

IMPROVING STUDENTS' WRITING SKILL BY USING GRAPHIC ORGANIZER AT THE SECOND YEAR STUDENTS ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHERS TRAINING LANCANG KUNING UNIVERSITY PEKANBARU

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Abstrak: *Permasalahan penelitian ini adalah kemampuan menulis. Penelitian tindakan kelas ini bertujuan untuk mengidentifikasi apakah graphic organizer strategy dapat meningkatkan kemampuan menulis mahasiswa dan untuk menjelaskan faktor yang mempengaruhi peningkatan kemampuan menulis. Penelitian ini telah dilakukan di program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Lancang Kuning Pekanbaru. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK). Sampel penelitian ini adalah mahasiswa tahun kedua kelas A yang berjumlah duapuluh lima mahasiswa. Penelitian ini dilakukan dalam dua siklus, yang setiap siklusnya terdiri dari lima kali pertemuan. Peneliti dan kolaborator mendapatkan data pada setiap siklus dari mengobservasi, catatan lapangan, wawancara, dan latihan dan tes menulis. Setelah menganalisis dan mengkalkulasikan data, ditemukan bahwa graphic organizer strategy dapat meningkatkan kemampuan menulis mahasiswa dalam konten, organisasi, kosa kata, tata bahasa, dan mekanik. Ini dapat dilihat peningkatan dari rata-rata hasil belajar dari 61.76 pada preliminary test, 73.6 setelah siklus 1, dan 79.04 setelah siklus 2. Faktor yang mempengaruhi peningkatan kemampuan menulis paragraph mahasiswa adalah materi, media, aktivitas kelas, majemen kelas, strategi guru, dan pendekatan guru. Berdasarkan penemuan pada penelitian ini dapat disimpulkan bahwa, graphic organizer strategy dapat digunakan untuk meningkatkan kemampuan menulis mahasiswa dan graphic organizer strategy dapat membangun kepercayaan diri dan partisipasi mahasiswa.*

Key words: *writing skill, graphic organizer strategy*

INTRODUCTION

Writing is one of four skills should be mastered by students, as Bryne (1991:1) states that "writing is one of the language skills, which is use for medium of communication, especially in direct communication". Likewise, Richard (2003:8) defines that "writing is written communication that work much on ability to generate expression in

particular purpose". Those experts above put down the perception of writing based on the real activity which prefers conveying the ideas, information, thought, and even argument through the written language.

Based on the researcher's teaching experience, particularly in teaching writing, it is found that the great number of the second year

students of class A of English Education Department Faculty of Education and Teachers Training of Lancang Kuning University had problems in English writing. First, the students had low ability in generating, organizing, and elaborating ideas, for they did not understand how to specify this. Second, the students were confused in using correct grammar. Third, the students had limited vocabulary (diction). The last, the students were poor in using mechanical convention in their composition. As the result, they were not able to construct the writing well.

All above, one of the important factors causing students' poor writing skill is the technique used by the teacher where the teacher uses inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. The writing teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process. Hence, the role of the teacher extremely demanded as a motivator, facilitator, and educator, is most important thing to use the effective way of teaching so that the students will be well trained or well experienced, especially in writing class.

Extracting from the facts above, one of possible solutions to overcome the problem is by making use of graphic organizer technique. Ellis (2004) states "the spatial arrangement of graphic organizers allows the students to identify the missing information or absent

connections in one's strategic thinking". It is one way of arranging concepts to organize the prior knowledge and generate a lot of ideas in which one word as a topic links to the other related word. Also, Perles (2012) asserts that "the ways in using graphic organizer technique: brainstorming, structuring, and restructuring". Firstly, brainstorming is one of the steps of the writing process such as the students' minds, sitting, and thinking of the topic. Then, the teacher asks the students to brainstorm the topic to get information and ideas referring to the topic. Secondly, structuring means the teacher chooses a topic and gathers ideas or information about the topic to help the students use a different graphic organizer to structure their thoughts. Lastly, restructuring means encourages the students to use an organizer after they finish their first draft in order to make sure that the information is well structured.

