USING GRAPHIC ORGANIZERS 
TO ENHANCE STUDENTS’ WRITING SKILL

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Abstract
The ability in conducting a good writing is unavoidable. This ability plays a significant role to get and express one’s idea, thought and opinions. Students have to be able to absorb the idea of the text and create a good writing in many kinds of text including hortatory explanation text. In the process of constructing the writing a text, students will face difficulties to reach the indicator in creating outline on writing text. As an instructional tool, graphic organizers have been highly recommended to be used in contemporary classrooms. Graphic organizers are said to be particularly valuable. Writing a text will be easy for students when they understand how to organize ideas. Organizing ideas could be studied from graphic organizers technique. So, based on the previous cases, the writer considers that graphic organizers tend to help students to organize ideas in writing a text.

Keywords: Graphic Organizers, Writing Skill, Hortatory Explanation Text.

Abstrak
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ide bisa dipelajari dari teknik graphic organizers. Jadi, berdasarkan kasus sebelumnya, penulis menganggap bahwa graphic organizers cenderung membantu siswa untuk mengatur gagasan dalam menulis teks.

Kata Kunci: Graphic Organizers, Kemampuan Menulis, Teks Hortatory Explanation.

A. INTRODUCTION

In this globalization era, the ability in conducting a good writing is unavoidable. This ability plays a significant role to get and express one’s idea, thought and opinions. Students have to be able to absorb the idea of the text and create a good writing in many kinds of text. Having a good writing, they could write for various purposes; to write a job letter, to share their idea and thought in face book or blogs and to write their own report on science experiments.

To help students survive and compete in global interaction, teachers have to facilitate their students to be able to gain such writing competence. For that reason, National Education Department creates syllabus of English subject which contains competencies that should be achieved by the students in order to make them to be ready to undergo the competitive life in global era. Some of the competencies are skills of listening, speaking, reading and writing.

In some cases, in the process of constructing the writing a text, we found the most difficulty faced by the students was in creating outline. They will face difficulties to reach the indicator in writing a text.

The purpose of writing a text is to deliver text information in scientific and logic reason. To get the scientific idea, it needs special skill or technique from the students to conduct writing. Students will not only face new or specific word or term in each topic, but also the structure in conveying the organization of the idea of the text. Structural text means a kind of organized text. Organized text needs students understand how the text was managed and conveyed. Here, students will fail easier to conduct the text when they could not organize their idea for writing.
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As an instructional tool, graphic organizers have been highly recommended and used in contemporary classrooms. Graphic organizers are said to be particularly valuable because “a good graphic representation can show at a glance the key parts of a whole and their relations, thereby allowing a holistic understanding that words alone cannot convey” (Jones, Pierce, & Hunter, 1988–1989, p. 21).

In short, writing a text will be easy for students when they understand how to organize ideas. Organizing ideas could be studied from graphic organizers technique. So, based on the previous cases, the writer considers that graphic organizers tend to help students to organize ideas in writing a text.

1. REVIEW OF RELATED LITERATURE
A. General Concept of Graphic Organizers
   1. The Description of Graphic Organizers

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

According to Tang (1994:87), the graphic organizer is a “teaching/learning device developed to facilitate student comprehension and organization of content area texts”. The development of graphic organizers or key visuals has been influenced by various theories and schools of thought, including Gestalt psychology, which considers the whole being more than the sum of its components. This definition fits graphic organizers, seeing that a well-thought out visual conveys a message that is broader than merely the sum of its parts, and it can be clearer and more economic than a densely packed original text. Although its origins mostly have to do with facilitating reading, they are now used as valuable instructional tools in different areas.

"Graphic organizers have been applied across a range of curriculum subject areas. Although reading is by far the most well studied application, science, social studies, language arts, and math
are additional content areas that are represented in the research base on graphic organizers." (Hall & Strangman, 2005)

2. The Types of Graphic Organizers

A review of the literature reveals a variety of schemas used to typify graphic organizers (Marzano, et al., Silver, 2003, Bromley, Devitis & Modlo, 1999). Graphic organizers come in many different forms, each one best suited to organize a particular type of information. The following examples are merely a sample of the different types and uses of graphic organizers.

a) Conceptual: These types of graphic organizers include a main concept or a central idea with supporting facts, evidence, or characteristics.

