



THE IMPLEMENTATION OF GRAPHIC ORGANIZER STRATEGY IN IMPROVING STUDENTS' WRITING SKILLS

(A Classroom Action Research at the First Grade of Vocational High School of 2 Cilaku Cianjur)

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ABSTRACT

Writing skills is the ability to create something in a written form. This study was conducted to investigate the implementation of Graphic Organizer strategy to improve students' writing skills. The subject of this research was the first-grade Graphic Design of Vocational High School of 2 Cilaku Cianjur, which involves 25 students. The implementation of Graphic Organizer strategy is an excellent teaching strategy for teaching students' writing skill and building their critical thinking and also students' creativity in writing. This study aims to investigate the process of Graphic Organizer Strategy in improving students' writing skills, and students' perception toward implementation Graphic Organizer Strategy. The method that used in this research was Classroom Action Research (CAR) method to identify and solve the problem on the students' writing skills. The technique for data analyzing will be used cycle design from (Strickland, 1987) in (Khasinah, 2013). The data were taken from observation, questionnaire, and test. The research was conducted in one class with 25 samples. It was applied in two cycles. Each cycle consists of six steps of action research (identified problem, plan research, collect data, analyze and interpret data, reflection, and share or take action). The research findings show that (1) the process of writing text in writing skill lesson using Graphic Organizer Strategy was interesting for students. (2) the results of the writing project in X Design Graphic class in writing skill using Graphic Organizer Strategy was improving. In the pre-cycle the average of the score was 64 or 20%, then in cycle I students' score average was 74 or 48%, and for the last cycle, cycle II the average of students' score was 82 or 76%. In cycle II, all students' score was above the minimum achievement criteria that were 75. These result showed that students' scores have achieved the achievement cycle. based on the results, it could be identified that using Graphic Organizer as the strategy in teaching writing could improve students' writing skill.

Key Words: *Writing Skills, Graphic Organizer Strategy, Classroom Action Research (CAR)*



INTRODUCTION

English is one of the languages in the world that has a big role in communication in the 21st century. In mastering four language skills in a short time is not an easy thing although if it in a long time. To mastering those language skills, students' interest in the English language became the main key to make them easier in learning English. Students nowadays or more precisely called as Gen Z interests in English because they are not far from technology which is in the technology itself the existence of English is always around, which indirectly they learn little by little the English vocabulary.

Writing skills is one of the skills that should have an improvement. Nunan (2002) 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 (as cited in Yuniati, 2015). The students in Gen Z mostly do not like writing manually by their hand. Students nowadays are more like something instant which relates to technology especially. Furthermore on average students write a text in English just writing without thinking about things they have to fulfill in their aspects, or what elements they must input to produce good writing. This becomes a problem for their writing. The problem that is felt difficult to apply to them is the application of elements to the text. Lack of vocabulary knowledge, use of grammar, and placement of punctuation marks are shortcomings and problems in their writing skills.

This causes students not to be interested in writing English because of the lack of knowledge and aspects that they must input in writing a text. Writing skill is one of the skills that need to be improved and practiced (Anggraeni & Jolanda, 2018). Writing skill is one of the language skills which are taught to students. Also, writing skill determines the students' communicative competence in English. According to BSNP (2006), communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts (cited in Cakrawati, 2012). Those abilities are carried out into four language skills, listening, speaking, reading and writing. Students are lack of vocabulary. It is indicated by most of the students difficult in producing an appropriate word like it should be with vocabulary 'tear' in the sentence, but they use vocabulary sad. Another students' lack is students' grammar skill in writing a sentence. It is indicated by the students that still make mistakes in using S+V agreement. In punctuation students always forget to put the dot mark at the end of the sentence, on the other hand, students also always make mistakes in placing apostrophe.