In addition, there are some suggestions coming from some researchers who used graphic organizer technique to solve the problems in writing. As Sharrock (2008) and Emerson (2010) found that graphic organizer is the effective writing strategy. And the series of studies, principally by Clark in Zaini et. al. (2010), examined that graphic organizer not only enables students to record and categorize information, but also help students to understand difficult concepts, generate thoughts, and identify connections between ideas. It means that graphic organizer strategy can help students to write in English especially in writing text. Sharrock (2008) and Emerson (2010) argue that graphic organizer strategy can help students to make a good

topic sentence, supporting idea, supporting details, and concluding sentence so that students can write well and readers can understand the idea.

Related to the explanation above, it is necessary to apply graphic organizer technique in order to overcome the problem of the students' writing because it enables the students to have a lot of ideas by making concepts of topic being discussed before writing. As they make the more concepts, it can result in the more ideas that can be expressed through writing. Hopefully, by implementing graphic organizer technique in teaching writing, it will bring better progress for the students' writing.

METHOD

This study was a classroom action research which consisted of four steps namely plan, action, observation, and reflection. It was conducted at the second year students of English Education Department of Faculty of Education and Teachers Training of Lancang Kuning University Pekanbaru. There were twenty-five students. There were two types instruments used in this research: quantitative instruments and qualitative instruments. Quantitative instruments were the instruments used to take the students' scores. The instruments were tasks and tests. Qualitative instruments used in this research were observation and interview.

FINDINGS AND DISCUSSION

A. Findings

This classroom action research was conducted at the second year students of class A of English Education Department of Faculty of Education and Teachers Training Lancang Kuning University in

Academic Year 2013/2014. The number of the students was 25. The class chosen was due to the writing difficulties experienced by the students. This research was done in two cycles by using graphic organizer to improve the students' writing skill. Each cycle of this research consisted of five meetings. This research was done on September 9th up to November 18th 2013. The research dialed with the discussion of the research findings based on the research questions. The questions were answered based on the data from writing tests, observation checklist, field notes, and interview of the students' activities during the teaching learning process in order to get information of the students' opinion in teaching and learning activities by using graphic organizer strategy at the second year students of English Education Department Faculty of Education and Teachers Training of Lancang Kuning University.

Before carrying the research, the teacher taught the students as usual, such as explaining, outlining, error correction feedback that related to the topic and then he asked the students to write the topic into paragraph or essay. The students did not have spirit to study especially in writing. The teacher was hard to take the students' attention. So, the learning activities did not run well as hoped. Furthermore, the classroom atmosphere was also not exciting for the students and for the teacher because many students did not show participation in learning activities. In this case, the researcher gave preliminary test to the students in order to identify their prior ability in

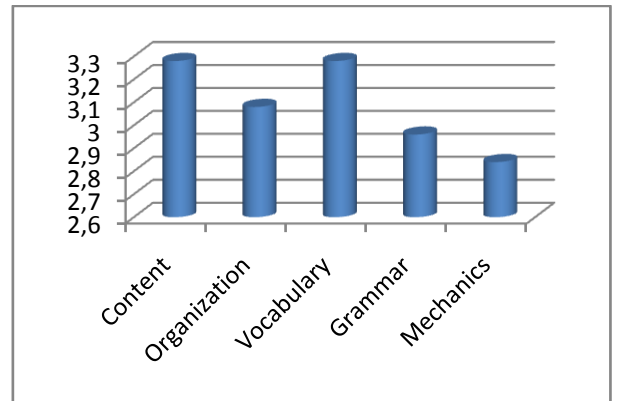
writing before the researcher applied graphic organizer strategy.

Table 4.2: The Students' Average Score of Writing Skill

No	Indicators	Average Score	Percentage
1.	Content	3.28	65.6%
2.	Organization	3.08	61.6 %
3.	Vocabulary	3.28	65.6 %
4.	Grammar	2.96	59.2 %
5.	Mechanic	2.84	58.8 %
Total		15.44	61.76 %

In relation to the data above, the researcher found that the average score of the students' writing skill on the preliminary test for each indicator; the average score of the students' content was 3.28 or 65.6 % of the students who were able in term of content in writing, the average score of the students' organization was 3.08 or 61.6 % of the students who were able in term of organization in writing, the average score of the students' vocabulary was 3.28 or 65.6 % of the students who were able in term of vocabulary in writing, the average score of the students' grammar was 2.96 or 59.2 % of the students who were able in term of grammar in writing, and the average score of the students' mechanic was 2.84 or 58.8 % of the students who were able in term of mechanic in writing. This result was supported by the diagram of the average score of each items of writing components as follow:

The Average Score of the Students Preliminary Test



Based on the data of the base score above, it could be concluded that most of the students at the second year students of English Education Department Faculty Education and Teachers Training Lancang Kuning University got difficulties in writing, especially in terms of content, organization, vocabulary, grammar, and mechanic.

