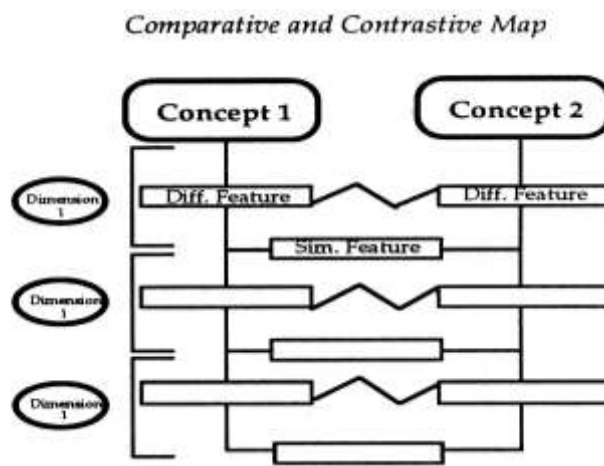


Sequential Episodic Map
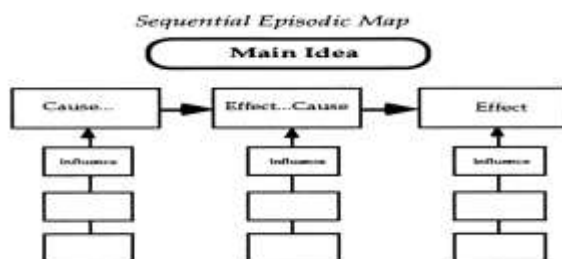
g.  When cause-effect relationships are complex and non-redundant a **Fishbone Map** may be particularly useful.

Fishbone Map

h. A **Comparative and Contrastive Map** can help students to compare and contrast two concepts according to their features.



Comparative and Contrastive Map

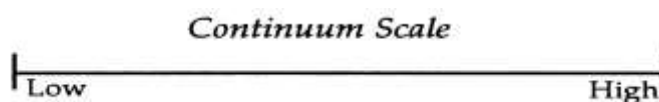i. Another way to compare concepts' attributes is to construct a **Compare-**

j. **Contrast Matrix**.



Compare-Contrast Matrix

| | | |
|---|---|---|
| Attribute 1 | | |
| Attribute 2 | | |
| Attribute 3 | | |

k. **Continuum Scale** is effective for organizing information along a dimension such as less to more, low to high, and few to many.



Continuum Scale

Low                                    High

l.  A **Series of Events Chain** can help students organize information according to various steps or stages.

**Series of Events Chain**

**Initiating Event**

Event 1

Event 2

Final Event
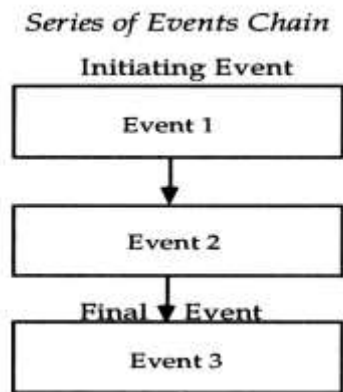
Event 3

m.  A **Cycle Map** is useful for organizing information that is circular or cyclical, with no absolute beginning or ending.

Cycle

1

2

3

4
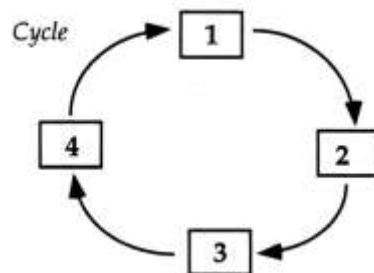
n.  A **Human Interaction Outline** is effective for organizing events in terms of a chain of action and reaction (especially useful in social sciences and humanities).

**Human Interaction Outline**

Person/Group 1          Person/Group 2

Action                          Reaction

Action                          Reaction
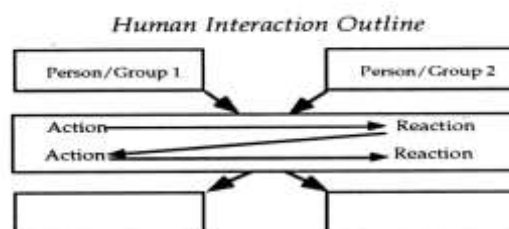
In this research, the researcher used spider map as the type of graphic organizer on teaching writing because this type was suitable with the text be taught that was narrative text.

