

Enriching Students' Vocabulary Mastery Using Graphic Organizers

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ABSTRACT

This action research is carried out to (1) identify whether graphic organizers enrich student's vocabulary mastery; and (2) to describe the classroom situation when graphic organizers are employed in instructional process of vocabulary.

The research is conducted in two cycles from March to May 2016/2017 in the eight years of SMP Muhammadiyah Sekampung, East Lampung. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. Qualitative data are collected through interview, observation, questionnaire, and research diary. Quantitative data are collected through test. To analyze qualitative data, the researcher used constant comparative method. It consists of four steps: (1) comparing incidents applicable to each category; (2) Integrating categories and their properties; (3) delimiting the theory; (4) Writing the theory. Meanwhile, to analyze quantitative data, the researcher employed descriptive statistic.

The result of the research shows that using graphic organizers can enrich students' vocabulary mastery and classroom situation. The improvement on students' vocabulary included; a) the students are able to speak English; b) the students are able to understand the meaning of the text as they have a lot of vocabularies. The improvement of the classroom situation; (a) students come on time in the class (b) students are more motivated to join the class (c) Students pay more attention in the instructional process (d) students' participation in responding the questions are high.

Key word: Enhancing Using GO

Vocabulary has important role in english language learning. As we know, English has for important skills, they are reading, listening, writing and speaking. In order to master for important skills, the students need a lot of vocabularies. By having plenty of vocabularies, students are able to practice speak, write, read and listen well. The students in junior high schools are expected to be able to master four important skills in English. Based on the preliminary research, the researcher found some problems at eight years of SMP Muhammadiyah Sekampung, East Lampung: 1) most of the students have a few vocabularies, so they are unable to practice in speaking; 2) in reading skill, the students have difficulty to understand the text as they don't have adequate vocabularies.

Beside that, based on my observation, I find (1) some students often come late; (2) they come to reading class reluctantly. It could be seen, when the bell is ringing, they don't enter the class directly; (3) they chat each other in the class; (4) they have no response when they are asked questions. All of the facts above indicated the class is not an inspiring class.

The problem above may be caused by several reasons; could be the students or teacher. Based on my informal interview, (1) the students' vocabulary mastery was poor, so the students had difficulty to comprehend the text. Besides, the students have lack of motivation in language learning since the students get bored with teaching method used by teacher; (2) in the process of teaching learning, the teacher seldom gave motivation to the students. So it made students unmotivated to join the instructional process. Furthermore, the teacher still used conventional method in the process of teaching learning. In addition, the teacher

still dominated the class by using English as the medium all the time. So that, it made the students didn't understand what the teacher said.

To overcome this problem, I would like to propose graphic organizer in teaching vocab. Graphic organizer has been defined as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspects of a concept or topic into a pattern using label. (Bromley, et al, (1995: 7). Another idea about graphic organizer is from Gregory and Carolyn (2007: 101). They state that graphic organizers are useful thinking tools that allow students to organize information and allow students to see their thinking. They add that graphic organizers are visual/spatial, logical/mathematical tool that appeal to many learners for managing and organizing information.

Cyrs (1997) states that Graphic organizers are generally characterized by keywords and phrases linked graphically to form a meaningful representation. They can help students see the interrelationships among ideas and how they are connected, speed up comprehension, improve note taking, and provide an idea storyboard not possible with linear, words-only lecture outlines. In addition, graphic organizers, as illustrated by Drapeau (1998), can be used to enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects...etc. Moreover, Chiang (2005) he states that the use of graphic organizers has yielded promising results in: enhancing reading comprehension; retention and recall; promoting learning performance; improving learning and thinking skills; and increasing learning attitudes.

Based on the theories above, the researcher defines graphic organizers as in line with the need of the researcher, graphic organizers display and enhance students' opportunity to describe any information from the given passage for explicit information, vocabulary, main idea and inference. So that, in this classroom action research, the researcher believes that graphic organizers are good selection to solve the students' problem on vocabulary.

Problem Statements

The problems of the research are formulated as follows:

1. Can and to what extent Graphic organizers enhance students' vocabulary?
2. How is the situation when Graphic organizers are used in teaching English?

