Research Article

The Effectiveness of Graphic Organizer Method on Teaching Descriptive Writing at Mambaus Sholihin Junior High School

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Article Info	Abstract
 	This study investigated the effect of the Graphic Organizer Method on Teaching Descriptive Writing at First Grade in Mts. Mambaus Sholihin Gresik. The population of this research was the students of first grade of Mts. Mambaus Sholihin used simple random sampling. The research method was pre-Experimental design, which was conducted in one group pre-test post-test. To analyze the data, the researcher used paired sample t-test to determine whether there was significant effect before and after treatment in Experimental class. The result showed that the experimental group scores had a significant difference before being taught the Graphic organizer method or after. That can be known based on the results of the pre-test and post-test. with the comparison of the magnitude of t that we get in the manual counting (t0) = 12,59 and the magnitude of t listed in the table of values (t.ts.5% = 2.03), we can know that t0 is greater than tt .2.03 > 12,59. So it can be concluded that the hypothesis is accepted or Ha is accepted, while Ho is rejected. descriptive writing.

INTRODUCTION

Writing proficiency requires the coordinated use of cognitive and linguistic processes and resources (Hayes: 2006). It demands a concentration on higher-level abilities such as planning and organization as well as lower-level skills such as spelling, grammar, and word choice (Richaerds, Renandya: 2002). Therefore, writing is a difficult process, a daunting chore, and a second language (L2) Developing one's writing skills typically presents many obstacles for authors (Evan, et.al: 2010).

Teachers frequently introduce the four most prevalent styles of writing when teaching writing to English language learners Richards, Schmidt: 2014). However, descriptive writing is the most fundamental of the four styles of writing. Therefore, teachers can begin by requiring their pupils to compose descriptive text in order to increase learners' writing abilities. One type that is essential for English language learners to master is the descriptive text. Through the use of descriptive text, students can develop their ability to clearly describe a person, place, or thing so that readers can visualize the subject and share the author's experiences (Evawina: 2010). However, many English language learners find it difficult to create descriptive text (Javid, Farooq, Umaer: 2013). The students' limited vocabulary makes it difficult for them to accurately depict the

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characters and convey their opinions in writing. Additionally, English language learners should be able to use their creative imaginations while still using the right words to describe the items in order to create descriptive writing (Silalahi: 2018).

Graphic organizers (GOs) are visual devices that may be used to show information in a variety of ways (Ellis, Howard: 2007), therefore giving visual representations of knowledge and means of structuring information or grouping significant components of an idea or topic using labels (Bromley, Devitis, Modl0: 1995). They have become standard instruments for engaging with, fostering, and scaffolding reading and writing skills, especially descriptive writing skills (Ellis, Howard: 2007). Using GOs can assist writers in directing their attention to their tasks, particularly the details and specific ordering of ideas required to write proficiently (Stephanie Ann Miller:2012). GOs can also provide a rough organizational plan of the students' most significant ideas, their relationships, and supporting details (Anderson, Gonzalez, Medina: 2018). GOs allowing students to focus on comparing, diagnosing, and implementing components of the rhetorical problem they are addressing (Flower, Hayes: 1981).

Graphic Organizers was used in this study because of its simple and easy-to-use structure it is easily managed by the target population and helps them develop both global and specific structures in basic planning and writing descriptive composition (Anderson, Gonzalez, Medina: 2018). Graphic organizers have a huge circle in the middle of the page, from which smaller circles radiate outward. These smaller circles are connected to the larger circle in the center of the page by lines or arrows. The primary thought or subject matter is represented by the larger circle in the middle of the web, while the smaller circles on the outside contain details connected to the primary thought or subject matter. This design assists writers with the three components of descriptive writing. They are 1) communicative purpose, that is to describe an object 2) rhetorical structure, which is separated into two sections, a) identification, a statement that consists of one issue to be explained; b) description, that is comprising of the detailed description of item that is identified in identification, and grammatical patterns (Pradiyono: 2007).

Numerous studies (for example Mutia, Dewi Hasanah, and Hilma Suryan (Mutia, Hasanah, Suryani: 2017); Dian Anggraini (Anggraini: 2017), Yusnaini (2018), have explicitly studied how GOs can facilitate the development of descriptive writings, particularly among L1 authors, whereas similar studies with L2 writers have focused primarily on older students. Other studies Styawati, Irawati (2020), Miller (2012), Vitanofa, Aini,Anwar, Khoirul (Vitanosa, Anwar: 2018), have examined the use of GOs to help learning writers (especially younger learners) organize their ideas.