**Specific Benefits of Graphic Organizer to Students and Teachers**

Graphic organizers enable teachers to show and explain relationships between content and subcontent and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

**The Implementation of Graphic Organizer on teaching writing in the classroom**

In order to help students got the most out of the graphic organizers, the following steps are recommended by Devitis (1999):

1. Teacher explains to students what graphic organizers are and why they are useful in learning
2. Teacher presents the specific graphic organizer for a topic then points out its subject and organizational framework
3. Teacher uses examples to illustrate the use of some graphic organizers
4. Teacher assigns the graphic organizer as an individual, paired, or group activity
5. Teacher asks students to write their graphic organizer result in form of paragraph
6. Teacher reviews students' work.

**Design of Research**

This research was an experimental research to find the cause-effect relationship between independent and dependent variable (Creswell 2008:299). In this research independent variable was graphic organizer method and dependent variable was students' writing narrative text ability. The classes used in this research were experimental group and control group. Experimental group used graphic organizer in practicing writing narrative, while the control group used teacher's lecturing only in practicing writing narrative text.

There were three steps to know the effect of using graphic organizer toward students' ability in writing narrative text. First, pre-test was given to the students for one meeting. Second, giving treatments was conducted in six meetings. At the last meeting, the students were given the post test in order to know their ability in writing narrative paragraph after the treatment. The result of pre-test and post-test after giving treatment

were compared by the researcher.

**Population and Sample**

The population of this research was the ninth grade students of SMPN 1 Merlung with total number of students 115. Cluster sampling was used to select the sample because the researcher needed to do treatment in two classes. That's why it needed two classes as control class and experimental class. The task based learning treatment was conducted in control class and graphic organizer method in experimental class. In this case, the classes which had the same numbers of the students were class IX B and IX D with 31 students.

**Data of the Research**

Data of this research was in the form of quantitative data that was students' writing score. To gain the data, pre-test was administered to both groups (experimental and control), then treatment was administered for sixth meetings to both groups as well. Then after sixth meetings, post-test was administered. Then to know whether the difference of improvement of both groups was significant or not, t-test formula was used.

**Instrument**

The instrument used in this research was writing test which was assigned to the students. The researcher used writing test as instrument to collect the data. Test was administered by asking the students to write a narrative text based on the test instructions.

**Validity of the Test**

The test as the instrument of the research was considered valid because the content of the test was objective and based on description of lesson material. The writing test was about narrative text and it was appropriate with syllabus of junior high school grade ninth.

**Reliability of the Test**

In this research, the researcher used inters rater reliability analysis. According to Salkind (1994: 107), inter-rater reliability is a measure of the consistency from rater to rater rather than from time to time or even from test to test. It is also used to examine the agreement between two people (raters), first rater was the researcher as the English teacher of the two classes and the second rater was English teacher of grade eighth. In this research, the researcher used two raters to assess the pretest and posttest score. Then they were calculated by using the formula as follows:

$$RXY = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N.\sum X^2 - \left(\sum X\right)^2\right\}\left\{N.\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Where: RXY= Correlation coefficient between first rater and second rater

X    = The students 'score from first rater

Y    = The students' score from second rater

N    = Number of sample

**Table 1**

| Interval Coefficient | Reliability |
|---|---|
| 0,00 – 0,199 | Very low |
| 0,20 – 0,399 | Low |
| 0,40-0,599 | Enough |
| 0,60-0,799 | Strong |
| 0,80-1,000 | Very strong |

**Technique of Data Analysis**

The data of this research was obtained from pre-test and post-test score. The pre and post-test scores from both groups can be interpreted based on the scoring interpretation of students' achievement. The raw data obtained from the pre and posttest was analyzed with the Statistical package for Social Science (SPSS), a computer software program that helps the researcher in analyzing and managing quantitative data.

In this research, the researcher used both descriptive and inferential statistics from the SPSS program version 15.0 to analyze the data obtained from the pre and post-test.

**Discussion**

**Demographic Background of the Participants**

This research was conducted toward the ninth grade students of SMPN 1 Merlung in semester one from $6^{th}$ to $28^{th}$ September 2021. There were 62 students participated in this test. Thirty one students participated in control class and also thirty one students in experimental class. The pre-test was conducted on $6^{th}$ September 2021 Then, the treatment was given for six times. Finally, the researcher gave post-test on $28^{th}$ September 2021. The researcher got the data which described below. The data of this research are students' score of pre-test and post-test in both of experimental and control group were already given before and after treatments.

