Graphic Organizer as One Alternative Technique to Teach Writing

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Abstract. *This research is conducted based on the preliminary research that are many students considered writing is difficult. The students still cannot develThe objective of the research was to find out whether there is influence of graphic organizer towards students' writing ability in descriptive text. The methodology of this research was quasi experimental design with the treatment held in 3 meetings. In collecting the data, the writers used instruments pre-test and post-test. The instrument was descriptive writing test. After giving the post-test, the writers analyzed the data by using independent sample t-test. From the data analysis, it was found that the result of test was tobserved (2.76) with tcritical (1.684), it means that the score of tobserved was higher than tcritical, so Ha is accepted. So, there was influence of graphic organizer towards students' writing ability in descriptive text.*
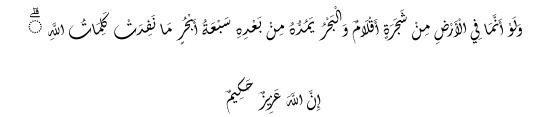
Key words: *descriptive text, graphic organizer, quasi experimental design, writing ability.*

A. INTRODUCTION

English is an international language used widely in order to transfer the message of the communication itself. In Indonesia, English is a language that is learned by students as a foreign language. According to Harmer (2007), a language function is a purpose we wish to achieve when we say and write something. Furthermore, there is a goal or aim in order to use language itself whether in spoken or written form.

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وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ ۗ

إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

"And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom." (QS. Luqman : 27)

In the process of language learning, there are four basic skills that must be mastered they are listening, speaking, reading, and writing (Siahaan, 2008). According to Hyland (2003), writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. It means that writing can express the ideas; feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

Of all the techniques to teach writing to students, there is one called Graphic Organizer technique. According to McKnights (2010), Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.The graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, Irwin-Devits, and Modlo, 1999). Some of which are also called concept maps, entity relationship charts and mind maps are a pictorial way of constructing knowledge and organization information. They help students to change a lot of

information that seems disjointed to be structured and graphics display. The result of visual display conveys complex information in a simple-to-understand manner. The graphic organizers improve students' ability to think, and to plan for writing (Osowski, 1997).

Although there are many variations and possible combinations of graphic organizers used in the classroom, most of them fall into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers (Bromley, Irwin-Devitis, and Modlo, 1999).

1. Conceptual Organizers

These types of graphic organizers include a main concept or central idea with supporting facts, evidence, or characteristics.

2. Hierarchical Organizers

These organizers begin with a topic or concept and then include a number of ranks or levels below the topic. The key characteristic of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top. The position on the organizer denotes the level of the label within organization.

3. Cyclical Organizers

The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous.

4. Sequential Organizers

This type of organizer is helpful when events have a specific beginning and end. It is also appropriate for cause and effect, process and product, and problem solution text.

Based on the statements above, there are four types of graphic organizers in English for teaching and learning, the writers only focused on conceptual graphic organizers to limit the study. Then, it can be concluded that graphic organizer is a kind of teaching English for teaching writing by asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work.

Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning, for easy understanding; there are specific strengths and weaknesses to students and teachers (Watkins, 2007):

The Strengths of Using Graphic Organizers

1. Benefits to students: understand the concept of part to whole, record the relationships clarify and organize ideas, improve memory, and recognize and assimilate different points of view.

2. Benefits to teachers: show and explain relationships between and among contents, make lessons interactive, help visual learners to acquire information more easily, motivate students, assist students in prewriting techniques, and assess what students know.

The Weaknesses of Using Graphic Organizers

Most often, teachers say they lack enough time to create and use graphic organizers. But, accross curriculum areas, teachers who have had the opportunity to learn about graphic organizers and who use them regularly in their teaching are very enthuasiastic about the potential of graphic organizers for enhancing understanding of content and learning in general. Graphic organizers take time to plan before a lesson, but they facilitate learning and retention.

Using Graphic Organizers

Graphic organizers can demonstrate a student's ability to identify key concepts and make connections among them. For some students, graphic organizers will become a preferred learning and study. Graphic organizers are valuable strategies for effective learning that will help teachers and students in increasingly diverse classrooms improve learning, achieve high standards, and promote critical thinking. At other times, we will need to modify the templates to meet our needs. A template provides an organizational framework for students who are new to graphic organizers with the structure of a particular text. It means that graphic organizers will show a student's ability to identify key concepts and make connections, it will help the students to improve their critical thinking.

Based on the explanation about graphic organizers above, the teacher has to teach the students to get students' idea to make descriptive text. Bromley, Irwin-Devitis, and Modlo (1999) says there are some of stages in teaching by using graphic organizers. This conceptual map shows icons that represent categories of information about a person. Students can use this map to introduce themselves to one another at the beginning of the year or when they first form small groups to get to know each other better.

1. Have each student write his or her name in the center of the template.
2. For each icon that represent a category of information, have students draw pictures and/or label each with words to show supporting information.

