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The Influence of Using Graphic Organizers in Improving Writing Skill at the Second Grade of MTs N Sliyeg Indramayu

A THESIS

Submitted to the English Education Departement of Faculty of Education of
Syekh Nurjati State Institute for Islamic Studies In Partial
Fulfillment of the Requirements for Islamic Scholar
In English Education



Written by

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CIREBON**

2012



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ABSTRACT

Nely Nailuvar : The Influence of Using Graphic Organizers in Improving Writing Skill at the Second Grade of MTs N *Sliyeg Indramayu*

The students are very happy when they hear the story; moreover the story is interesting and fun. But it will be problem when they should write story. So it is the main problem in this research. The students do not know how to make and organize the story and then write it in form of narrative text. In this research, the researcher will share a method to get easier learning writing in writing. It is called graphic organizers.

The aims of this research are to know the students' response of the application of graphic organizers, to know the students' achievement in writing, and to know if there any significant influence of using graphic organizers in improving writing skill at second grade of MTs N *Sliyeg Indramayu*

The techniques of collecting data are observation, interview, test and questionnaire. The population is all the second grade students consist of 160 students from five classes. The writer takes class VIII E as sample consists of 31 students. The students' response of the application of using graphic organizers as X variable using questionnaire and the test of the students' achievement in writing by using graphic organizers as Y variable. The approach of the research is quantitative approach means that the data is analyzed statistically by using Product Moment Correlation by Pearson and t observation (t_0).

The conclusion of this research is known from the result of X Variable is 36.93 and Y Variable is 65.16. The result of coefficient correlation (r_{xy}) is 0.52 means that is a high enough influence. The value of t_{table} in level of significant 5% is 1.69 and $t_{observed}$ is 4.65. The value of t_0 is bigger than t_{table} ($t_0 > t_{table}$), so the influence of X and Y variable has a significant influence. Accordingly, the research hypothesis of this thesis is received and the alternate hypothesis is refused. It means that there is significant influence of using graphic organizers in improving writing skill at second grade of MTs N *Sliyeg Indramayu*.



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PREFACE

In the name of Alloh, Most Gracious and Most Merciful. Praises ad thanks to Alloh who has taught (the writing) by the primary. May invocation and safety always be given to the prophet Muhammad, peace be upon him, his family, companions and his followers' up to the end of the world.

The title of this thesis is **The Influence of Using Graphic Organizers in Improving Writing Skill at Second Grade of MTs N 1 S liyeg-Indramayu** is submitted to fulfill on of requirements for achieving the Islamic scholar degree at English Education Department of the Faculty of Education of *Syekh Nurjati* state institute for Islamic studies Cirebon

In composing this paper, there are several people who participated, helped and advised directly or indirectly. So in this chance the researcher would like to express her sincerity and profound thankfulness to?

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2. Dr. Saefudin Zuhri, M,Ag. The Dean of Faculty of Education
3. Dr. Hj. Huriyah Saleh, M,Pd. The Chairwoman of the English Education Department



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The writer realizes that this thesis still far from the perfect. Therefore, the writer would be opened the comments and suggestion from the



readers. Finally the researcher hopes this thesis will be valuable to the readers.

Cirebon, July, 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Research

All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movement or facial expression. Beside that some use in written form of communication. However long ago writing really started, it has remained for most of its history a minority occupation (Jeremy Harmer, 1998: 3). This is in apart because although almost all human beings grow up speaking their first language (or sometimes their second or third language) as matter of course writing has to be taught. Spoken language, for a child, is acquired naturally as result of being exposed to it, whereas the ability to write has to be consciously learned.

In the context of education, writing is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. Why we have to study writing because writing is used for a wide variety of purposes it is produces in many different way. While Weigle (2001: 1) added the ability to write effectively is becoming increasingly important in our global community, and



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instruction in writing is thus assuming an increasingly role in both second- foreign language education.

Therefore, English emerges as international language. English enjoys world-wide currency, apart from political and historical considerations. The rapidly developing technology of the English speaking countries has made British and American television and radio programs, films, recordings and books readily available in all but the most undeveloped countries. Half the world's scientific literature is written in English. Crystal (1994: 4) added there several reasons why we have to study English

1. Because it's fascinating

It is remarkable how often the language turns up as a topic of interest in daily conversation.

2. Because it's important

It has important role as international language, it means that the communication among nations is nothing without English so it is important to be taught accurately and efficiently, and to study changes in its structure and use.

3. Because it's fun

Play with English language is fun, such as with its words, spelling, sound.



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4. Because it's beautiful

Each of language has its unique, beauty and power. When we study English can serve to increase our appreciation of its oratory and literature.

5. Because it's useful

The more we know about the language the more chance we shall have of success. Whether we are advertiser, politician, journalist or just ordinary people at home, trying to understand and to be understood.

6. Because it's there

English, more than any other language, has attracted and interest of professional linguist. It has been analyzed in dozen different ways.

Besides that, based on the curriculum that used in our country (KTSP) English is one compulsory subject that should be taught in the level of elementary school until university, one of skill that students should master is writing skill. Writing (as one of skills that of listening, speaking, reading and writing) has always formed part of syllabus in the teaching of English. (Jeremy Harmer, 1998: 2).