Definition of Vocabulary

Penny (1991: 60) defines, "vocabulary is roughly, as the words we teach in the foreign language". Then, Barnhart (2008: 697) states that vocabulary as a stock of words used by person, class of people, profession, and a collection of list of words, usually in alphabetical order and defined. Relate to both statements, Hornby (1995: 1331) stated that vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, a list of words with their meanings that accompanies a textbook in a foreign language. It can be concluded that vocabulary is a list of words and sometimes phrases, which

usually arranged in alphabetical orders and defined; a dictionary, glossary, or lexicon. All the words are used by particular person, class, profession, etc.

Definition of Graphic Organizers

There are many definitions about graphic organizers. Among them are from Bromley et al, Sousa, Zwiers and Synder.

Bromley, et al. (1995:7) define graphic organizer as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspects of a concept or topic into a pattern using label. Besides, Sousa (2005:192) states that graphic organizers as valuable tool for organizing and representing knowledge and for illustrating relationship between concepts. In addition, Herley in Zwiers (2004:17) states that graphic organizers are drawings that use geometric shapes or tables to show connections between pieces of information.

Furthermore, comes from Synder (www.tomsnyder.com) *states that*:

The NRP review of research found graphic organizers to be helpful tools in improving reading comprehension. Essentially, a graphic organizer is a graph, such as an idea web, Venn diagram, or box map that is used to organize ideas and relationships. Deconstructing the text using such a semantic mapping system helps students identify the most important information in the text and remember its content. To be successful, however, the type of organizer must be carefully considered, and used in the context of a specific instructional strategy.

Research Method

This classroom action research collaborate with an English teacher of SMP Muhammadiyah in the Academic Year of 2016/2017. Some definitions of the action research that are proposed by experts are as follows: Burns (1993: 30)

states that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researcher, practitioners and laymen. In addition, Nunan (1998:229) states that action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative”.

Another definition comes from Mills (2006: 6) who states that:

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselor, or other stakeholders in teaching/learning environment, to gather information about the ways that their particular school operates how to teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effective positive changes in the school environment (and on educational practices in general), and improving students outcomes and the lives of those involved.

Furthermore, Burns (1999: 30) said that there are four characteristics of action research:

1. Action research is contextual, small scale and localized, it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by team of colleagues, practitioners, and researcher.
4. Change in practice is based on the collection of information or data which provides the impetus for change.

Based on the above statements, it can be concluded that action research is a process of self reflective inquiry by gathering information about the way particular school operate how to teach, and how well students learn. It is used for improving teaching learning process in school. It is conducted by teacher researchers, principals, school counselor, or other stakeholders in teaching/learning environment. In this kind of research, the researcher collaborates and cooperates with practitioner and laymen. In this research, action research was carried out to enhance students' vocabulary and to improve the classroom situation of eighth year students of SMP Muhammadiyah Sekampung, East Lampung.

Technique of Collecting Data

In data collecting, the researcher involved two kinds of data: quantitative data and qualitative data. The quantitative data are gained from test: pre- and post test. It is conducted in order that the researcher gets the data pertaining to whether or not there is significant improvement on students' vocabulary after being introduced with graphic organizers technique.

For collecting qualitative data the researcher used interview, observation, documentation and questionnaire.

1. Interview

The interview is carried out to get information from the students and the English teacher. The information covers their idea about the use of graphic organizers in teaching reading, and their motivation toward vocabulary, the

strengths and weaknesses of the implementation of graphic organizers when they are used in teaching vocab. The interview covers their personal perception, experiences, opinion, and ideas related to this classroom action research. To get the valid qualitative data, the triangulation is used. In this research the data are collected from three methods: (1) Observation; (2) Interview.; (3) Questionnaire

2. Observation

In this research the observation is carried out to cover the process of implementation of graphic organizers in the teaching vocab. The observation notices classroom events and interaction between teacher and students and among students in the classroom. In this research, the researcher observes students' activity during the instructional process.