![The Model of Conceptual Graphic Organizer](image)

b) Cause and effect: It is used to describe the cause and the effect to something. Starting from cause and going forward.

![The Model of Cause and Effect Graphic Organizer](image)

c) Compare/contrast: it is used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame question: What things are being compared? How are they similar? How are they different?
d) Sequential: Sequential organizers arrange events in chronological order. It is used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). This type of organizers is helpful when events have a specific beginning and end.

B. General Concept of Organizing Ideas

Organizing ideas are the act of rearranging ideas following one or more rules. Anything is commonly considered organized when it looks like everything has a correct order or placement. But it's only ultimately organized if any idea has no difference on time taken to find it. In that sense, organizing ideas can also be defined as to place different ideas in logical arrangement for better searching.
C. General Concept of Writing

1. The Nature of Writing Process

In the classroom, there are two combinations of two kinds of writing. Brown (2001:340) argues that another way to look at the authenticity issue in classroom writing is to distinguish between real writing and display writing. Moreover, he said that real writing is writing when the reader does not know the answer and genuinely wants information. In classroom setting, the students are more likely to be given the opportunity to convey genuine information on topics of intrinsic interest. On the other hand, display writing gets the students to perform well in order to learn skill that will help them succeed in further academic pursuits.

Both the use of real and display writing are considered by the ages and level of the study. For beginners, real writing is preferred than display one. From the limited vocabulary and the mastery of grammar that the students in this level have, it is easier for them to practice writing using a model from teachers. In order to create the model, the teacher is able to do display writing by using any tools or facilitations at school. Here, they sometimes have to combine between spoken and written language.

Hyland (2004:111) points out that any language courses needs any principled way of sequencing learning by integrating written and spoken genres. In the real word texts, the sequencing is by using families of genres. For constructing a procedure text family, it needs steps to achieve a goal as the main feature.

2. Micro and Macro Skills of Writing

Brown (2001:343) lists a series of micro and macro skills of writing, which are useful to help teachers determine strategies in students’ writing performance for getting its effectiveness. The skills are as follows:

**Micro skills**

a. Produce graphemes and orthographic patterns of English.
b. Produce writing at an efficient rate of speed to suit the purpose.
c. Produce an acceptable core of words and use appropriate word order patterns.
d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
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e. Express a particular meaning in different grammatical forms.
f. Use cohesive devices in written discourse.

Macro skills

a. Use the rhetorical forms and conventions of written discourse.
b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
d. Distinguish between literal and implied meanings when writing.
e. Correctly convey culturally specific references in the context of the written text (Brown, 2001:343).

Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

D. Using Graphic Organizers in Teaching and Learning Writing

This paper involves the theory about graphic organizers. As it mentioned before that graphic organizer is a "teaching/learning device developed to facilitate student comprehension and organization of content area texts" (Tang, 1994:87). The definition fits graphic organizers, seeing that a well-thought out visual conveys a message that is broader than merely the sum of its parts, and it can be clearer and more economic than a densely packed original text.

Then, in the form of graphic organizers, the students are hoped to be able to rearrange ideas following one or more rules. It is commonly considered organized when it looks like everything has a correct order or placement. These organizing ideas could place different ideas in logical arrangement for better searching.

Writing skill is the learned process of shaping experience into text, allowing the writer to discover, develop, clarify and communicate thought and feeling. It is a public discourse and for the reason it should be worthwhile, well organized, sufficiently developed to accomplish its intended purpose clearly and effectively written (White, 1986: 12). For that reason, organizing ideas is
needed to make a better result of writing. To achieve the purpose of writing, the writer offers the technique of organizing ideas namely graphic organizers. This technique is used with the purpose of enhancing students’ writing skill, especially in writing Hortatory Exposition Text.

Hortatory Exposition Text is a type of oral or written discourse that is used to explain, describe, give information or inform. The creator of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. One important point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than bluntly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve our skills in exposition is to provide directions to improve the organization of the text.

Writing exposition means that we try to obtain the information about and explain a specific problem that will be discussed. Richard & Schmidt (2002:337) stated that expository writing provide information about and explain a particular subject, that include giving examples, describing a process of doing or making something, analyzing causes and effect, comparing and/or contrasting, defining a term or concept, and dividing something in to part or classifying it into categories.

