



Using Graphic Organizer to Improve Students' Speaking skill

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ABSTRACT

The purpose of this study was to determine whether Graphic Organizer has a significant effect on students' ability to speak. This study used the VIII.F students of Al-Azhar 12 Junior High School Rawamangun as the research sample. This class consists of 22 students. To choose the sample, the writer used a simple random sampling technique. From the population. The method used in this study was quantitative and the design used was a pre-experimental study with the technique of one group pre and post-test design. The instrument used in this study was oral tests. Then for that reason, the writer used the Weighting Table from Adam and Frith so that the measurement could be more accurate. The result of this research explains that students' pre-test score is 72,36 and the post-test score is 81,45. The result of statistical hypothesis found out that the level of significance is higher than $0.000 < 0.005$. This means H_0 (Null Hypothesis) is rejected and H_1 (Alternative Hypothesis) is accepted. Which means using the media Graphic Organizer is effective to improve students' speaking skill.

Keywords: Graphic Organizer, media, speaking

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INTRODUCTION

Every kind of creature has their own form of communication, so every creature will be able to communicate with one another. animals, demons angels, and human have a communication form called language. According to Rice-Johnston (2008), Language is the process or set of processes used to ensure there is an agreement between the sender and

receiver for meanings assigned to the symbols and the schema for combining them used for each communication.

There are four basics skills in learning language. The most important among them is speaking. With good speaking skill, people could easily understand what we are thinking and what our idea is. Chaney (1998) in Kayi (2006, p. 1) stated that speaking is the process of building and sharing meaning

through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of language learning. It needs the speakers to produce the target language in the spoken form. In addition, Qureshi (2012, p. 2) said that speaking skill has some role and importance, i.e. : language is a tool for communication, for a smooth running of any system, to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, and to gain the attention of the audience. Moreover, it probably can also enhance one's personal life.

Related to its importance, according to Richards (2008, p. 19), the mastery of speaking skill in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Furthermore, Thornbury (2005, p. 14) also promotes four speaking genres, those are interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy food at a shop, whereas when people leave a message on an answering machine can be categorized as non-interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and speech. Meanwhile, unplanned speaking is when people meet and do a conversation with somebody in the street.

In similar with Thornbury, Harmer (2001, p. 269) classified two

elements that are necessary for spoken language. The first is *language feature* that had been identified as follow. a) connected speech. Is the modification in sound production or utterances, such as assimilation, omission, addition and weakened. b) expressive devices. Native English speaker changes the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means to show how they are feeling. c) lexis and grammar. It is related to the ability to use some of the common lexical phrases, such as agreeing and disagreeing, expressing surprise, shock or approval. e) negotiation language. It is the ability to earn the benefits of the negotiatory language we use to seek clarification and show the structure of what we are saying.

On the other side, *social and mental processing* is also a part of the speaking element. Harmer (2001, p. 271) explains some types of processing as follow. a) language Processing. It is an ability to process language inside our heads, and then to put it into a coherent order so that it comes out in form that is not only comprehensible but also convey the meanings that are intended. b) interacting with others. This means that speaking also involves interaction with one or more participants. Besides, it involves a good deal of listening and understanding of how other participants are feeling.

So many language learners, especially English that learn an additional lesson just to develop the speaking skill to be able to speak proficiently. Because if they could speak in a good way, so they will get what they

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want in a better way. In addition, teaching speaking must be suitable for the purpose of speaking itself. In teaching speaking, there are many ways of teaching a lecturer can use in class.

Ur (2000, p. 103) also delivers her idea, in teaching speaking skill, the emphasis will usually be firmly on fluency. What we are interested in here and what is emphasized is the development of learners' facility in receiving and conveying messages, with a corresponding lowering of emphasis on accuracy. Furthermore, to assess speaking accuracy, Brown (2004, p. 140) points out that speaking is a kind of productive skill that can be directly and empirically observed. However, assessing speaking is challenging because there are so many factors that influence teachers' impression on how well someone can speak a language.

Harmer (2001, pp. 101–102) additionally proposes that assessing speaking performance should be represented through praise or comment. However, the teacher should be careful in praising or commenting on the students' work. The teacher should consider the students' psychology. Not all students can accept praises or comments positively. The teacher should give praises or comments that do not decrease the students' motivation. In sum, in assessing speaking skills, we should know the basic competencies of our students. We should be able to give a test that is not making the students afraid to speak. We have to grow their self-esteem before we conduct the test. We also have to pay attention to students' psychology. Not every student is still being able to rise again after a

failure in a language test. Teachers also could give building comments for them. Besides, before we give the grades and marks, first, we need to talk to our students so that they know their targets.