1. The Extent to which Graphic Organizer Strategy Improve the Students' Writing Skill

a. Cycle 1

After completing all of the meetings in this cycle, the researcher gave writing test to the students in order to identify how far the students' writing achievement by using graphic organizer strategy. The researcher instructed to write an essay about 500 words by using graphic organizer strategy with the topic "punishment for corruptor". The test was started on Monday, October 14th 2013. It was conducted for 100 minutes. The researcher gave the final test for the students in the fifth meeting. The students' writing was scored considering five indicators of writing namely: content, organization, vocabulary, grammar, and mechanics.

In relation to writing test that was given by the teacher at the end of meeting of the first cycle, the result of the students' writing skill by

using graphic organizer strategy at cycle 1 was described as in the following table:

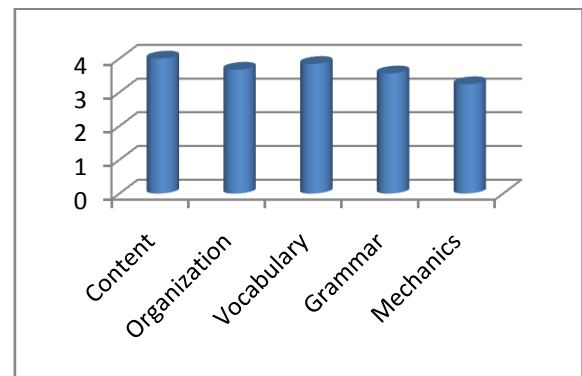
The Students' Average Score of Writing after Cycle 1

N o	Indicator s	Avera ge	Percenta ge
1.	Content	4	80 %
2.	Organizat ion	3.67	75.2 %
3.	Vocabular y	3.84	76.8 %
4.	Grammar	3.56	71.2 %
5.	Mechanic	3.24	64.8 %
Total		18.40	73.6%

In addition, the data showed the improvement of four indicators of students' writing skill by using graphic organizer strategy. In detail, the improvement of the components of writing could be seen by comparing the students' score in the preliminary test and the cycle 1. The table above showed that the mean score of the students' writing skill for content was 4 or 80 %, it increased 0.72 point or 14.4% comparing with the students' scorer in the preliminary test (3.28 or 65.6%). From the data above, it was clear that there was an improvement for the students' writing in content. The mean score of the students' writing skill for the organization was 3.76 or 75.2%. It meant that it increased 0.68 point or 13.6% comparing with the students' score in term of organization in preliminary test. Then, for vocabulary, the students' score was 3.84 or 76.8%. It increased 0.56 point or 11.2%. Also, for grammar, the students' score was 3.56 or 71.2%. It increased 0.6 point or 12%. The last, for mechanic, the students' score was 3.24 or 64.8%. It increased 0.4 point or 8%. From the

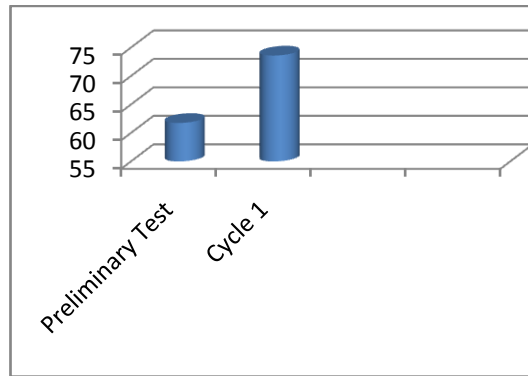
students' mean score above, it found that there was improvement in term of content, organization, vocabulary, grammar, and mechanics. It was clear that there was improvement of the students' writing skill by using graphic organizer from preliminary test to cycle 1. For further more description, the researcher also included the average score of writing skill at cycle 1 as in the following diagram:

The Average Score of the Students after Cycle 1



Based on the data above, it could be concluded some students still had difficulties in writing by using graphic organizer strategy especially in term of grammar and mechanic, but there was an improvement of the students' score comparing with the preliminary test. To see the improvement of the students in cycle 1, it could be seen on the diagram below:

The Comparison of the Students' Average Score on Preliminary Test and after Cycle 1



After analyzing the data which was taken from the task and the test on the first cycle, it could be concluded that the students' writing skill by using graphic organizer strategy got improvement if it compared to the base score, even though the students' writing skill could be improved, the result of the test was not satisfied because it did not achieve the target of this research. A great number of the students still had problems in generating content, organization, vocabulary, grammar, and mechanic. In this case, the most problems that faced by the students in writing skill of the first cycle was organization, grammar, and mechanic. For the organization, the student ability in organizing the idea in their writing was still low. Also, the students got difficulty in grammatical of their writing where the students did not able to differentiate the linguistic features such as identifying tenses, verb, noun and the linking verb of the text. Furthermore, the students got difficulty in mechanic where the students forgot in using capital letter, punctuation, and spelling.

It was proved by the observation and field notes written by the collaborator in each meeting, the problems were caused by several factors such as the material and the teaching strategy that was applied by the researcher in the teaching

learning process. The material was difficult for the students, the difficult material made the students got problem in writing, such as the students had difficulties to elaborate and organize the idea in their writing. Then, the teaching strategy, the students were interesting for the students because this strategy could help them in generating and organizing their idea in writing. Although, there were some students confuse in understanding the steps of graphic organizer strategy such as brainstorming. It caused that the students did not have background knowledge about the topic so that they had difficulties to develop their writing. For instance, graphic organizer strategy could help the students to improve their writing skill.

b. Cycle 2

After completing all of the meetings of the second cycle, the researcher gave writing test to the students in order to identify how far the students' writing skill by using graphic organizer strategy. The researcher instructed to write an essay about 500 words by using graphic organizer strategy with the topic "Wire Tapping". The test was started on Monday, November 18th 2013. It was conducted for 100 minutes. The researcher gave the final test for the students in the fifth meeting. The students' writing had been scored considering five indicators of writing skill namely: content, organization, vocabulary, grammar, and mechanics.

In conjunction with the writing test that was given by the teacher at the end of meeting of the second cycle, the result of the students' writing skill by using graphic organizer strategy at cycle 2

was described as in the following table:

The Students' Average of Writing after Cycle 2

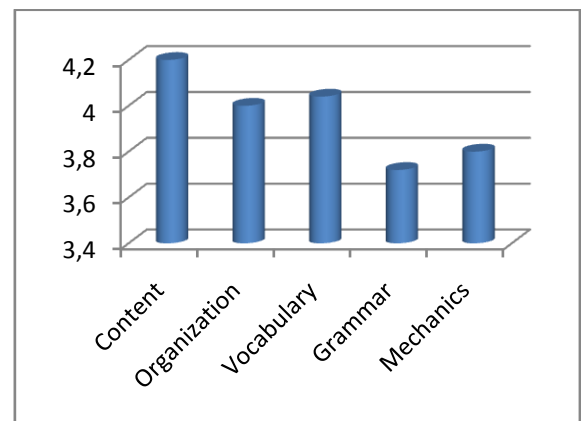
No	Indicators	Average Score	Percentage
1.	Content	4.2	84 %
2.	Organization	4	80 %
3.	Vocabulary	4.04	80.8 %
4.	Grammar	3.72	74.4 %
5.	Mechanics	3.8	76 %
Total		19.76	79.04%

In conjunction with the data above, there was improvement of the students' writing skill by using graphic organizer strategy. In detail, the improvement of writing indicators could be seen by comparing the students' score in the cycle 1 and the cycle 2. The table above showed that the mean score of the students' writing skill in term of content was 4.2 or 84 %, it increased 0.2 point or 4% comparing with the students' score in the cycle 1. It indicated that there was an improvement of the students' writing in term of content. The mean score of the students' writing skill in term of organization was 4 or 80 %. It meant that it increased 0.24 point or 4.8 % comparing with the students' score in term of organization in cycle 1. Then, the students' score in term of vocabulary was 4.04 or 80.8%. It increased 0.2 point or 4 % comparing with the students' score in term of vocabulary in cycle 1. Also, the students' score in term of grammar was 3.72 or 74.4 %. It increased 0.16 point or 3.2 % comparing with the students' score in

term of grammar in cycle 1. The last, the students' score in term of mechanic was 3.8 or 76 %. It increased 0.56 point or 11.2 % comparing with the students' score in term of mechanics in cycle 1.