The communicative purpose of exposition text stated by Mark & Cathy (1997:4-7) is to argue or persuade by presenting one side of an issue. Meanwhile, Gerot & Wignell (1994:2004) stated that hortatory exposition is a kind of text that has a social function to persuade the reader or listener that something should or should not be the case. Pardino (2007:216) affirmed that negative purpose of hortatory text is to argue that something should be or ought to be.

The schematic structures of exposition according to Feez & Joeyce (2000:24) consist of four stages. They are: a) statement of position, b) preview of argument, c) argument (supported by evidence and d) recommendation.

Moreover in writing hortatory exposition text, it needs more knowledge and understanding of the topic being discussed. One
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important point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve our skills in exposition is to provide directions to improve the organization of the text. It is supported by applying graphic organizers to organize ideas in writing hortatory exposition text.

2. METHOD OF INVESTIGATION
A. Research Design

The subject of this research was students in grade XI in Madrasah Aliyah Darul Ulum Semarang. The number of the students was 15 students. The consideration for choosing grade XI students was that hortatory is taught in this second term of this grade.

The study was aimed to describe (1) What problems are faced by the XI students of MA Darul Ulum Semarang in writing hortatory exposition text? (2) How graphic organizers are applied to help the XI students of MA Darul Ulum Semarang to create varieties of arguments in writing hortatory exposition text? (3) To what extent can graphic organizers enhance the organization of ideas of the XI students of MA Darul Ulum Semarang in writing hortatory exposition text?

This study was descriptive qualitative and quantitative. The qualitative method involved organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities. The quantitative used to describe the percentage from the result of the test.

The research design of this study was action research. Ebbit (1985: 156) as cited by Cohen (2007:297) defines action research as "systemic study that combines action and reflection with the intention of improving practice. Action research is a process, usually of relatively long duration, in which a person or group of people address particular problem by researching it and taking action to toward solving the problem, at the same time researching that action. To conduct such research, the sequence is carried out collaboratively."
It involves spiral of self reflective cycle of planning, acting, observing and reflecting.

As cited in Anne Burns (2010) that Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.

![Diagram of the Typical Cycle of Action Research Process]

**The Typical Cycle of Action Research Process**

In implementing the technique of graphic organizers to enhance students’ writing skill, the writer underwent four stages. They were building knowledge of the field of the text, modeling of the text, joint construction of the text, and independent construction of the text. In this process, the writer was accompanied by collaborators. They were two English teachers who helped the writer to observe the process of the observation in getting the initial data of students’ writing of hortatory exposition text.
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B. Data Collection Methods

The data collection methods were organized into three parts. The first discussed the instruments applied in this study, the second was about research source and the third focused on the research procedures.

To conduct this research, the following instrument was utilized:

1) Observation Sheet

Another instrument used to collect data in this study was observation sheet in the form of noting. This sheet was used to determine the students’ activities in writing hortatory exposition text. It started from students’ building knowledge of the field to student’s independence construction. It specified to the materials which would be the reinforcement to the problems faced by the students.

2) Journal

Richard and Lockhard (2007:7) define journal as “a teacher’s or student teacher’s written response to teaching events.” They further elaborate the purpose of keeping a journal as follows: (1) events and ideas are recorded for the purpose of later reflection, and (2) the process of writing itself helps trigger insights about teaching.

3) Using an Outsider Observer

To obtain objective data for the study, the writer invited a colleague to assist him during the research. His/her feedback and encouragement would be very valuable for me to conduct the research.

4) Interview

In this research, interview was used between the researcher and the interviewee (students) in order to get deeper information and understanding of the topic. The result of interview is to strengthen the valid data of observation.

The research source in this study consisted of teaching documents. The documents used for this study included: curriculum, syllabus, lesson plan, writing test item and analytical writing scoring rubric.
This section presented the research procedures which were consisted of the procedure of the preliminary study and those of the research. The procedures were discussed and conducted by the observer (the writer and the outsider observer).

Before conducting the research, firstly, preliminary investigation was undertaken by observing students' written of hortatory exposition text. Students were observed to investigate their initial understanding and ability to write hortatory exposition text.