3. Documentation

The documents that are searched in this research are written materials sheets of classroom observation, lesson plans, and list of students' score in vocab test.

4. Questionnaire

The questionnaire is carried out to get information from the students about the information that covers their data about teaching using graphic organizers in teaching vocab, and the strength and weaknesses of the implementation of graphic organizers in teaching English.

Technique of Analyzing Data

The techniques that are used to analyze the data are:

1. Quantitative Data

In analyzing quantitative data, the researcher used descriptive statistics analysis. It is used to find means, percentage of students' achievement and so forth. The steps in analyzing quantitative data are as follows:

The quantitative data in numbers form gotten from

- a. Checking the students' answer on the written test that is carried out the implementation of cycles whether they are right or wrong.
- b. Computing the students' correct answers.
- c. Calculating the students' score on written test is done as follows;
 - 1) Calculating the percentage of the correct answers of each student by using percentage correction. The percentage is used to measure the students' vocabulary mastery.

The percentage formula that is used is:

$$S = \frac{R}{N} \times SM$$

Where:

S = the students' mastery in %

R = the students' right answer

N = the maximum number of the whole answer

SM = standard mark (100) (Arikunto, 1998: 38)

- 2) After analyzing the scores of the written test, the researcher uses a statistical technique to find students' mean score. The researcher uses the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M = mean (the score)

$\sum X$ = the total score

N = number of students

Formula proposed by Purwanto (1985: 38)

2. Qualitative Data

To analyze the qualitative data, the researcher applied constant comparative method as suggested by Glaser (1980: 105-115). The method consists of four steps: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; (3) Delimiting the theory; and (4) writing the theory.

The Result of Research

After implementing the research and collecting the data, there were many things which researcher would like to summarize. They were conditions of each cycle, the improvement of students' on Vocabulary and the changes of classroom situation.

Summary of finding in Cycle 1 and in Cycle 2

The researcher used story map graphic organizer in teaching vocab. The use of story map graphic organizer was to overcome students' problems on vocabulary. Furthermore, the researcher would like to overcome the problems of the classroom situation; some students often came late, they were reluctant to come to the class, they chatted each other and they had no response when they were asked questions.

Students' vocabulary also improved, the average score for post-test in cycle 1 showed that was 63.44. The highest score was 76.67 and 46.67 was the lowest score.

In the next cycle, the researcher would use English and Bahasa Indonesia. It was done, in order the students understand the concept of graphic organizers clearly. Next, the work group activity didn't run as the teacher's expected since the group activity didn't run optimally. The last, the students' bravery in responding the question was still low. Consequently, the teacher had to encourage the students to be able to respond the questions in the next cycle.

In cycle 2, the researcher applied story map graphic organizers in teaching vocab. During implementing these types of graphic organizers, the researcher could find some solution from the weaknesses in cycle 1. Therefore, there were improvements both in students' attitude toward vocabulary mastery.

During modeling session, the students paid attention to the teacher's explanation. The two graphic organizers made the students interested and motivated to join the instructional process. No one student came late during the

class. Moreover, the students were motivated to join the class. Furthermore, the process of teaching learning process was inspiring as the teacher mixed the English and bahasa indonesia in presenting the lesson. Last, students' bravery in responding the questions was high enough.

The students improved their vocabulary mastery. The highest score gained by the students was 90. The lowest score was 53.33. The average score was 69.56. The improvements on students' reading comprehension skill

To know the students improvement, the researcher gave the students post test after each cycle and compared the score of the previous condition post test Cycle 1 and post test Cycle 2. There were two sets of scores that the research would like to compare among of the previous condition, post test Cycle 1 and post Cycle 2; there were vocabulary mastery measured in this research. The complete comparisons of vocabulary mastery score could be described in the table 4.7.

Table 4.7 The comparison among students' comprehension scores in preliminary research, post test of Cycle 1, and post test of Cycle 2.

