

## How Graphic Organizer Model Effects on Learners Writing Ability

Friendis Syani Amrulloh<sup>1</sup>, Anni Rufa'idah<sup>2</sup>

Universitas Kiai Abdullah Faqih Gresik<sup>1</sup>, MTs Mambaus Sholihin, Gresik<sup>2</sup>

[friendissyani@gmail.com](mailto:friendissyani@gmail.com)<sup>1</sup>, [annurufaidah@gmail.com](mailto:annurufaidah@gmail.com)<sup>2</sup>

### ABSTRACT

*This research aims to The Effectiveness of the Graphic Organizer Method in Teaching Descriptive Writing at First Grade in Mts. Mambaus Sholihin. The graphic Organizer method is used to teach the students how to use Descriptive writing skills effectively. The research method was a Pre-Experimental design conducted in one group pre-test and post-test. To analyze the data, the researcher used paired sample t-tests to determine whether there was a significant effect before and after treatment in the Experimental class. The Implication of this research is the Graphic Organizer Method's effectiveness in the students' descriptive writing. The result shows that the experimental group scores significantly differed before or after being taught the Graphic organizer method. 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 ( $t_0 = 12,59$  and the magnitude of t listed in the table of values ( $t_{ts.5\%} = 2.03$ ), we can know that  $t_0$  is more significant than  $t_{ts.5\%}$ . So it can be concluded that the hypothesis is accepted or  $H_a$  is accepted, while  $H_0$  is rejected. Thus, it can be said that the results of teaching descriptive writing by using the Graphic organizer method achieved a better score. Finally, using the graphic organizer method is effective in the learning process because the graphic organizer method is one way of teaching students descriptive writing.*

**Keywords:** Graphic Organizer, Descriptive Writing, Learning Ability

### I. INTRODUCTION

Descriptive writing is a functional text that is difficult for students to learn. Descriptive text is the text that describes the characteristics of someone, something, or a

particular place (Maulidah & Aziz, 2020). Description recreates a sense impression by translating into words the feel, sound, taste, smell, and look of things. Emotion may also be described as feelings such as happiness,

fear, loneliness, gloom, and joy. The description helps the reader, through his or her imagination, to visualize a scene or a person or to understand a sensation or an emotion (Burks & Wishon, 2016).

Descriptive writing is a text to describe something, someone, or a place. The descriptive text has two main parts: identification and description. The structure of a text is called the generic structure. Descriptive text is like describing the white house, animals, fruits, etc. The students' in writing descriptive text needs an appropriate strategy, technique, and method to help their problem in teaching descriptive writing (Maulidah & Aziz, 2020). The graphic organizer method is one method that can help students with difficulties in writing descriptive text. Graphic organizer methods are pictorial ways of constructing knowledge and organizing information. When incorporated into the lesson, these methods allow students to participate actively and contribute to their learning process. It can help the student's capacity for active learning. Additionally, the use of graphic organizers improves learning in the classroom. Though very simple to the eye, graphic organizers are potent tools, highly instrumental in altering and improving the

teaching and learning process in the classroom.

Graphic organizing is effective for teaching and learning, and the effectiveness of graphics organizers for gifted children and students with special needs. It can help students facilitate what they learn and 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, depending on the topics and learning objectives (Safitri, 2017).

Graphic organizers, also named visual maps, enable the use of skill areas of the brain entirely, help overcome the information load and allow the information and resources to be collected in one place. Besides, they increase creativity providing flexibility in thinking and helping the individuals perceive the information entirely. Moreover, they clarify thoughts utilizing relationships and organization and help individuals solve problems.

Graphic organizers provide a framework for students to connect existing knowledge to new information. It means that a Graphic organizer is a beautiful method to get students actively involved in their learning. Because graphic organizers include both

words and visual images, they are effective with many learners. Thus, it will make learners more active because they are a learner's center. Media Graphic organizer is one of the most influential media in English learning. Teaching and learning many strategies can effectively improve the quality of student learning.