To make the learning process easier, the method, media, and strategy maybe will help the teacher in improving students' skills. Many strategies can be chosen as intermediaries for increasing student skills in English. With the use of this strategy, students' thinking and language selection are more orderly and are helped by forming ideas points through mind mapping or the web. Hervinia (2016) argues that Graphic Organizer makes students easier in learning and memorizing a word. This strategy has various concepts that can help students and teachers in learning a



word. In other words the implementation of this strategy helpful students' concept their thinking through graphic organizer. Yavani (2018) states that the use of Graphic Organizer improves learning in the classroom. The aims of the research are to know the process of improvement by using strategy to students' writing skills. From other's research, The researcher was inspired to apply a strategy to improve their writing skills.

When Graphic Organizer just a concept, it helps them to organize their mind, and they have their own process of writing consecutively. Eventually, by having the process writing recursively, students had more chance to see their writing again and again before they made the final draft which could make them easily found if the sentences did not match or else had meaningfully incorrect.

The use of this strategy even implementing in the teaching- learning process, it expected can be useful for the students. Not only that, but this strategy also expected to become their new experience to creating something. The researcher hopes the students that use this strategy more creative in creating their mind map, besides the researcher wants the students to keep this strategy in the future for their daily life. It is useful I think, concept everything than arrange that.

THEORETICAL FRAMEWORKS

Writing is seen not just a standardized system of communication but also as an essential tool for learning. One of the main functions of writing at higher levels of education is to expand one's own knowledge through reflection rather than simply to communicate information (Weigle, 2009). Writing is more complex requiring to have more concise planning. It's not merely about linguistic features or language components such as grammar, vocabulary, and mechanics but it is complexity also on moving from concepts, thought and ideas to written text (Galbraith, 2009) (cited in Yavani, 2018).

It can be concluded that writing is one of four skills that should be mastered by the students in learning English. Writing also is one of the productive skills that should be mastered in using a language. In learning writing the students should consider the product of writing as a series which generated the ideas, then organized and arranged in a whole, then for the last step is revised and corrected become final writing draft. This means that writer plan, draft, and edit but then often re- plan, re-draft and re-edit (Harmer, 2007).

In writing effectively, Wilbers (2018) proposed five elements that should be mastered by the students those are, 1) Central Idea, 2) Organization, 3) Supporting Material (Vocabulary), 4) Expression, Word Choice, Point of View, 5) Spelling, Grammar, and Punctuation.

Graphic Organizer Strategy is a way of learning tool that has a lot of benefits that can develop both users that is teacher or students. Graphic Organizer is one way that can help students and teachers to gain information and relation of concepts (Hervinia, 2016) while Stamper (2006) argues that Graphic Organizer is a visual and graphic representation of relationships among ideas and concepts.



Graphic organizers provide students with a concrete and visual connection between words and their meaning.

Teaching writing with Graphic Organizer is “when students need to write they need to brainstorm ideas and organize the information” (Hayden, 2010) (cited in Hervinia, 2016). Writing Graphic Organizer helps students to not stare at the paper for hours. Anggraeni & Jolanda (2018) argues that using Graphic Organizer Strategy is making the students challenging to express their creativity. They will like to write creatively by using images and graph. Graphic Organizers help them to enhance and enrich their various ways to write, and they are having fun to do and enhance their imaginative process. Graphic organizers also increase the comprehension of text pattern.

Writing test is a test that administered on paper or on computer. It divided into two types objective and subjective type (Madrid, 2012). For this research, the researcher using subjective type for the type of writing the test. The use of subjective type for the writing test because they write the text by their own self, and freely to thinking about the content that they have written (Helmie, 2019). Kind of subjective type chosen by the researcher was recount text for the writing test.