From the students' mean score above, it found that there was improvement in term of content, organization, vocabulary, grammar, and mechanics. It was clear that there was improvement of the students' writing skill by using graphic organizer from preliminary test to cycle 1. For further more description, the researcher also included the average score of writing skill at cycle 2 could be illustrated as in the following diagram:

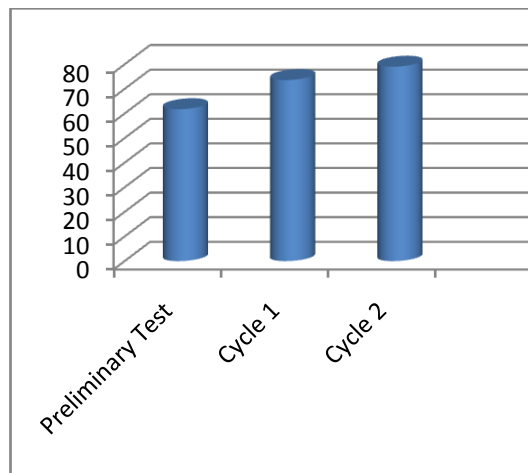
The Average Score of the Students after Cycle 2



Based on the data above, it could be concluded that there was significance improvement of the students' average score in writing by using graphic organizer strategy in cycle 2 comparing with the preliminary test, and cycle 1. To see the improvement of the students in cycle 1, it could be seen as in the following diagram:

The Comparison of the Students' Average Score on Preliminary

Test, after Cycle 1, and after Cycle 2



After comparing the data which was taken from the task and test in each cycle, the researcher concluded that the students' writing skill by using graphic organizer strategy at the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University got significant improvement if compared the result of the students score on the preliminary test, cycle 1, and cycle 2. The result of the test had passed the target of the research. It was proved by the observation, field notes, and interview that were taken by the collaborator and the researcher in every meeting. It showed that there were several factors that influence the students' writing skill such as material, media, classroom activities, classroom management, teacher's strategy and teacher approach. Those factors above had contributed toward the students' writing skill significantly.

In relation to the data above, it could be concluded that the writing skill of the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University

by using graphic organizer strategy was effective to improve the students' writing skill. It was proven by the result of the students' score in the preliminary test, cycle 1, and cycle 2 had improved significantly.

2. The Factors that Influences the Improvement of the Students' Writing Skill by Using Graphic Organizer

After implementing graphic organizer strategy to improve the students' writing skill in the classroom during the cycles, the researcher found some factors that influenced the students' writing skill. In this case, those factors contributed the students' writing skill significantly. They were material, media, classroom activities, classroom management, teacher's strategy and teacher's approach.

The first factor was material. From the result of observation, field notes and interview some students, it was found that the material influenced the changes of students' writing skill. The students were interesting with the material given because the material was current issues in Indonesia. The material was near with the students' background knowledge. So, it made the students was easier in elaborating, generating, and organizing the ideas in their writing project.

The second factor that influenced the students' writing skill was the media used by the teacher in teaching writing. Based on the observation checklist, field notes and interview, it was found that the media was valuable of both students and teacher. For the students, they were interesting with the media. The media could support teaching and

learning process. The media also helped the students to comprehend the material easier because the students did not only listen what the teacher said but also they had some activities that have to be done such as seeing, doing, and demonstration. Meanwhile, the media also helped the teacher when he taught in the classroom. The media also guided the teacher achieved the goal of teaching and learning process in the classroom. In short, by using a good media, the teacher could handle the material well and the media helped the teacher in explaining the material while teaching and learning process.

The third factor was the classroom activities. Pertaining to the result of observation checklist, field notes, and interview, it found that the classroom activities handled by the researcher were running well. In this case, most of the students participated in writing activities by using graphic organizer strategy. The students could apply the procedures of graphic organizer strategy such as brainstorming, structuring, and restructuring. The students were easy to elaborate, organize, and generate ideas in writing. It caused that the students were guided by the procedures of graphic organizer strategy in every meeting so that the students could write well.

The fourth factor that influenced the students' writing skill in the teaching and learning process was classroom management. Based on the observation both of teacher and students, field notes, and interview some students, it could be clarified that the researcher played a major role in managing the classroom while teaching and learning process. The researcher created good atmosphere in order to

improve the students' writing skill. The researcher encouraged and motivated the students in writing activities without spending much time and giving them an effective strategy. So, the students enjoyed and interested in writing activities by using graphic organizer strategy.