## II. LITERATURE REVIEW

### *A. Definition of Writing*

Writing is both a physical and mental activity (Aziz et al., 2022). 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 the 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-centered on the learners' needs, expectations, goals, learning styles, skills, and knowledge (Durga & Rao, 2018). Writing is the ability to express one side s in written form in a second or foreign language (Aziz et al., 2022). It means that writing is an activity to express our ideas in written form.

Describes writing as a skill that draws on the use of strategies to accomplish various goals. Students are generally required to express their learning in writing and based on their written responses. Moreover, state writing is a complex activity that involves many skills, including deciding what to write, deciding the best way to arrange the word, and determining how to put the ideas into the paper as a writing product that is understandable to read by the readers. And there is no need to rush in the process of writing.

Descriptive Text is a part of factual genres. Its social function describes a particular person, place, or thing (Wardiman et al., 2008). Description in writing is creating visual images and sensory impressions 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 a sense impression by translating into words the feel, sound, taste, smell, and look of things. Emotion may be described, too, as feelings such as happiness, fear, loneliness, gloom, and joy.

The description helps the reader, through his or her imagination, to visualize a scene or a person or to understand a sensation or an emotion (Burks & Wishon, 2016).

Description or Descriptive etymologically is derived from the word describe. Describe means to draw, illustrate or picture an object, place, or person to have a visual appearance of the object described (Dirgeyasa, 2017).

Traditionally, descriptions are divided into two categories: objective and subjective. In objective, you record detail without making any personal evaluation and reaction. In the subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. Objective and subjective descriptions can serve various purposes. Still, it is important to clarify that purpose to your reader in every case (Miller, 2001).

Descriptive text has a function to describe something in detail to enable the readers to see, hear, feel and touch it directly and involve themselves in the event. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we

know well. An excellent descriptive text includes many vivid sensory details that paint a picture and appeal to the reader's senses of sight, hearing, touch, smell, and taste when appropriate. Descriptive text may also paint a picture of the feeling the person, place, or thing invokes in the writer (Susanti, 2017).

### ***B. The Definition of Graphic Organizer***

Graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram.

Graphic organizers are visual representations of knowledge that structure information by arranging essential aspects of a concept or topic into patterns using labels. Their primary function is to help present information concisely, highlighting the organization and relationships of concepts. States that graphic organizers can be adapted for use with elementary through secondary level students and its appropriate for all content areas.

A teacher must be able to make teaching materials to provide students with tools to help students on the path to higher achievement in their descriptive writing skills. Development of teaching materials to create a learning atmosphere for

students. Graphic organizers that target elements of critical and creative thinking help develop students in their ability to understand a text's meaning.

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

### *C. Teaching Descriptive Text in Junior High School*

Descriptive writing should be mastered by students in first grade because it is a requirement to achieve the standard of competence in the curriculum of Junior High School. Based on that curriculum, descriptive text is one kind of text that first-grade students in Junior high school should master.

One of the purposes of writing a descriptive paragraph is to describe things or persons. In describing a thing or a person, the students should know the object of description and be able to identify its features distinctively. Thus, the paragraph which consists of adjectives or adverbs.

In teaching-learning activities, the teacher needs a method to assist his/her in delivering the information and knowledge to students. Mentions that method can help the learning process be simpler and perfect. One order to describe a picture as an object of writing is defined as a descriptive paragraph (Linarti et al., 2015). An example of a method is that a graphic organizer can be a valuable resource for teaching writing. In line with this idea, teachers might choose some graphics in the classroom. By providing a Graphic organizer, which includes the surroundings and familiar scenery, students can be helped in developing their writing.

Teaching with the Graphic Organizer method is a natural way to work towards meeting various curriculum standards at the state. It means that Graphic Organizer, which was taken from the surrounding environment can be helpful for teachers to achieve the goal of teaching in the curriculum. Learning from contextual examples is easier to do.

### *D. Technique on Teaching Descriptive Text*

To teach the writing of descriptive text, the teacher should have variant methods so that the students can understand how to write descriptive text well. Here the example of teaching methods that are rarely used by

teachers to teach writing descriptive text likes Graphic Organizer method, grammar translation methods, task-based language teaching, communicative language teaching, situational language teaching, audiolingual method, cognitive code learning, content-based instruction, and so on. Many approaches are used to involve students in the teaching and learning process.