Because of this importance, there are many teaching media developed just to improve students liking in learning language. Music, pictures, and videos are three kinds of media usually used by language teachers to teach their students about language. Based on writer's experience when became a teacher at SMP-IT Al-Ishlah Kananga, Pandeglang, Banten, and while conducting research in Krabi, Thailand, teaching English language is a little bit difficult without any media. The students are so nervous and too shy to talk with English language. They are very afraid to make mistakes even when there is a teacher ready to remind them if they make mistakes. But, while the writer taught the students with these, the learning process was effective to improve students' writing, reading listening and especially speaking skills proficiently.

Because of this, language learning is easier and more fun. There are no difficulties anymore. Sometimes, students are happy to learn about language because it is fun. Together with it, the teachers are friendlier. So, the writers conclude that teaching media is very important because it could build students' self-esteem, students' courage and also students' creativity. Teaching media will help any teacher in order to maintain students' focus longer. On the other side, learning activity would become more effective and efficient.

Nowadays, the world of education knows the other form of picture-based

teaching media. It is called Graphic Organizers. There are many definitions of Graphic organizers from experts. Ciascai (2009, p. 1) stated that Graphic Organizers are representations, pictures or models used for processing visual information. Besides, Graphic organizers are visual representations of information and concepts (McKnight, 2013). Ciascai (2009, p. 1) said that Graphic Organizers are representations, pictures or models used for processing visual information. As cited by Manoli, Papadopoulou, Manoli, & Papadopoulou (2012, pp. 1-4), there are many forms of Graphic Organizers itself. i.e: semantics maps, knowledge maps, concept maps, tree diagrams, and Venn diagrams. Nikolai (2010) said that Graphic Organizers have some advantages. i.e.: Graphic organizers can help students to understand the relationship between various pieces of information that they may have otherwise failed to identify, allows instructors to evaluate the student's prior knowledge of a subject, and enhance learning by stimulating a student's interest and retaining his attention.

There are four types of graphic organizers. the first is cyclical organizers. cyclical organizers is an organizer that showing the sequence of events in a process. For example, circle organizer. The second is hierarchical organizer. it is an organizer showing the relation between a concept and its subordinate levels of characteristics. Such as hierarchy diagrams. The third is sequential organizer. It is showing events in chronological order, like multiple timelines. The last is conceptual organizers. It is organizers showing how

the main concept is supported by facts, evidence, and characteristics (Hong Kong Curriculum Development Institute., 2001).

In addition, in similar with Hong Kong Curriculum Development Institute, Irwin-DeVitis, Bromley, & Modlo (1999, p. 8) also said that there are four types of Graphic Organizers. They are as follows:

- a. Conceptual. These types of graphic organizer include a main concept or central idea with supporting facts, evidence or characteristic.
- b. Hierarchical. These organizers begin with topic or concept and then include a number of ranks or levels below the topic.
- c. Cyclical. The cyclical organizers depict a series of events without beginning or end. The formation is circular and continuous.
- d. Sequential. Sequential organizers arrange events in chronological order. This type of organizer is helpful when events have a specific beginning and end. It is also appropriate for cause-and-effect, process-and-product, and problem-and-solution text.

Besides some benefits above, there are more benefits as the writer cited. i.e: a) content is easier to understand and remember information processing demands are reduced, b) students become more strategic learners, c) improves reading and writing skills, d) universal, e) research-based, f) provides students with a visual representation of information, and g) often improves test scores.

Unfortunately, Graphic Organizer is not applied largely in Indonesia. Many language teachers do not use this

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modern media in their teaching activity. Teachers teach with an ordinary picture So that it is still difficult for the students to understand their lesson, and to improve their language skills. Then, when their teacher asked them to speak in front of their friends, they do not talk properly because of their anxiety and edginess.

Irwin-DeVitis et al (1999, pp. 6-7) said that Graphic Organizers help the students on what is important, effective with diverse students in a variety of settings, and it requires the students to be actively involved with the information. In order to help Student to get the most out of the graphic organizers, the teachers should familiarize themselves with different types of graphic organizers, explain to students what graphic organizers are and why they are useful in learning, Present the specific graphic organizer for a topic. Point out its subject and organizational framework, Use examples to illustrate the use of some graphic organizers and Review students' work. Generate classroom discussion on the effective use of graphic organizers. (Hong Kong Curriculum Development Institute., 2001, p. 9).