The present study had the objective of measuring the effect of using Graphic organizer method in teaching descriptive writing text for 1st grade students of MTs Mambaus Sholihin Gresik. This strategy fits with educational trends that emphasize developing self-regulated learners through an L2 who are familiar with a variety of tactics and resources to support their own learning.

LITERATURE REVIEW

Definition of Writing, Descriptive Text and Graphic Organizer

Writing is both of physical and mental act (Nunan: 2003). At the most basic level, writing is the physical act of committing words or ideas to some media. On the other hand, 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 reader. The process of approaching writing is writing activities that move students from creating ideas and changing data to the finished publication. The process approach is learner-cantered on the needs, expectations, and goals, learning styles, skills, and knowledge of the learners trying (Durga, Rao: 2018). Writing is the ability to express one side s in written form is a second or foreign language (Murcia, Mclntosh: 1991). It means that writing is an activity to express our ideas in written form.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman: 2008) Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view (Woodson: 1982).

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to

understand a sensation or an emotion (Wishon, Burks:1968). Description or Descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or picture object, place, person, in order to have visual appearance of the object described (Dergeyasa: 2017).

Graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizers guides the learner's thinking as they fill in and build upon a visual map or diagram (Smalley, Ruetten, Kozyrev: 2011). Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight the organization and relationships of concepts. States that graphic organizer can be adapted for use with elementary through secondary level students, and its appropriate for all content areas.

The advantages of developing graphic organizer method teaching materials for students can organize information in a good way, can easily summarize information, focus on relationships between information, express their opinions easily, and be able to make an overview of the main topics (Kurniaman and Zufriady: 2019).

RESEARCH METHOD

Research Design

This research was conducted with a pre-experimental design in the form of one group pretest-posttest design using a quantitative approach. The author has only taken one class and used the pre-test and post-test to see the results of the treatment of Graphic organizers as strategy to teach descriptive writing . The results of the treatment were based on the pre-test and post-test values. One group pre-test and post-test design mean that this design provides a pre-test before treatment and provides a post-test after treatment. The pretest-posttest one-group design involved three steps: giving the initial test measuring the dependent variable, applying X experimental treatment to the subject, and giving the post-test, again measuring the dependent variable.

Procedure of Collecting Data

Three procedures were carried out by the researcher: 1. Pre-test. The researcher gave a pre-test to the students to find out their ability in writing descriptive text before being given treatment, students were asked to write a descriptive paragraph at least 45 words in 60 minutes. 2. Treatment. The researcher applies graphic organizers strategy on terracing descriptive writing. 3. Post-test. The researcher gave a post-test to the students to find out their ability in writing descriptive text after being given treatment.

Research Instrument

The researcher collecting data by test as research instrument. The test was writing descriptive text. At least 45 words in 60 minutes in the paragraph form. It conducts know the score of students' writing. Data of this research were the score of students' writing descriptive text that could be measured by using writing rubric. The writing rubric werefive aspect assessed: Content, Organization, Grammar, Vocabulary Mechanics.

Technique of Analyzing Data

Researchers used the Paired Sample T-test to determine the results of the Hypothesis test. The sample t-test measures before and after experimental treatment originating from one population. Normality Test carried out in order to check whether or not the data is normal. Pairedsample t-test used to see whether or not there is significant effect on teaching students' descriptive writing by using Graphic Organizer Method. For these measure, the researcher choose paired sample T- testformula.

FINDINGS AND DISCUSSION

This research is a type of pre-experimental design with a design of one group pre-test post-test. The data being used is quantitative data. The pre-test data is given to the student before the treatment and post-test data is given after the treatment. After analyzing the data, the researcher found that there is significant difference of average score between the pre-test and post-test. The following are the results of pre-test and post-test Descriptive writing of 1st students at MTS mambaus sholihin.