The graphic Organizer method may also attract the students' attention toward the achievement of writing skills and increase their motivation by actively being involved in learning. In addition, using appropriate methods in teaching writing can solve the problems in writing class.

### III. METHOD

The approach in this study uses a quantitative approach. As for this type of research using pre-experimental research. It is called pre-experimental design; independent variables still influence the formation of the dependent variable (Sugiyono, 2018). Because it can guide every step done in research so that it is more logical and systematic. That's how we understand the data, measure it and then analyze it.

There are several forms of pre-experimental design, namely one group pre-test and post-test, that the researcher will take. With this treatment, results can be

known more accurately because they can compare with the situation before being given treatment.

#### A. Data Collection

Data on students' writing skills can be collected from writing teachers' documents on students' writing skills or by conducting writing assessments for the students. Professional writing teachers conduct formal writing evaluations. Therefore, writing teachers can provide research data on students' writing skills. The function pretest is given to students at the beginning of a course to determine their initial understanding of the measures stated in the learning objectives..

### IV. FINDING

#### DESCRIPTION DATA

Based on the data obtained by researchers that will be presented according to the time of research using a standardized test method of advanced 1st-grade students who use pre-test and post-test). Analyzing the data can address problems that previously led to researchers formulating problems.

This research is a type of pre-experimental design with a design of one group pre-test and post-test. The research is based on MTS mambaus sholihin suci

manyar gresik. In this study, the subject of the study was the 1<sup>st</sup> grade of 38 students.

In this study, the data being used is quantitative. Data retrieval is done by a test method. The method of testing used to know the increased descriptive skill of the 1<sup>st</sup>-grade students' is by giving pre-test and post-test. In this regard, the cognitive test used is a descriptive problem that inspired students to write descriptions. The problem was before the application of the graphic organizer. This pre-test data is given to the student before the application of learning, and post-test data is given after the learning of 38 students.

The following are the results of the pre-test and post-test Descriptive writing of 1<sup>st</sup> students at MTs. Mambaus sholihin.

#### 1. The result of the Pre-test

The researcher had given a writing test before doing treatment to measure the effectiveness of the Graphic Organizer method in teaching Descriptive writing.

From the data analysis above, the researcher found a difference in average scores between the pre-test and post-test. From the table, the researcher explains the result of the test to achieve a better score for students before treatment and after treatment by using the Graphic organizer

method in teaching descriptive writing in 1<sup>st</sup> grade at MTs. Mambaus Sholihin Suci Manyar Gresik.

Table 1: Classification of Pre-Test and Post-Test

No	Score		$\Sigma d$	$\Sigma d^2$
	Pre-Test	Post-Test	(X-Y)	(X-Y) <sup>2</sup>
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	$\Sigma d = -588$	$\Sigma d^2 = 11248^2$

## 2. Analysis of Prerequisites Testing 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:

### Pre-Test

Table 2: Pre-test Analysis of prerequisites

Interval	Fo	Fh	Fo - Fh	Fo - Fh <sup>2</sup>	Fo - Fh <sup>2</sup> / Fh
40 - 46	3	1,02	1,98	3,92	3,84
47 - 53	5	5,06	-0,06	0,003	0,0007

4 - 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
<b>Result</b>	<b>38</b>	<b>37,96</b>	<b>0,04</b>	<b>24,74</b>	<b>7,43</b>

Score Fh =  $2,7\% \times 38 = 1,02$ ;  $13,34\% \times 38 = 5,06$ ;  $33,96\% \times 38 = 12,9$ ;  
 $33,96\% \times 38 = 12,9$ ;  $13,34\% \times 38 = 5,06$ ;  $2,7\% \times 38 = 1,02$ .

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 ( $X_1$ ) is normal.

### Post-Test

Table 3: Post-test Analysis of prerequisites

Interval	Fo	Fh	Fo - Fh	Fo - Fh <sup>2</sup>	Fo - Fh <sup>2</sup> / Fh
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

Score  $F_h = 2,7\% \times 38 = 1,02$ ;  $13,34\% \times 38 = 5,06$ ;  $33,96\% \times 38 = 12,9$ ;  
 $33,96\% \times 38 = 12,9$ ;  $13,34\% \times 38 = 5,06$ ;  $2,7\% \times 38 = 1,02$ .