The fifth factor that influenced the students' writing skill was the strategy used by the teacher in teaching learning process. Based on the observation, field notes and interview, it could be identified that the researcher applied graphic organizer strategy in the teaching writing. The strategy was used by the researcher was effective for the students, because the students could comprehend the material quickly so that they could generate and organize the ideas in their writing. Also, the students could determine the procedures of graphic organizer strategy. The students could brainstorm the material before writing, they could structure the first draft of their writing, and then they could restructure their first draft into writing. All these activities could make the students to be active and independent in writing task.

The last factor was the teacher' approach that used by the researcher while teaching and learning process in the classroom. Based on the observation, field notes, and interview, it could be concluded that the teacher's approach was good in order to improve the students' writing skill. The researcher helped and guided the students in writing activities. The researcher created good classroom atmosphere, so that the students enjoyed and interested in following writing activities. Also, the students did not bored and afraid in making mistake because they

believed that the teacher would guide and help them if they had problems in writing activities by using graphic organizer strategy.

3. The Relationship of Quantitative Data and Qualitative Data

In conjunction with the findings previously, it could be clarified that graphic organizer strategy could give significant improvement to the students' writing skill. It could be seen from the students' average score in writing test by using graphic organizer strategy in preliminary test, cycle 1, and cycle 2. In preliminary test, the researcher found that the average score of the students' writing skill was 61.76. In cycle 1, the researcher found that the average score of the students' writing skill was 73.6. Meanwhile, in cycle 2, the average score of the students' writing skill was 79.04. Pertaining to the data above, it indicated that graphic organizer strategy could improve the students' writing skill.

Even though, there was an improvement of the students' writing skill, the researcher assumed that the students still had problems in writing skill especially in terms of grammar and mechanics. There were several students got low score in terms of grammar and mechanics. However, if it compared with the result of the preliminary test and the cycle 1, the students got significant improvement in the last cycle.

The data above were affected by several factors; they are material, media, classroom activities, classroom management, teacher's strategy, and teacher's approach. From all of those factors, the material and the teacher's strategy used by the researcher in teaching

writing were the most influencing the students' writing skill. Firstly, the material that was given by the researcher influenced the students' writing skill. It was supported by the qualitative data taken from the observation, field notes, and interview. Based on the qualitative data, it could be clarified that one of the factors the students' success in writing skill was using an appropriate material. It meant that when the researcher gave the students an interesting topic related to the student's real life and their background knowledge such as current issues, it could make the students were easier in elaborating, organizing, and generating the idea in writing.

Secondly, for the teacher's strategy, the teacher should give an effective strategy to the students in order to improve their writing skill. Through the effective strategy, the teacher could lead and guide the students to comprehend the material so that they could catch the important information of the material. In this research, graphic organizer strategy was applied in order to improve the students' writing skill. In fact, after applying this strategy, there was significant improvement on the students' writing skill. It was proved by the students' average score as explained in the previous paragraph.

After having completed analyzing the data obtained from the test, observation, field notes, and interview, the findings of this classroom action research could be seen as follows:

1. Teaching writing through graphic organizer strategy could improve the students' writing skill at the second year students of English

Education Department Faculty of Education and Teachers Training Lancang Kuning University. It could be identified that there was significant improvement of the students' writing skill from preliminary test, cycle 1, and cycle 2. Graphic organizer strategy gave positives contribution and better outcomes to improve the students' writing skill.

2. Teaching writing through graphic organizer strategy was influenced by several factors as in the following:

- a. The material given could make the students interesting and challenging them in writing activities. The material was suitable with the students' prior knowledge and relevant and match to the students' real life.
- b. The media that were used by the teacher to support teaching and learning process could make the students interesting and enjoying while teaching and learning process. Also, the media could guide the teacher to achieve the purpose of classroom and the media could help the teacher to handle the material during teaching and learning process.
- c. The variation of the classroom activities could improve the students' writing skill in order to get more practice in the classroom. The classroom activities could influence toward the students' writing skill. The researcher applied all of procedure of graphic organizer strategy like brainstorming, structuring, and restructuring. All the procedures of graphic organizer

strategy could influence in writing skill because these procedures attracted the students to be active and creative in writing activities.