Then there are some other way to use some Graphic Organizers, as stated by Pesce (2017).

- a. Venn Diagram is perfect for comparisons and contrast. There are two circles that overlap in the middle. Students compare two things and write what they have in common in this overlapping space. The differences are written in the spaces that don't overlap.
- b. Word Cluster: this graphic organizer is ideal for brainstorming, whether you are trying to elicit vocabulary or come up with ideas for a writing assignment. You write the topic in the center and students contribute related ideas to fill out the other circles.
- c. Timeline: this is a handy way to show a sequence of events and helps students place them in the right order.
- d. Sequence Chart: this one is also useful to describe a sequence of events or the steps in a process.
- e. Goal-Reasons Web: Students write down the main goal in the center circle. Students come up with reasons for accomplishing this goal, and finally, facts related to these reasons.
- f. Topic Wheel: You can use this graphic in the same way you'd use the Word Cluster - it's a different graphic, but it serves the same purpose. In this case, the topic goes in the center and the supporting ideas on the spokes of the wheel.
- g. Triangle/Inverted Triangle: With the use of triangles you can go from a broad topic to a more specific one (inverted triangle) or vice versa. The triangle is a classic for the Food Pyramid where you put the foods you should eat the most at the bottom and those you should have small quantities of at the top.
- h. Story Maps: Tell your students that they must write a story in English, and most will freak out. Give them a story map to get started, and they will calm down.

RESEARCH METHODOLOGY

The method that used in this research was a quantitative method with a pre-experimental design, using one group for pre-test and post-test. So, the Writer only compared the score of students speaking skill before the treatment using Graphic Organizer and the score of students speaking skill after the treatment using Graphic Organizer.

This research was conducted in Al-Azhar Islamic Junior High School (SMPIA) 12 which is located on Rawamangun, East Jakarta. It was conducted on the second semester in the academic year of 2016/2017 at eighth grade. In addition, the population of this study is all students at eighth-year students of Al-Azhar 12 Junior High School, in academic year 2016/2017. The writer chosen one class for the investigation, that was VIII.F as an experiment class which consist of 22 students.

In collecting the data, both pre-test and post-test will be used as the instrument. To know the basic of students' speaking skill, a pre-test was given before treatment. The treatment was using Graphic Organizer to improve students' speaking skill. The time spent to test and apply this method was 12 times meeting. In the last, post-test was conducted to find out students' speaking skill after getting the treatment. After collecting the data, the writer will analyze the results of the test statistically. A formula used in the study is t-test for one group which is also known as Paired Sample t-Test.

FINDING AND DISCUSSION

After the field research was conducted, the writer analyzed the data gained from the research. And the result of data analysis could be described as follows:

Pre-test Result of Students' Speaking.

After several experiments conducted at Al-Azhar 12 Islamic Junior High School, the writer saw that the highest result of pre-test in experimental class was 81. It was obtained by 5 Students. Then, the lowest result of pre-test in experimental class was 65. And it was obtained by one Student.

To make it easier, the writer classified students speaking skill based on the following criteria.

Table 1. Experiment Class Students' Pre-test Speaking Result Percentage

| Students' Speaking Skill Level | Total Number of Students | Total Number of Students in Percentage |
|--------------------------------|--------------------------|--|
| Excellent | 0 | 0% |
| Good | 5 | 22.73% |
| Average | 16 | 72.73% |
| Poor | 1 | 4.54% |
| Very Poor | 0 | 0% |

It can be described that in the Experimental Class, 5 Students were good (22,73%), 16 students were average (72,73%) and there was 1 student gained poor (4,54%). There were no students got an excellent, or very poor grade. (0%). For making clearly, the writer uses this chart to represent students pre-test score percentage. As it has been noticed, yellow means good, green means average and brown means poor. There are no orange colors or gold because there are no students get an

excellent or very poor grade. Based on those following chart of pretest result, it can be explained that the green part is the biggest part because more than half of the sample got the score of average in this pre-test. Then, the yellow part comes after. this means there are some students who got the score of good. Unfortunately, there is a student who got the score of Poor, as shown by the Brown Part.