Preliminary study was conducted through four phases:
1) Building Knowledge of the Field; students were introduced the generic structure, social function, and language feature used in writing hortatory exposition text.
2) Modeling of the Text; students were given an example of a written of hortatory exposition text. The text entitled 'The Danger of Smoking'.
3) Joint Construction of the Text; the teacher asked them to work together with him to construct written of hortatory exposition text by making outline in the former. Besides constructing written hortatory exposition text collaboratively with the teacher, students were also asked to construct the written of hortatory exposition text collaboratively with their groups of students.
4) Independent Construction of the Text; having performed collaboratively with the teacher and also their own group, students were assigned to work independently to write hortatory exposition text with the topic they chose freely.

Based on the observation of those phases including the scoring rubric of their independent construction, problems were then determined to be solved through the cycles of the research.

As elaborated previously, the problems of the study were solved through classroom action research. The research was conducted through 2 cycles. Each involved a spiral of self-reflective cycles of planning, acting, observing and reflecting.

Then, if students’ organizing ideas through graphic organizers in the classroom activities and the students writing hortatory exposition text scores had achieved the indicators described previously, the action implemented in the last cycle was
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meant as reinforcement to know whether result in the second cycle is consistent or not.

C. Data Analysis Methods

This section elaborated how data was got by using each of the instruments applied during the research is analyzed. The elaboration was presented as follows:

1. Writing Hortatory Exposition Text

To find the mean score of students’ writing hortatory exposition text and that of each assessment category, the following formula were used.

\[ M = \frac{\sum x}{N} \]

Note:

- \( M \) = the main score of the students writing hortatory exposition answer of that of each assessment category
- \( \sum x \) = the total scores of students’ organizing ideas
- \( N \) = the total number of the students

2. Observation Sheet on Students’ Organizing Ideas

There were three kinds of observation sheet used in this study. First is the observation sheet for preliminary research, second is for the first cycle, and third is for second cycle. Aspects to be observed in preliminary research were mentioning the characteristics of hortatory exposition text, choosing the topic, creating the outline, developing and transforming the outline into the text, constructing per sentence of simple present tense, presenting or choosing the words, and spelling the words. Aspects to be observed in the first cycle were the appropriateness of the application of causal connectives, thesis, graphic organizers, argumentations, and hortatory exposition text. Finally, the aspects to be observed in the second cycle were creating comparative argument, creating cause and effect argument, and constructing writing hortatory exposition text.

After observation sheet was completed, then it was analyzed by determining that a student is classified to be focusing on the learning and teaching process in the classroom activities.

After determining whether a student is able or not to organize ideas, the number of students who are able to organize
ideas is then counted:

\[ \sum \text{as} = \frac{\text{nas}}{N} \times 100\% \]

Note:
\[ \sum \text{as} \quad = \text{the percentage of students passing the grade} \]
\[ \text{nas} \quad = \text{the total number of students passing the grade} \]
\[ N \quad = \text{the total number of students} \]

Afterwards, the percentage of capable students in the first cycle is compared with the preliminary study and the following cycles to find the development process of students’ organizing ideas in the classroom activities through graphic organizers. If at least 11 students (70 %) from the total number of 15 students (100%) are capable to organize ideas during the lesson, the method is then considered able to develop students’ organizing ideas in writing hortatory exposition text. The passing grade of writing hortatory exposition text was 70.

3. Interview

In this research, interview was used as an instrument to collect the data. The interview was applied in preliminary research and after doing all cycles. The interviews were applied to figure out the problems faced by the students in writing hortatory exposition. It was considered that interview had its own communicative advantages. Students were asked with deeper question, and those could find the basic problems felt by the students.

The interview shaped for preliminary research was different with the interview for post-cycles. Interview for the first cycle was applied to ask the students difficulty in writing hortatory exposition text, while interview for the post cycles was for figuring out the progress to ensure weather the problems faced by the students was solved.

4. Journal

Reflection were conducted to reflect the reflective notes on event and recorded in the journal by the observer and me as the teacher when observing teaching events carried out during the meeting of the first cycle. It was intended to know whether the action done had weaknesses of problems or not. It was also meant to identify what points were well done.
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Therefore, the result of class observation and the writing scores in the first cycle were reflected to inform the strengths and the weaknesses of the implementation of actions during the first cycle. If weaknesses are found, these are used as a guide to revise the lesson plans of the first cycle to make the revised lesson plans of the second and then of the third cycle.