**Descriptive Findings**

**Pre and Post-test Result in Control Group**

Before doing the treatment of task based learning method in control group (class IX B), the researcher conducted the pre-test to find out the students' writing score as the basic data. The pre-test result in the control group showed that the mean score of pre-test result is 46.71 with 31 students' score taken for the pre-test data. From the result of pre-test, the lower score was 36 and the highest score was 64.5.

In the second meeting, the researcher gave treatment of task based learning method to the students of the control class. The treatment was conducted in six meetings. After giving the treatment, the post-test was administered again in this group to find out whether any change or not of the students' writing score. There were 31 students' score taken for the post-test data. The data showed that the mean score of post-test result is 54.50. From the post-test result, it can be seen the lowest score was 43 and the highest score was 74. There is any improvement of the students' writing score but it was significant enough since the difference of the scores is only 7.79.

**Pre and Post-test Result in Experimental Group**

It was not different with the control group. The researcher also did pre-test in experimental group to find out their writing skill as basic data. There were 31 students' score taken for the pre-test data. The pre-test result showed that the mean score of data was 51.02. From the pre-test result, it can be seen the lowest score was 40.5 and the highest score was 68. After doing the pre-test, in the second meeting the researcher gave different treatment to the experimental class. If in the control group the researcher used task based learning method, in the experimental group the graphic organizer method was used. Graphic organizer method was given as the treatment in teaching writing for six meetings. Finally, the researcher gave the post-test to this group. The post-test result in this group showed that the mean score of post-test result was 67.18 with the lower score was 56 and the highest score was 78.

**Inferential Statistics Findings**

In order to see the significance between two variables, the t-test was counted. In this research, the researcher counted the independent sample t-test by using SPSS version 15.

**Table 2: Group statistic**

| Group | N | Mean | Std. Deviation | Std. error mean |
|---|---|---|---|---|
| Score experimental group | 31 | 67.18 | 6.108 | 1.097 |
| Score control group | 31 | 54.50 | 8.001 | 1.437 |

T-test analysis in table 2 shows that there is significant difference between control group and experimental group in post test score. The mean score yielded are 67.18 for experimental group and 54.50 for control group. The findings imply that the experimental group obtains higher post test score than control group post test score.

**Table 3: Independent sample test**

| | Levene's test for equality | t-test for equality of means | | | | | 95% confidence |
|---|---|---|---|---|---|---|---|

| | of variances | | | | Sig. | Mean | Std. error | interval of the difference | |
|---|---|---|---|---|---|---|---|---|---|
| | F | Sig. | T | Df | (2 tailed) | difference | difference | Lower | Upper |
| score | | | | | | | | | |
| Equal variance assumed | 4.771 | .033 | 7.012 | 60 | .000 | 12.677 | 1.808 | 9.061 | 16.294 |
| Equal variance not assumed | | | 7.012 | 56.102 | .000 | 12.677 | 1.808 | 9.056 | 16.299 |

Table 3 shows the findings of t-test between control group and experimental group toward posttest. The findings displayed that the value of t-test yielded is t=7.012 and sig. (2 tailed) = .000, whereas the value of t-table with the degree of freedom 60 (df=31+31-2=60) and the level of the significance 0.05 are 2.000. (7.012> 2.000) It means that there is significant difference of score in experimental class and control class in post-test. The graphic organizer method was effective used in increasing writing skill in content, organization, and vocabulary components.

**Discussion**

This research was experimental research. It was administered to both groups with different treatment; graphic organizer method for experimental group (class IX B) and task based learning method for control group (class IX D) at SMP N 1 Merlung. Both of treatment had function as method in writing. Based on the calculation of data analysis, it was found that there was better change of scores in group who were taught using graphic organizer method in teaching-learning process than those who were not. The graphic organizer method displays information, structure, and key conceptual relationships using visual and spatial arrangements or maps. As the result, the students can easy understand how to write narrative text. This can be seen from the pre-test result before treatment and post-test result after treatment in both of groups.