- d. The classroom management during teaching writing of using graphic organizer strategy could influence the students' writing skill. The classroom management was good and the teacher could help and guide the students while teaching learning process.
- e. The teacher's strategy in teaching learning process also could influence the students' writing skill. The teacher's strategy helped the students comprehend about the material more active and independently.
- f. The last factor that could influence the change of students' writing skill was the teacher approach in classroom activities. The teacher's approach could motivate, stimulate, and guide the students during teaching and learning process.

B. Discussion

With reference to the findings of this research, which was taken from the activities of two cycles of this action research, it could be concluded that graphic organizer strategy had brought a lot of improvement toward the students' writing skill at second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University. The improvement was in terms of content, organization, vocabulary, grammar, and mechanics. The improvement of the students' writing skill was supported by the ways of using graphic

organizer strategy like brainstorming, structuring, and restructuring activities. Perles (2012) identifies that “the ways in using graphic organizer technique namely brainstorming, structuring, and restructuring”. First, brainstorming helped the students in exploring their minds, sitting, and thinking of the topic given. Second, structuring helped the students in to gathers ideas or information about the topic so that the students were easy in choosing a different graphic organizer strategy. The last, restructuring helped the students in organizing and elaborating the ideas after they finished their first draft in their writing. Also, the improvement was influenced by several factors such as material, media, classroom activities, classroom management, and teacher’s strategy and teacher’s approach. In addition, graphic organizer strategy could build up the students’ confidence and improve the students’ participation in teaching and learning activities.

The process of teaching and learning by using graphic organizer strategy in improving the students’ writing skill was successful. It was shown by improving of the students’ average score in every cycle. The finding above was supported by Ellis (2001) found that graphic organizers made content easier to understand and learn, and decreased the necessary semantic information processing skills required to learn the material. Also, Zaini at al. (2010) found that graphic organizers had effect on the improvement of students’ comprehension, performance, and motivation in learning. In conclusion, graphic organizer strategy could make content easier to understand and

learn the material and also graphic organizer strategy could improve the students’ comprehension, performance, and motivation.

In conjunction with the observation, field notes and interview, the researcher found that there were several factors that influenced the improvement of students’ writing skill by using graphic organizer strategy. The factors were the material, media, classroom activities, classroom management, teacher’s approach and teacher strategy.

The first factor that influenced the changes of students’ writing skill was material during this research. The material given by the teacher could influence the students’ interest and challenge them in writing activities. Also, the material had to suitable with the students’ prior knowledge and relevant and match to the students’ real life such as current issues in their environment. By using those materials, the students were easy in elaborating and organizing the ideas in their writing because they have known the topic given from television, newspaper, and magazine. It was supported by Clarke in Kitao (1997) states that “the material considered many aspects in order to fulfill its role in learning process”. The material should be authenticity, realism, context, and focus on the learner. Hence, material could influence the students’ writing skill.

The second factor was the media used during teaching and learning process in the classroom. It indicated that the teacher did not only use the books, maker, and whiteboard as the media, but also the teacher used LDC projector, laptop, and handout to support teaching and

learning process especially in teaching writing. It was supported by Sanaky (2005) states that media is a tool of communication in teaching and learning process which can be used by the teacher in transferring information to the. It meant that the media was changing or communicating which refers to anything that carries information between sources and receivers. Based on the data gotten from observation checklist, field notes, and interview showed that by using the LCD projector, laptop, and handout made the students enjoyed and interested in learning writing. It also helped the teacher in teaching and learning process because media guided the teacher to achieve the purpose of the classroom. In short, media could help the teacher to handle the material and help the students to increase their motivation while teaching and learning process.

The third factor was classroom activities. The variation of the classroom activities could improve the students' writing skill in order to get more practice in the classroom. It meant that the classroom activities could influence toward the students' writing skill. Richard (2001) explains that the classroom activities should be parallel to the real world as closely as possible. Since language as a tool of communication, methods, and materials should concentrate on the message that would be delivered to the others. In these activities, the researcher applied all of the procedures of graphic organizer strategy such as brainstorming, structuring, and restructuring. In conclusion, all of the procedures of graphic organizer strategy could influence the students' writing skill,

because the procedures of this strategy attracted the students to be active and creative in writing activities.