The result of Pre-test

 The researcher had given writing test before doing treatment to measure the effectiveness of Graphic Organizer method on teaching Descriptive writing. To know and more detail about the result of students pre-test can be described in the following table:

Table 1: The result of Pre-test

No	Class	Score	No	Class	Score	No	Class	Score
1	VII-J	50	14	VII-J	60	27	VII-J	62
2	VII-J	62	15	VII-J	48	28	VII-J	78
3	VII-J	45	16	VII-J	60	29	VII-J	58
4	VII-J	64	17	VII-J	50	30	VII-J	64
5	VII-J	55	18	VII-J	64	31	VII-J	72
6	VII-J	60	19	VII-J	66	32	VII-J	60
7	VII-J	44	20	VII-J	52	33	VII-J	58
8	VII-J	66	21	VII-J	62	34	VII-J	65
9	VII-J	50	22	VII-J	58	35	VII-J	54
10	VII-J	66	23	VII-J	52	36	VII-J	62
11	VII-J	54	24	VII-J	64	37	VII-J	60
12	VII-J	42	25	VII-J	58	38	VII-J	66
13	VII-J	54	26	VII-J	55			

The result of Post-Test

 The researcher had given writing test after doing treatment to measure the effectiveness of Graphic Organizer method on teaching Descriptive writing. To know and more detail about the result of students post-test can be described in the following table:

Table 2: The Result of post-test

No	Class	Score	No	Class	Score	No	Class	Score
1	VII-J	70	14	VII-J	70	27	VII-J	70
2	VII-J	72	15	VII-J	57	28	VII-J	92
3	VII-J	75	16	VII-J	78	29	VII-J	65
4	VII-J	74	17	VII-J	70	30	VII-J	72
5	VII-J	60	18	VII-J	72	31	VII-J	90
6	VII-J	82	19	VII-J	90	32	VII-J	70
7	VII-J	70	20	VII-J	65	33	VII-J	80
8	VII-J	78	21	VII-J	88	34	VII-J	70
9	VII-J	72	22	VII-J	68	35	VII-J	60
10	VII-J	73	23	VII-J	80	36	VII-J	80
11	VII-J	75	24	VII-J	72	37	VII-J	70
12	VII-J	70	25	VII-J	78	38	VII-J	75
13	VII-J	80	26	VII-J	75			

 From the data analysis above, the researcher found the difference of average score between the pre-test and post-test. from on the table, the researcher explain the result test achieve better score student before

treatment and after treatment of using Graphic organizer method on teaching descriptive writing in 1st grade at MTs. Mambaus Sholihin Suci Manyar Gresik.

Table 3: Classification of Pre-Test and Post-Test

Students	Score		$\sum d$	$\sum d^2$
	Pre-Test	Post-Test	(X-Y)	$(X-Y)^2$
1	50	70	-20	400
2	62	72	-10	100
3	45	75	-30	900
4	64	74	-10	100
5	55	60	-5	25
6	60	82	-22	484
7	44	70	-26	676
8	66	78	-12	144
9	50	72	-22	484
10	66	73	-7	49
11	54	75	-21	441
12	42	70	-28	784
13	54	80	-26	676
14	60	70	-10	100
15	48	57	-9	81
16	60	78	-18	324
17	50	70	-20	400
18	64	72	-8	64
19	66	90	-24	576
20	52	65	-13	169
21	62	88	-26	676
22	58	68	-10	100
23	52	80	-28	784
24	64	72	-8	64
25	58	78	-20	400
26	55	75	-20	400
27	62	70	-8	64
28	78	92	-14	196
29	58	65	-7	49
30	64	72	-8	64
31	72	90	-18	324
32	60	70	-10	100
33	58	80	-22	484
34	65	70	-5	25
35	54	60	-6	36
36	62	80	-18	324
37	60	70	-10	100
38	66	75	-9	81
N=38	**2220**	**2808**	**$\sum d$= -588**	**$\sum d^2$= 11248²**

Analysis of Prerequisites Testing

a. Normality

As has been found in data normal testing measures, the variable data of pre-test and post-test value are grouped into the helpful chart as follows:

1. Pre-Test

Table 4 : Pre-test Analysis of prerequisites

Interval	Fo	Fh	Fo - Fh	Fo - Fh²	Fo - Fh²Fh
40 - 46	3	1,02	1,98	3,92	3,84
47 – 53	5	5,06	-0,06	0,003	0,0007
54 – 60	15	12,9	2,1	4,41	0,34
61 – 67	13	12,9	0,1	0,01	0,0007
68 – 74	1	5,06	-4,06	16,4	3,25
75 - 81	1	1,02	-0,02	0,0004	0,0003
Result	**38**	**37,96**	**0,04**	**24,74**	**7,43**

Nilai Fh = 2,7% × 38 = 1,02; 13,34% × 38 = 5,06; 33,96% × 38 = 12,9; 33,96% × 38 = 12,9; 13,34% × 38 = 5,06; 2,7% × 38 = 1,02.