METHOD

Based on classroom action research in this study consists of six basic steps in action research. The first step is identified problem referring to find the problem that will be solved. This step based on the result from pre-test in pre-cycle. The second step is a plan which the starting up of action research in which teacher plan what action would do in the classroom. The third step is an action that the teacher put the plan into actions in order to collect data or information during the teaching and learning process. The fourth step is to analyze and interpret data which is collect observing the result of the plan. The fifth is reflecting the previous actions or treatments for the next cycle. The sixth step is to share and takes action which is the decision among the result of the previous result, it should be continued or not. Those sixth processes are considered as one cycle (Strickland, 1987) cited in (Khasinah, 2013). The model of action research is illustrated in figure3.1 below



Figure 3.1 Strickland's Classroom Action Research Cycle
Jurnal Pionir by (Khasinah, 2013)

In line with planning, the researcher was conducted a prior investigation to carry out the research. It is done to identify what problem deal with the teacher in the teaching situation are and what potential improvements making possible to solve the problem are (Strickland, 1987) (cited in Khasinah, 2013). In conducting this classroom action research, the researcher was interested to take the students of Vocational High School of 2 Cilaku Cianjur. Study case in X Graphic Design. It located on Jl. Perintis Kemerdekaan Cilaku. The students consist of 25 students, 13 female s and 12 males.

The observation was used to know the classroom situation. Observation methods are useful to a researcher in a variety of ways. They provide the researcher with ways to check for non-verbal expression of feeling, determine who interacts with whom, grasp how participants communicate with each other and check for how much time is spent on various activities (Schmuck, 1997) (cited in Kawulich, 2012). The data from observation as the result monitoring the students' activities and enthusiastic during the teaching- learning process of English study by implementing Graphic Organizer Strategy in improving students' writing skills and the data gained in each meeting.

Besides, Test means of testing: such as (1): something (such as a series of questions or exercises) for measuring the skills' knowledge, intelligence, capacities, or aptitudes of an individual or group (2): a procedure, reaction, or reagent used to identify or characterize a substance or constituent. That is why the researcher use test in data collecting. Wilbers (2018) argues the purposes of testing writing is to know 1) Content of the text, 2) Organization of the text, 3) Grammar that they have written, 4) Vocabulary, and 5) Mechanics of writing.

Whereas, the last instrument was a questionnaire. The Likert scale used for this type of question. This scale is a psychometric scale that is usually applied in questionnaires and is most often used for research in the form of surveys, including in descriptive survey research. The ease of using the Likert scale causes this scale to be used more by researchers using the Likert scale to measure behavior individual collaboration by measuring the variables of ideology, perspective,

personal training, and training of others (Budiaji, 2013).

Those instruments used to gain the data in the classroom. To gain the data, observation applied in looking for students' behavior toward learning writing by using Graphic Organizer Strategy and conducted in each meeting, test applied to find out students' achievement on learning by using Graphic Organizer Strategy and it used in the last meeting of each cycle, and for questionnaire is to know students' perceptions to the Graphic Organizer Strategy by implementing Graphic Organizer Strategy in improving students' writing skills, and it did in the last cycle.

FINDINGS AND DISCUSSION

The data gained observation, test, and questionnaire. Writing the text as a test was applied to answer the first research question. Regarding the first question, the result of the writing test in pre-cycle showed that the mean of students' score was 64 with 5 students who passed KKM, and 20 students did not pass it. The highest score from this cycle was 87, and the lowest was 38.

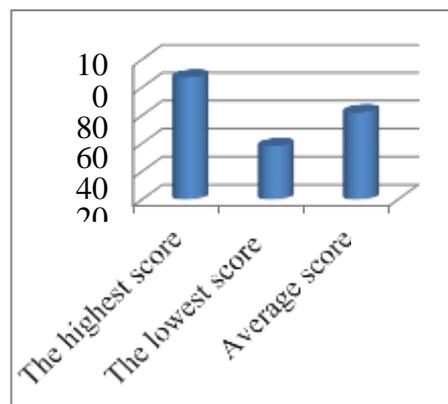


Figure 4.1 Students' Achievement in Pre-cycle

Figure 4.1 showed the result of students' score in pre-cycle, The percentage of this research was 20% and it was poor. Looked to result, the researcher should take action to improve their achievement. For the next one, cycle I was conducted to find the improvement of students' writing skill. The graph will be following below:

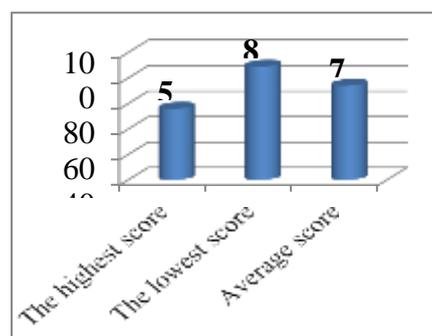


Figure 4.2 Students' Achievement in Cycle I

Figure 4.2 tells that there were 12 students who passed KKM the mean of students' score was 74 with 12 students who passed KKM, and 13 students did not pass it. The highest score from this cycle was 89, and the lowest was 56. The percentage of this research was 48% and it increased. Looked to result, to reach the KKM of research successes, the researcher should take action to improve their achievement on cycle 2.

Concerning to the students' achievement in cycle II, the students increased highly. The data will be shown by the following:

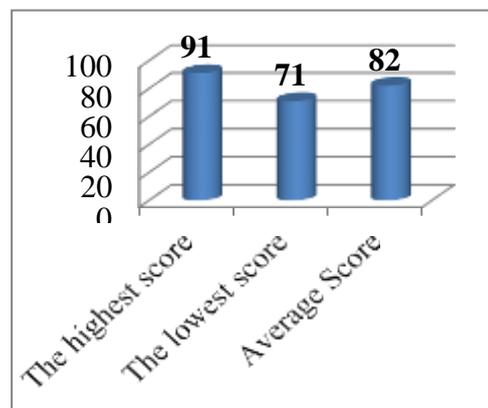


Figure 4.3 Students' Achievement Cycle II

Figure 4.3 above tells that the achievement of students in cycle II. There was the highest score of 91 with 19 students who passed KKM, and 6 who did not pass it with 6 students. The KKM of this research was 82 with the percentage 76%, it means this research improved.

The implemented strategy to the students as showed in the results of each cycle presented there was an improvement to the students from writing test in the teaching cycle by implementing Graphic Organizer Strategy. Besides, by implementing this media also build their creativity in writing. As shown the result of cycle II, the last cycle was reached the KKM 75 because the result of cycle II was 82 which was 76% of students passed KKM. Furthermore beside improve students' writing skills, using Graphic Organizer also make the students more creative, active and they learn easily by using Graphic Organizer Strategy.

The data from observation showed the class situation how the students' response to the learning writing by using Graphic Organizer Strategy. Observation sheet conducted in each meeting. The result of the observation sheet showed an increase in students' behavior time by time. For example in the first meeting they



did not have an interest, attention to the teacher did not to be active participants, not excited to strategy, faced to the difficulties in learning, and did not give positive response. Time by time the implementing of Graphic Organizer Strategy changed students' behavior. In the last meeting, it changed into good behavior. They became interested in the opening class, attention to the teacher explanation, active participation in class, the difficulties decrease, and they give a positive response toward learning writing by implementing Graphic Organizer Strategy.

Furthermore, the data from the questionnaire used to answer the second research question about students' perceptions toward learning by implementing Graphic Organizer. The questionnaire involved to 10 questions follow:

1. Strategi ini pernah saya lakukan sebelumnya.
2. Saya menemukan inovasi baru dalam pembelajaran menggunakan Graphic Organizer
3. Graphic Organizer membantu saya dalam menulis lebih mudah
4. Saya kesulitan dalam menerapkan strategi ini dalam menulis.
5. Belajar menggunakan strategi ini dapat berkreasi dalam berencana
6. Menulis recount text menggunakan strategi ini terasa tidak berinovasi
7. Menulis dengan cara merencanakan terlebih dahulu mempermudah saya dalam merangkai kata pada teks
8. Menulis recount text menggunakan strategi ini terasa tidak berinovasi
9. Menulis dengan cara merencanakan terlebih dahulu mempermudah saya dalam merangkai kata pada teks
10. Menulis dengan cara merencanakan terlebih dahulu mempermudah saya dalam merangkai kata pada teks