The fourth factor was classroom management. The classroom management was done by the teacher to create a good situation where the students learned and studied comfortably. It was supported by Jones (1997), an effective classroom management includes several areas in teaching and learning process such as it should be based on good understanding of the current research and theory, it had to build strong relationship among the teacher and students, it has to involve instructional methods that facilitate the optimal learning, it involves the students in developing and committing behavior standard to create safe in the classroom, should involve the ability to use a wide range of counseling and behavioral method. Referring to the classroom management that was created by the teacher, it could be clarified that classroom management was good and the teacher could help and guide the students while teaching learning process. For instance, classroom management could influence the students' writing skill.

The fifth factor was the teacher's strategy in teaching learning process. Based on the observation checklist, field notes, and interview, it found that the teacher's strategy was good to improve the students' writing skill. It was supported by Richard (2002), the teacher's strategy is a way of engaging all of activities and materials into a classroom. In this case, the teacher used graphic organizer strategy to solve the

students' problems in writing skill. The procedures of graphic organizer strategy like brainstorming, structuring, and restructuring could guide the students in writing activities. As the result, graphic organizer strategy that used by the teacher could influence and improve the students' writing skill.

The last factor that influenced the change of the students' writing skill was the teacher's approach in the classroom activities. It was stated by Brown (2001), the teacher's approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director, manager, facilitator, and resources. Based on the data gotten from observation checklist, field notes, and interview, it found that the teacher's approach was good. It indicated that the teacher helped and guided the students' in writing activities by using graphic organizer strategy. Also, the teacher gave clearly explanation of using graphic organizer strategy so that the students could write well. In conclusion, the teacher's approach could influence in writing skill.

CONCLUSIONS

This research has purpose to find out the extent of graphic organizer strategy improves the students' writing skill and to explain the factors that influences the improvement of students' writing skill by using graphic organizer strategy at the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University. Based on the findings in

implementing graphic organizer strategy in teaching writing, the researcher presents conclusion views from some dimensions; the students' writing skill, teaching and learning process, and students' responses toward the implementation of graphic organizer strategy. The brief conclusions are as follows.

First, the graphic organizer strategy can improve the students' writing skill. The writing skill includes the mastery of developing and organizing ideas in written form, using correct grammatical sentences, selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. Those elements of writing can be achieved through the practice of writing especially by using graphic organizer strategy. From the research, it can be seen that graphic organizer strategy can improve the students' writing skill from cycle to cycle.

Second, graphic organizer strategy can be implemented effectively in teaching writing by using these procedures: (1) brainstorming; (2) structuring; (3) restructuring. In addition, the teacher should bring the students to conditions of what a writing class should be like, monitor the students' progress, and follow the stages on the writing process by using graphic organizer strategy. The writing process by using graphic organizer strategy includes brainstorming, structuring, and restructuring. The first activity is brainstorming. Brainstorming includes everything that the students do before writing. It is the stage where the students collect and mention all vocabularies related to the topic given. The second activity is structuring. The teacher

guides the students to organize their ideas into sentences and further organize into paragraph or essay related to the events of the topic. During this stage, the students focus on the content and express their ideas based on the topic. The next stage is restructuring. The students are asked to revise the rough draft from the writing stage focusing on content and organization. Also, the students guided by the teacher to check grammar, sentence structure, spelling, and punctuation. After checking the draft, the students are asked to write the final draft.

Third, there are positive responses from the students when graphic organizer strategy is implemented. Graphic organizer strategy can improve the students' interest, self-confidence, self-motivation, and optimism which are categorized into personal competence. Students' interest to the writing increases when they are guided to write the topic by using graphic organizer strategy through the writing process. The students feel happy and easy to understand to write the topic by implementing the graphic organizer strategy. In addition, the students have self – confidence to increase their writing skill. Self-confidence is a strong sense of one's self-worth and capabilities. In this study, the students feel more confidence with their writings although their writings are still imperfect. They feel satisfied because they can create their own writing by using graphic organizer strategy. The students also feel motivated in joining the teaching and learning process. They feel very happy especially with the activity that they never did before. They are actively involved in the teaching and

learning process. In the teaching and learning process, the teacher can bring the situation of learning become alive. The students try to accomplish their writing as soon as possible. The students feel optimism that they can finish their writings. They are very happy follow the stages on the writing process. They believed by following the stages on the writing process they can make good writing.

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