Some of variations that we have to do in this template:

1. Add to or change this template by including different icons.
2. Have students use this template to write an autobiography.
3. Have students put their maps on overhead transparencies and share them.
4. Students can use this map to explore a character in a story, a historical figure, or a real person they are studying, etc.

5. Read or have students read randomly chosen "who am I?" maps so the class can guess who the map is about.

Sulzberger (2015) states the basic writing process for the purpose of these graphic organizers includes six steps: brainstorming, outline, rough draft, evaluation, final draft, and publishing.

1. Brainstorming

Brainstorming suggests a haphazard approach to getting thoughts out of the mind and into some type of canvas (e.g., chalkboard, overhead, worksheet). Brainstorming can be and should be guided by the teacher before students are expected to complete this step independently. Graphic organizers, such as a web, map, or frame are relatively simple devices that can be used to guide this step.

2. Outline

The outline is used to further organize the thoughts revealed in the Brainstorming step. Teacher-generated and later, co-constructed outlines allow students to visualize the different topics and paragraphs within the paper.

3. Rough Draft

The transition between outline and rough draft is a relatively small step. A solid outline visually identifies the sections of the paper so students can transfer the isolated sentences or details into flowing paragraphs.

4. Evaluation/Editing

The evaluation step includes peer and teacher proofing as well as editing. The teacher provides a list of questions and instructions that is both general (e.g., spelling, grammar) and specific (e.g., number of paragraphs, sentence length) that guides the evaluator through this stage of the process. The writer uses the evaluation feedback to make corrections as necessary.

5. Final Draft

After the suggestions from the evaluator(s) are considered, the student proceeds to the final draft. The final draft is usually a handwritten copy that the student submits for a grade. (Note: It may be necessary to require some or all students to review the corrections with the teacher before proceeding to this stage.)

6. Publishing

This is considered an optional stage for the writing process. The students should be encouraged to produce some type of creative product that enhances the written work. This step incorporates technology, art, music, drama, and the like into the lesson and may provide an incentive for completing the writing task.

Based on the previous research, it was revealed that by using graphic organizer the students are more interested and motivated in writing. Thus, it can be concluded that graphic organizer is an attractive way to motivate students' in writing of narrative text (Sari, 2013). Tayib (2015) also found that the use of graphic organizers results in student's motivation. Students began to view writing as easy, interesting and more exciting. This feeling about writing has reflected positively on students' attitudes towards this skill. This in turn had motivated the students to learn English better. Thus, graphic organizers should be incorporated into the teaching of English to EFL learners. For the very same reason, curriculum designers and textbook writers can incorporate these organizers into the textbooks to motivate the students and make the learning of writing a more enjoyable experience.

By looking at the background of the problems, theories, and previous research above, therefore, the writers concluded that graphic organizer can be an alternative technique to teach writing for students. In this study, the writers limited the problems only on the influence of using graphic organizer towards students' writing ability in descriptive text. For the theoritical contribution, the it

was expected to support the previous theories about graphic organizer to improve writing ability, especially descriptive text writing ability. Then, for the practical contribution, it was expected that the teacher can improve the students' descriptive text writing ability by using this technique in teaching learning process, so the goal of learning can be achieved and the students can increase their descriptive text writing ability through graphic organizer.

B. RESEARCH METHOD

Research Design

In this study, the writers used quasi experimental research design; quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenters cannot artificially create groups for the experiment. They used two classes of students that consist of one class as the experimental class and another class as the control class. The students were given pre-test to know their writing ability in descriptive text before treatment and post-test after the treatment by graphic organizers. The pre-test and post-test were conducted in both control and experimental class. The score of test was calculated based on the following scoring system proposed by Tribble (1996). After finishing scoring students' work then the writers compared the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test. After that the writers analyzed the data quantitatively.

Operational Definition of Variable

The operational definition of variable used to describe the characteristics of the variable investigated of the writers as follows:

1. Graphic organizer is a kind of technique for teaching writing by asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work, in this case in the form of text.

2. Students' descriptive text writing ability is their ability to describe an object, especially person, place and things in detail with good mastery of the five aspects of writing like content, organization, vocabulary, language and mechanics.

C. FINDINGS AND DISCUSSION

Findings

The writer used t-test by independent t-test for hypothetical of test. The hypotheses as follows:

H_a : There is a significant influence of using graphic organizer towards students' writing ability in descriptive text.

H_0 : There is **no** significant influence of using graphic organizer towards students' writing ability in descriptive text.

The criteria of the test as follows:

H_a is accepted if $t_{observed} > t_{critical}$, or ($t_{observed} > t_{critical}$).

H_0 is accepted if $t_{observed} \leq t_{critical}$, or ($t_{observed} \leq t_{critical}$).

The writer used the level of significant $\alpha = 0.05$

Based on the calculation was obtained t-test was 2.76, while the df (number of sample from both control and experimental class subtracted by 2) was 75. Thus, the result of level of significant 0.05 was 1.684. It can be seen that the result of t_{test} wa s$t_{observed} > t_{critical}$. So H_a was accepted because 2.76>1.684. Then, it could be assumed that there was significant influence of using graphic organizer towards students' writing ability in descriptive text.