Many experts give the definition of writing namely, According to Tredinnick (2008: 10) Writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so. It is contrived spontaneity. Judie and Debbie stated (2010: 89) writing is particularly challenging



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for learners to master, perhaps do to the lack of intensity and intentionality that we devote to it. While Jill and Charles (2006: 116) stated that writing is difficult skill for many learners, even in their mother tongue. Because there are several reasons, one of them writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of child's normal development. So that writing is one of subject that students have to master it through intensity and practice it in their daily activity.

From some definition above, writing is activity is representative thing that is received as mark on paper. Beside that writing also is one of subject that very challenging for the students rather than speaking. Because writing should be learnt, unconsciously we are part of educational institution, and it is not simple thing to do it. While speaking, we are unnecessary to learn it, we can directly say anything and without we are not part of educational institution.

English is one of foreign language in Indonesia. Actually it is normal thing, when there is someone who face the difficulties in study it either in speaking or writing. Especially the students, Most of them might agree when we say that writing is the most difficult skills for them to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The students have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on.



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The difficulty then becomes more pronounced if their language proficiency is weak. They cannot write well especially writing a story such as narrative text. One of them is the second grade of students of MTs N 1 *Sliyeg-Indramayu*, it's proved that their writing's achievement is so poor. Because through not only writing is one of skill that they have to master but also more than that writing is as one of communication. Writing is transforming thoughts into language. It means that we have to think about the content of our writing first and then arrange the ideas using appropriate language. The writing skill or ability is very important for the students it's suitable what Weigle (2001: 1) said:

The ability to write is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second or foreign language education. As advances in transportation and technology allow people from nation and culture throughout the world to interact with each other, communication across languages become over more essential.

Building the writing habit, actually this sentence is powerful because we can start from it. With the students like this who lack familiarity or confidence with writing (or indeed enthusiasm) we need to spend some time building the writing habit that is making students feel comfortable as writer in English so gaining their willing participation in more creative or extended activities (Jeremy Harmer, 1998: 61). The students can write poem, writing in groups and pairs, writing to each other through pen pals, e-mails and live chat, it is so simple thing.



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Learning to write in those days meant being able to figure out what the teacher wanted in order to create an acceptable “product,” and apparently, few teachers thought that helping students acquire a workable writing “process” was part of their job. Whatever process students used, they had to manage on their own. Clark (2003: 24) explains the lack of attention to the process of writers engage in when they write reflected a concept of creativity that to some extent persists in our culture that is, that a “good” writer is someone who can produce an excellent text as quickly, independently, and effortlessly as a bird learns to fly. This idea suggests that those of us who struggle, for whom writing is a laborious, time consuming, and often painful process (i.e., most, if not all of us) are not, by definition, “good” writers.

Moreover there are many ways to help them such as what’s Jill and Charles (2008:118) stated that the teachers give the series or sequences of picture that tell a story and ask the students to write it. Besides that, there is interesting thing; it helps students organize information in a visual manner. Graphic organizers are important and effective pedagogical tool for organizing content and ideas and facilitating learner’s comprehension for newly acquired information (Katherine, 2010: 1). It also stated by Judie and Dabbie (2010: 95) that graphic organizers, like charts, pictures, photos, films, field trips, and other visual and auditory experiences are important supports to include at the prewriting stage. So



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from that the students are expected to develop and make them enthusiast to write because now writing is not bored activities anymore

Using complete sentences in graphic organizers greatly helps English language learners (ELLs) to learn the language of content. Further, encouraging ELLs to copy sentences down is also helpful. They are a valuable tool in lesson planning, syllabus design, report writing and research as well as providing an insight into the individual learner's thought processes and learning style. Actually the previous research that is Indah Runiati with her thesis title “A Comparative Study between the Students’ Ability in Writing Recount Text by Using Graphic Organizers and Conventional Method at the Eight Year Students of SMPN 1 Depok Kabupaten Cirebon has proved that graphic organizers can solve the problem of writing. She used one of graphic organizers tool that is story map to write recount text. Therefore the researcher interests to use graphic organizers again to improve the students’ writing skill especially in writing narrative text using story map.

B. The identification of the problem

The identification of the problem in writing this thesis as follow:

1. The Research area

The field of this research is writing. The researcher uses Graphic Organizers in carrying out the process of teaching and learning English in the classroom.



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2. The kinds of problem

The kinds of writing problem are the students cannot write in English way, they don't have sufficient vocabulary to produce words become sentences so they are so confuse to write a story.

3. The main problem

In teaching writing, the students found difficulties to organize or to produce paragraph or sentence. Beside that writing activity is rare and bored activity for them than speaking. The strategy of learn that will be used in process of teaching and learning in the class namely graphic organizers

C. The Limitation of the problem

To limit the problem the researcher focuses on the influence of graphic organizers in improving writing skill especially in writing narrative text at the second grade of MTs N 1 *Sliyeg-Indramayu*

D. The Questions of the Research

1. How is the students' response on the application of graphic organizer technique?
2. How is the students' achievement in writing skill?
3. Is there any significant influence of using graphic organizers in improving writing skill?



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E. The Aims of the research

1. To find out the students' response of the application of graphic organizer technique
2. To find out the students achievement in writing skill
3. To find out the influence of using graphic organizers in improving students' writing skill

F. The usefulness of the Research

The usefulness of the research in writing this thesis is hoped that it can improve the student's writing skill. For learning and teaching material, the using of Graphic organizers will help the students to organize their mind, because in writing, it needs the process to organize and arrange the idea effectively.



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