Explanations	Preliminary Research Score	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest	73.33	76.67	90
The Lowest	43.33	46.67	53.33
The Average	57	63.44	69.56

Based on the table above, it can be concluded that there was improvement among students' vocabulary mastery scores in preliminary research, post test of Cycle 1 and Post test of Cycle 2. The highest score increased from 73.33 in preliminary research, 76.67 in post test of Cycle 1, and 90 in post test of Cycle 2. The lowest score increased from 43.33 in preliminary research, 46.67 in post test

of Cycle 1, and 53.33 in post test of Cycle 2. The average score increased from 57 in preliminary research, 63.44 in post test of Cycle 1, and 69.56 in post test of Cycle 2.

Discussion

This research is an action research which is implementing graphic organizers to improve students' vocabulary mastery. The result of this research was satisfying in term of; (1) the improvement of students' vocabulary mastery; (2) the changes of the classroom action research. Each point is described more detail as follows:

1. The improvement of students' vocabulary mastery

Based on the findings, it can be theorized that the use of graphic organizers can improve the students' vocabulary mastery. The improvement is identified from scores to scores in each cycle.

a. The appropriate selections of graphic organizers were effective to improve students' vocabulary mastery.

Jiang and Grabe (2007: 4) stated that:

In the literature of GO research, not all GOs are constructed to reflect the discourse structures of a text. Many GOs create a very general frame for listing and sorting information from a text without requiring recognition of how the discourse structure of the text organizes information. If GOs that represent the discourse structures of a text consistently facilitated reading comprehension, then the problem of ineffective GOs may rest with the types of GOs that do not represent the specific discourse structures of a text. In other words, GOs that do not represent the discourse structure of the text may be less affective than the ones that represent the discourse structures.

Based on the theory above, GOs that represent the discourse structure of a text would be effective to improve students' vocabulary.

b. Graphic Organizers (Conflict Dissection and Character Traits) are helpful for explicit information, vocabulary, main idea and inference.

Graphic organizer is a kind of technique which is employed to promote students vocabulary mastery. In this case, story map GO is used to improve students' vocabulary.

2. The improvement of students' classroom situation

a. Graphic organizers are helpful for workgroup activity and independent activity

The application of graphic organizers on teaching vocab brings benefits for the students. The benefits are related to workgroup activity and independent activity. In the process of teaching learning, graphic organizers assigned the students with group work activity and independent activity.

b. Graphic organizers enhance students' participation

The new given technique provide students with different option of interest. This condition generates student' eagerness to ask and respond question. Furthermore, graphic organizers provide more chances for students to actively develop themselves. This condition helps them in participating during the class.

Jones, Pierce and Hunter in Tommaso (2008: 2) state:

When Constructing a graphic representation, students first survey the text with attention to the title, subheadings and illustration to determine the topic and objectives of the text. Students then begin to form a theory of the structure of the text and which graphic representation (map, chart, web, etc.) might best represent it. Students then read the text with that graphic representation in mind and so approach their reading with specific purposes. After reading the text, students complete the graphic representation, using the questions or categories provided by the instructor in the appropriate frame as a guide.

Conclusion

1. The Improvement on Students' vocabulary mastery

The implementations of graphic organizers, improve students' vocabulary.

The improvements of students' vocabulary are as follows:

a. The students are able to practice speaking in the class as they have plenty of vocabularies.

b. Students are able to understand the text as their vocabularies are increased.

Their skills improved as they were trained to reconstruct passage of the text into the graphic organizers.

c. The Changes of Classroom Situation

a. The students don't come late any longer as they are interested in the new teaching method used by the teacher.

b. The students are more enthusiastic to join the class, since they are motivated with the new teaching method applied by the teacher. Besides, the teacher always gives motivation to the students during the instructional process.

c. The process of teaching learning is inspiring as the teacher mixed English and Bahasa Indonesia in the instructional process. By so doing, the students pay more attention during the class.

d. The students' response in answering question is high during the teaching learning process. So, it is clear that the use of graphic organizers in teaching vocab increases students' participation in the process of teaching learning.

BIOPROFILE

Syaifudin Latif D is an English teacher at English Department of Muhammadiyah University of Metro, Lampung. He obtained S1 degree from Semarang State University, majoring at English Literature. While, S2 degree, he gained from Education Study Program of Sebelas Maret University of Surakarta.

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