Discussion

Based on the finding of the study, it was found that the students who were taught by using graphic organizer have increased their ability in descriptive text writing

ability. At the beginning of class, the students were taught through graphic organizer in the experimental class and guided writing in the control class. The material was three topics of descriptive text based on the picture that was provided for three treatments. Before doing graphic organizer, the writers explained to the students that graphic organizer was and how the procedure of graphic organizer. On the other hand, the writers designed the lesson plans following the K13 curriculum and also the graphic organizer includes six steps basic writing process; brainstorming, outline, rough draft, evaluation, final draft and publishing, which means it has followed the rules of writing process. It was supported by Harmer who says the writer goes through four stages in producing a piece of writing such as begin with planning, drafting, editing and final version.

Based on the result of the pre-test before graphic organizer was implemented, the ability of students to write descriptive text was lower than after graphic organizer was implemented. After getting the treatments and post-test were conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher than control class. It could be seen from the mean in pre-test score of control class was 58 and in the post-test was 71.46, while the mean of pre-test score of an experimental class was 57 and in the post-test was 74.47. It means that the most improvement was in the experimental class.

From the analysis above, we knew that the students who got treatment by graphic organizer got a better score than the students without using graphic organizer in teaching writing descriptive text. It was proved by the increasing average score in the experimental class. Consequently, it could be said that using graphic organizer is a kind of technique for teaching writing to help students in learning English by asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work.

It was in line with McKnight, she said that graphic organizer is a technique that provides students with new information about how to organize content and ideas is important and effective. In this case, by using graphic organizer the students can increase their ability in writing descriptive text and also graphic organizer was to solve the problem in writing, in this study the students get difficulties to develop their idea in writing descriptive text. Before graphic organizer was implemented, most of the students were used simple past tense in making descriptive text based on the result of pre-test. After graphic organizer was implemented, students have understood the tenses used in writing the descriptive text, because they have to write a descriptive text using the simple present tense, the vocabulary of students increased because students have more ideas to be developed into topics based on their thinking. It gives the influence in the quality of writing.

It also was supported by Bromley, Irwin-Devitis, and Modlo, they said that the graphic organizers include both words and visual images; it is important aspects of a concept to make the visual representation of knowledge to get students actively and creatively in their learning. It can be said that graphic organizer helps the students in developing their idea especially in writing descriptive text.

However, in this study, the writers found some problems in making graphic organizers interesting the students so that they become enthusiastic. The writers took a long time to create a graphic organizer whereas in making graphic organizer using Microsoft Power Point made the knowledge increase and another application that was supported make graphic organizer can use Prezi to make more interesting. Besides, graphic organizer requires LCD projector to be displayed during the learning process.

It was in line with Bromley, Irwin-Devitis, and Modlo, they said that most often, the teacher says lack of time to create the graphic organizer. But, the teacher who

has the opportunity to learn about graphic organizers and who use them regularly in their teaching are very enthusiastic about the potential of graphic organizers for enhancing understanding of content and learning in general.

On the other hand, by using graphic organizers, the students can learn more effective and efficient because of students more active in the teaching process and it makes the students easier to understand the material that will be given. It can be said that the students understood a concept or topic that was given by graphic organizer; it was used to explain the relationship between content and ideas with others. It is intended to make students understand the descriptive text as a whole.

It was supported by Watkins, she said that graphic organizers enable teachers to show and explain relationships between content and sub content and how they, in turn, relate to other content areas. Through the use of graphic organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning, for easy understanding.

Therefore, graphic organizer not only helps students in generate, sort, arrange and organize ideas to be developed their writing but also it motivates students to produce better writing. It was because the students know their mistake and learn to do better in their writing. It had been supported by Sari, she said that students are more interested and motivated in writing by using the graphic organizer.

Thus, a graphic organizer can help students to get better writing because they felt enjoyed in writing. Because the hypothesis alternative was accepted, the writers concluded that there was the influence of using graphic organizer towards students' writing ability in the descriptive text.

D. CONCLUSION AND SUGGESTION

Conclusion

Graphic organizer could motivate the students in order to increase their writing ability. There was a significant influence of using graphic organizer towards students' writing ability in descriptive text. It was supported by result of t_{test} where $t_{observed}$ was higher than $t_{critical}$ ($t_{observed} > t_{critical}$) that was 2.76 >1.684for level of significance 0.05. This also indicated that the hypothesis alternative (H_a) was accepted since teaching writing by using graphic organizer can give a significant influence towards students' writing ability in descriptive text.

Suggestion

The writers also only focused on the influence of graphic organizer towards students' writing ability in descriptive text. Therefore, it is suggested for the next writers to investigate the influence of using graphic organizer towards other text such as procedure text, recount text, etc. And other English skills such as listening skill, reading skill, and speaking skill.

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