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 ( $X_i$ ) is normal.

### Hypothesis Testing

The researcher explains the hypothesis as follows:

- It explains "the effectiveness of Graphic Organizer Method on teaching Descriptive writing"
- For the advanced t-test hypothesis as stated above, the researcher used paired sample t-test statistical analysis.

- 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 ( $t_0$ ) = 12.59 and the magnitude of t listed in the table of values (t.ts.5% = 2.03), we can know that  $t_0$  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..

### V. DISCUSSION

Based on the research results, the researcher describes the research results in the previous chapter to answer the research objectives that were determined at the beginning. The explanation is as follows:

It is finished for researchers. Researchers use tests to measure the effect of the Graphic organizer method on teaching Descriptive writing. This study aimed to determine whether there was a significant influence on the learning outcomes of 1st-grade students in writing descriptive text. The results showed a significant effect of the group being taught using the Graphic Organizer Method. This can be seen from the group's pretest and posttest results. The experimental class learns English subjects twice a week.

Then the results of this study also showed significant differences between the experimental class before and after being taught with the Graphic Organizer Method. These results indicate that students are more interested in writing and sharing their ideas using the Graphic Organizers Method. The students were motivated to write descriptive text after using the Graphic Organizer Method. This finding shows that Graphic Organizer helps students to focus on key concepts and related ideas. Therefore, by implementing a Graphic Organizer method that can help teachers to effectively Descriptive writing skills and critical thinking in teaching writing, Teachers can improve the 50 students' descriptive writing skills. The result is a significant effect of the Graphic Organizer method on teaching descriptive writing to students.

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 ( $t_0$ ) = 12,59 and the magnitude of  $t$  listed in the table of values ( $t_{ts.5\%} = 2.03$ ), we can know that  $t_0$  is more significant than  $t_{ts.5\%}$  .2.03 > 12,59. So it can be concluded that the hypothesis is accepted or  $H_a$  is accepted, while  $H_0$  is rejected. Thus, it can be said that the results of teaching descriptive writing by using the Graphic

organizer method in MTs. Mambaus Sholihin achieved a better score in 1st grade of MTs. Mambaus Sholihin Suci Manyar Gresik.

This can be seen from the development of research. Research from Yulia Udin Safitri. "The Effectiveness Of Graphic Organizers In Teaching Vocabulary At The Second Grade Students Of Smp Negeri 1 Tellu Siattinge". If this method can effectively teach vocabulary to second-grade students of Junior High School. And then research from Siti Hajar Basyaruddin. "The Implementation Of Graphic Organizers To Help Students Generate Ideas In Speaking." This research measures the effect of the implementation of Graphic Organizers on helping EFL learners to generate ideas in speaking. The result indicates that the student's achievement in generating ideas in speaking is improved.

Different from the researcher if the researcher used the Graphic Organizer method in teaching descriptive writing. The data showed that the students' descriptive writing skills increased. We can know the usefulness of activities that can be done 51 if they can be learned because this method is straightforward to help students write descriptive sentences with exciting ideas.

The results showed that the experimental group scores significantly differed before or after being taught the Graphic organizer method. It can be concluded that the pre-test and post-test scores increased. This can be seen from the materials, scores, and activities used in 1st grade in MTs. Mambaus Sholihin supports students' interest in learning more about descriptive writing

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

## VI. CONCLUSION

Based on the research results and discussion described in the previous chapter, the researcher can conclude several things: Graphic Organizer was a method that could help students teach descriptive writing. This can be seen from the development of research. The data showed that the students' descriptive writing skills increased. We can

know the usefulness of activities that can be done if they can be learned because this method can quickly help students write descriptive sentences with exciting ideas. The results showed that the experimental group scores significantly differed before or after being taught the Graphic organizer method. It can be concluded that the pre-test and post-test scores increased. This can be seen from the materials, scores, and activities used in 1<sup>st</sup> grade in MTs. Mambaus Sholihin supports students' interest in learning more about descriptive writing. Finally, using the graphic organizer method is effective 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.

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