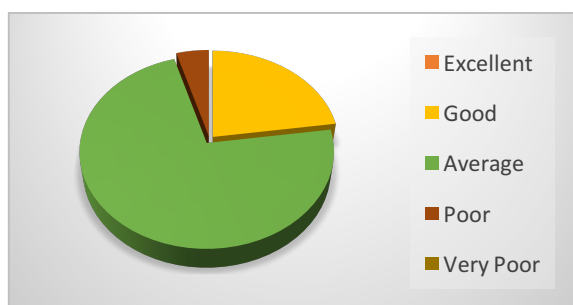


Figure 1. Experiment Class Students' Pre-test Speaking Result Chart

The writer lastly applied calculated the frequency of distribution. As a result, it shows that the pre-test score gained by the students and their scores' absolute and relative frequency. There is one student who got the score of 65, and it was 4,55 percent. Then, there is also one student who got score of 67, which means it was also 4,55 percent. There are five students who got the result of 69, which means 22,7 percent. Next comes score of 71 earned by 10 students, it was 45,5 percent. The last is score of 81. It was gained by 5 students. Then it was 22,7 percent.

Post-test Result of Students' Speaking Skill.

Post-test was given to see how far was the students' progress after the treatment using Graphic Organizer for

eight weeks. As a result, it can be concluded that there are 18 students who achieved Good result, 4 people earned Average grade, and there are no students who got poor score. So the writer concluded that there was an improvement on students' remarks after being taught with Graphic Organizer. Then, referring to the speaking assessments criteria, it can be seen that there are 18 students of this Experimental Class who got good grade (81.82%) and the other 4 students got enough grade (18.18%).

This chart shows students post-test score percentage. Yellow represents Good, and Green represents Average. There are no Brown, Orange, or Gold part because after the post-test conducted, there are no students get Excellent, Poor and Very Poor grade. Based on the post test result, the Yellow part is the biggest part, because more than half of the sample got the score of Good in this post-test. Then, the Green part comes after. This means there are some students who got the score of Average. Fortunately, there are no students who got the score of Poor after being treated.

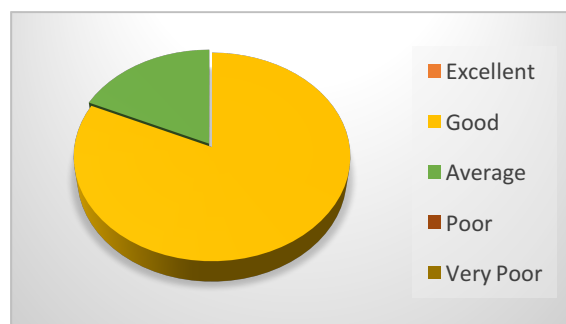


Figure 2. Experimental Class Students' Post-test Speaking Result Chart

The Analysis of Data

Based on the result of pre-test and post-test of the students above, the

Writer analyzed the results to find out the influence of Graphic Organizer to Students' speaking skill. To prove the hypothesis above, the writer used the result of the experiment class which was calculated by *t-test* and follow assumption as below: If the result calculation t_0 is higher than t_t , the alternate hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is an improvement of using graphic organizer to students' speaking skill.

Based on the result of t-Test calculation before, 3,53 was obtained in the degree of freedom (df) of 21, (22-1=21). With the degree of significance 5%, it gained score of 2,086. The result of calculation above showed that t_0 (t-observation) 3,53 > t_t (t-table) 2,086. And since the result of t_0 was higher than t_t , the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. And, from the explanation above, it can be concluded that there was a significant differences between the Students' result of the experimental class before and after this method was applied. The result of the pre-test was 72,36. Meanwhile, the result of Students' post-test was 81,45. Finally, from the interpretation above, we could summarize that the students' post-test result is higher than the students' pre-test result. So, it could be said that the Graphic Organizer is effective to improve students' speaking skill.

CONCLUSION

Based on the findings and interpretations of the data above, the value of $t_{\text{calculation}}$ (12,12) was higher than the value of t_{table} (2,086) at

the significance level of 5% it can be concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means that there are significant differences between teaching speaking with Graphic Organizer and teaching speaking without Graphic Organizer. Thus, this research concludes that Graphic Organizer gives significant effect on students' speaking skill of eighth grade students of Al-Azhar Islamic Junior High School 12 Rawamangun.

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