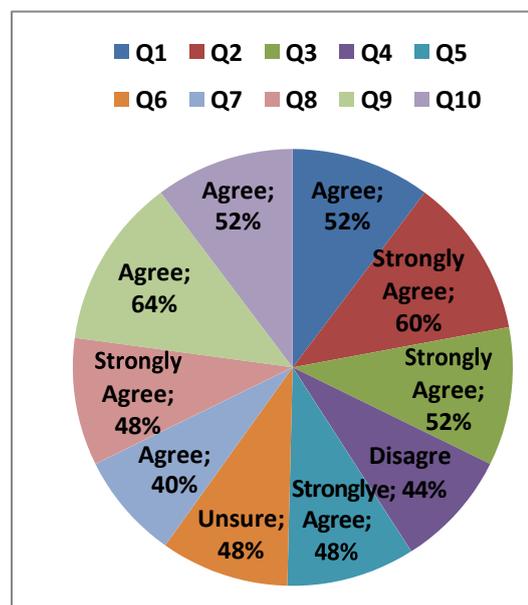




Figure 4.4 Result of Students' Responses

The figure above was data from the questionnaire. the researcher used Likert scale questionnaire “strongly agree, agree, unsure, disagree, strongly disagree. The most answer that students response strongly agree was to the second question that they found new innovation learning writing by implementing Graphic Organizer Strategy.

Based on the opinion of Weigle (2010) writing is not seen as a standardized system of communication but also as an essential tool for learning. That is why mastered in writing became one of the main functions of writing at higher levels of education which is to expand one's own knowledge through reflection rather than simply to communicate information. In teaching and learning writing by using Graphic Organizer Strategy the researcher found students' improvement in writing, and it showed on the description above. Teaching with strategy was helped the students in understanding the material easily than usual (Issac, 2010).

CONCLUSION AND SUGGESTIONS

It can be concluded that learning writing by implementing Graphic Organizer Strategy in X Graphic Design of SMKN 2 Cilaku Cianjur had improved their writing skills. There was two-cycle used by the researcher which in the last meeting each cycle did the test. In pre-cycle students' average score was 64, and increased in cycle I into 74 then in cycle II increased into 82. The strategy was helpful for the students' writing skills, besides the improvement of writing skills, they also able to plan the ideas regularly, and build their confidence also the students more creative in writing.

Data from observation in each meeting showed that students' attention, excited, active participation increased unexpectedly. The difficulties of learning also decreased. The percentage of each meeting was 52% of students' response agrees that they ever did use this strategy before. Furthermore, the response of strongly agree was chosen 60% in the second question that they found new innovation in learning by using Graphic Organizer Strategy. 52% also strongly agree that this strategy helpful in writing more easier. The students also disagree that this strategy difficult implemented for them it answered by 44% of students. 48% of students strongly agree that by using this strategy they can plan their ideas before writing a text. Meanwhile 48% unsure that by using Graphic Organizer Strategy did not have innovation. 40% of students also agree that planning before writing makes them easier to arrange the words in writing text. Moreover, 48% of students strongly agree that Graphic Organizer liked by the students in learning writing. Graphic organizer was believed that Graphic Organizer could develop their ideas in writing, and it agreed by 64% of students. For the last but not least,



52% of students agree that Graphic Organizer helps them in improving writing skills.

Besides the findings of the observation sheet above, the questionnaire found the students' response toward learning by using Graphic Organizer. 60% of them strongly agree that implementing Graphic Organizer make them find new innovation, they also strongly agree that writing by implementing Graphic Organizer make them writing easily than usual.

Based on the conclusion that had been presented, the researcher provided some suggestions to:

English teacher

The teacher should motivate, guided and make students very interest in speaking learning activity, especially in learning writing recount text. and make students enthusiastic In learning recount text teacher should use some technique or method to enhance or support students' performance in speaking practice by using games to make learning activity more fun and not boring.

Students

Students should be more innovative in learning writing especially using a variant method.

Further research

To further research it is suggested to make learning activity more fun, creative and another way. Such as a new atmosphere with a variant method or media.

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