Based on the calculations, the Chi Square value was found in the table, with dk (degrees of freedom) 6 − 1 = 5. If dk is 5 and the error rate is 5%, then the Chi squared value of the table = 11,070. Because the calculated Chi squared value is smaller than the table Chi square value (7.43< 11.070), the distribution of the student's Pre-Test score (X1) is normal.

2. Post-Test

Table 5: Post-test Analysis of prerequisites

Interval	Fo	Fh	Fo - Fh	Fo - Fh²	Fo - Fh²Fh
50 – 57	1	1,02	-0,02	0,0004	0,0003
58 – 65	4	5,06	-1,06	1,12	0,22
66 – 73	16	12,9	3,1	9,61	0,74
74 – 81	12	12,9	-0,9	0,81	0,06
82 – 89	2	5,06	-3,06	9,36	1,85
90 – 97	3	1,02	1,98	3,92	3,84
Result	**38**	**37,96**	**0,04**	**24,82**	**6,71**

Nilai Fh = 2,7% × 38 = 1,02; 13,34% × 38 = 5,06; 33,96% × 38 = 12,9; 33,96% × 38 = 12,9; 13,34% × 38 = 5,06; 2,7% × 38 = 1,02.

Based on the calculations, the Chi Square value was found in the table, with dk (degrees of freedom) 6 − 1 = 5. If dk is 5 and the error rate is 5%, then the Chi squared value of the table = 11,070. Because the calculated Chi squared value is smaller than the table Chi square value (6,71 < 11.070), the distribution of the student's Post-Test score (X_1) is normal.

Hypothesis Testing

The researcher explains the hypothesis as follows:

a. It explains "the effectiveness of Graphic Organizer Method on teaching Descriptive writing"

b. For the advanced t-test hypothesis as stated above, the researcher used paired sample t-test statistical analysis with the following table extraction:

∑d: -588

∑d2   : 11248

n   : 38

Df or db = N-1 = 38-1= 37

$$t = \frac{\sum d}{\dfrac{\sqrt{n \sum d - (\sum d)^2}}{n\text{-}1}}$$

$$t = \frac{-588}{\dfrac{\sqrt{38x\ 11248 - (1588)^2}}{38\text{-}1}}$$

$$t = \frac{-588}{\dfrac{\sqrt{427424 - (345744)}}{37}}$$

$$t = \frac{-588}{\dfrac{\sqrt{81680}}{37}}$$

$$t = \frac{-588}{\sqrt{2180{,}54}}$$

$$t = \frac{-588}{46{,}69}$$

$$t = 12.59$$

With a df of 37 in the t-value table at the 5% significance level, it turns out that with a df of 37, the critical price t (tt) at t-ta 5% significance is 2.03. with the comparison of the magnitude of t that we get in the calculation (t0) = 12.59 and the magnitude of t listed in the table of values (t.ts.5% = 2.03), we can know that t0 is greater than tt.2.03 > 12.59. So the proposed null hypothesis is rejected. Based on the test value, it can be said that the graphic organizer method shows real effectiveness, which means that the alternative hypothesis is accepted.

CONCLUSION

This study investigated the impact of GO (graphic organizers) on descriptive writing and found that GO had positive effect on it. The results collaborates findings of previous studies which showed that GO can enhance writing performance (Mutia, et al; Dian Anggraini, Yusnaini, Styawati, Irawati, Miller, Vitanofa,et al). Graphic organizing to be effective for teaching and learning, the effectiveness of graphic organizers for gifted students with special needs. It can help students to facilitate what they learn and also in memorize words. This strategy has various concepts that can help students and teachers in learning words. In addition, they can develop and categorize words in several aspects, depends on the topics and learning objectives

Finally, the use of the graphic organizer method is effective as a method in the learning process, because the graphic organizer method is one way of teaching students' descriptive writing skills. It serves to develop students' writing skills. This method not only aims to see how capable students are in writing by having to make graphs and then complete with vocabulary, but also makes it easier to develop some vocabulary that they have never known before..

RECOMMENDATION

This research can be continued for other studies that have the same variable, namely graphic organizers on teaching writing descriptive text which can be further developed.

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