Teacher's explanation about narrative text was given in the control group with task based learning method. The assignment for control group was writing narrative text. The students in this group did not change the behavior in doing their writing assignment. So, the group was likely bored and not interested in learning writing.
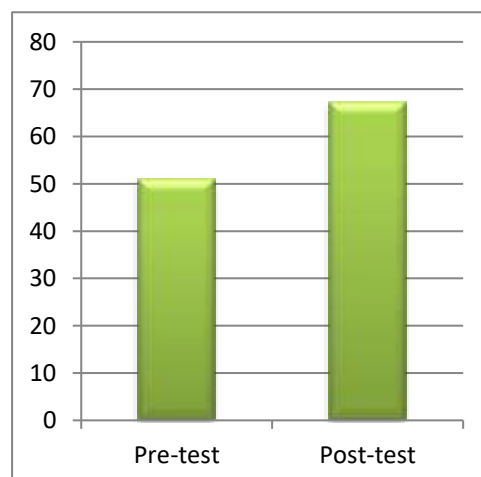
Then, graphic organizer method was given as the treatment in experimental group. Before the treatment was conducted in this group, the students only got explanation about narrative text and they were asked to write on their note book or paper. This behavior was changed dramatically during the treatment. After the graphic organizer method was taught, they became more understand how to write the narrative text.

In control group, pre-test result in this group showed that the mean score of pre-test result is 46.71 then the data showed that the mean score of post-test result is 54.50. The mean score of pre-test and post-test in control group can be seen in chart 1.
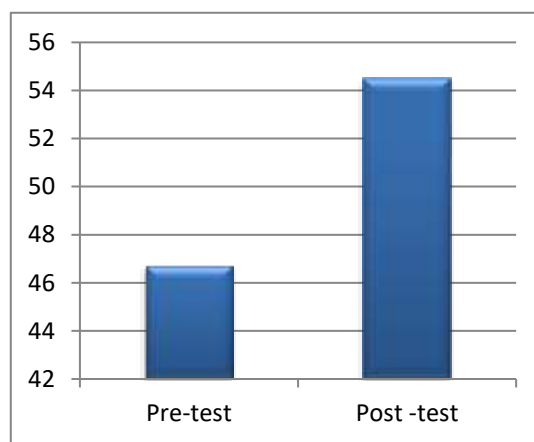
**Chart 1: The means scores of pre-test and post-test in control group**

While in experimental group, the pre-test result showed that the mean score of data was 51.02. The post-test result in this group showed that the mean score of post-test result was 67.18. The mean scores of pre-test and post-test in experimental group can be seen in the chart below:

From the chart 1 and chart 2, it can be seen that teaching writing by using graphic organizer method in experimental group was more effective than giving explanation only in control group.

Different treatment was given in control and experimental group. From the test, it can be seen that there is any difference between score in control and experimental group. The difference between pre-test and post-test from both group experimental and control is shown as follow:

**Table 4**

**Mean of Pre-test and Post-test of Experimental and Control Group**
**and Their Difference**

|  | **Pre-test** | **Post-test** | **Difference** |
|---|---|---|---|
| **Control Group** | 46.71 | 54.50 | **7.79** |
| **Experimental Group** | 51.02 | 67.18 | **16.16** |

From the table above, it can be seen that the difference value of pre-test and post-test in control group is 7.79 while in experimental group is 16.16. It can be concluded that the increasing of mean score in experimental group was better than in control group.

Based on the calculation of independent sample t-test by using SPSS version 15, t-test is higher than the value of t-table (7.012> 2.000). Thus, it proved that there is significant effect of graphic organizer method on students' writing ability. Thus, it is suggested for the English teacher to use the graphic organizer method to teach writing skill especially narrative text genre.

Based on the calculation of data analysis, it was found that there was better changes of scores in group who were taught using graphic organizer method in teaching-learning process than those who were not. The graphic organizer method displays information, structure, and key conceptual relationships using visual and spatial arrangements or maps. As the result, the students can easy understand how to write

recount text. This can be seen from the pre-test result before treatment and post-test result after treatment in both of groups.

**Conclusion**

Based on the result of the study, there is a difference in students' writing achievement between the ninth grade students of SMPN 1 Merlung who were taught with graphic organizer method and those who were not. The mean score of post-test in experimental class is 67.18 and the mean score of post-test in control class is 54.50. The mean difference is 12.68.

The students' narrative writing achievements were developed after the students applied graphic organizer method in writing activity during six times. It is because the students' problems in starting and developing their ideas can be solved by using graphic organizer method. They could develop their ideas and write paragraph easier. It proved that there is significant effect of graphic organizer method in teaching writing narrative text.

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