The data in the form of sentence from observation in each cycle were elaborated based on the fact of the condition when the teaching-learning process is going on.

B. FINDING AND DISCUSSION
1. Implementing Graphic Organizers in Enhancing Students’ Writing Skill

After having identified the research problems, the writer and the collaborator then designed actions to overcome them. They made plans to implement the actions as following:

a) Cycles were designed in this research. There are two cycles which consisted of three meetings in each cycle.

b) The first meeting was planned to describe causal connectives and the content of the thesis. The causal connectives were designed because it was the general problems included in linguistics features that should be encountered first. While, for the content of the thesis was designed to strengthen the ability in creating the thesis in which it supposed take more time in producing.

c) The second meeting was planned to represent the graphic organizers and the arguments. Graphic organizers were designed in order to facilitate the students in creating writing hortatory exposition text. And the arguments were reviewed to reinforce students in creating arguments and its varieties.

d) The third meeting was planned to examine the students in creating writing hortatory exposition text.

The writer and the collaborator also designed and prepared the instruments. The following instruments were prepared to implement the changes:

1) Lesson plans were designed based on the curriculum and the syllabi. The lesson plans were designed by applying classroom
activities using graphic organizer to organize ideas in writing hortatory exposition text.

2) Work sheets were designed based on the lesson plans to facilitate students achieve the instructional objectives.

3) Writing text was constructed along with a scoring rubric.

4) Journals were prepared along with the lesson plans.

5) Observation sheets were designed to observe students’ organizing ideas during the lessons.

6) Consider the five elements/characteristics of good writing in which it consisted of organization, content, grammar, vocabulary, and mechanic.

Based on the data got from the first cycle and the second cycle, it could be seen that graphic organizers could help the students in writing hortatory exposition text especially in the arguments. In the first cycle, they were required to work individually to do the exercise dealing with causal connectives. When doing the exercise, most students could do well without any serious problems. It was seen from students’ score of the exercise. But, in the activity, it was found that still there were some confusing thing from students. It could be indicated from the students role; some of them still asking, cheating, or even only turning their head to others. It meant that they still need a habit to apply the causal connectives frequently. When it was being a habit, there were no any difficulties they found. It was only the matter of habitually.

In the next activity, the subject was about thesis. The students were required to work in small group to identify and formulate thesis. Before doing the exercise, the example was given to students entitled ‘Watch your Kids While Watching TV’. The thesis here should correlate to the topic and direct in providing to the arguments. In doing the exercise, the teacher divided the students into 5 groups which consisted of three students. Teacher put one faster learner in each group to help teacher controlling the group. In requiring the students to do the exercise, the teacher asked them to formulate the thesis by using their free topic. They formulated the thesis by taking the topic of daily life context. And the result of students work was gained the passing grade.
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In the second meeting of the first cycle, another work sheet was provided for students. It consisted of two activities. Activity 1 was about graphic organizers and activity 2 reviewed varieties of arguments. In conducting activity 1, graphic organizers were applied to ease students in creating hortatory exposition text especially in the formulating arguments. The teacher explained and gave the examples through Power Point Presentation using an LCD. In activity 2, teacher reviewed about varieties of arguments. The students didn’t face any problem because they already had required those materials.

From the writing test of first cycle that was conducted in the third meeting, it was found that the mean score of Organization is 20, Content is 21.1, Grammar is 17.7, Vocabulary is 8.5, and Mechanic is 4.5. The mean score of the writing hortatory exposition text was 71.8.

In the second cycle, it was found that the students' enthusiasms were bigger than in the previous cycle. It was proven by the serious activity done by the students. Students paid attention to teacher explanation. The teacher reviewed the material of cause and effect and comparison arguments by giving more example of each. He gave more details of those two kinds of arguments and explained the application of graphic organizers. Whereas students followed it up by asking the difficulties they found. Some students had been distracted by other activities at glance, but in some minutes they were back to course. In doing the exercise, students needed much more time to think and decide the topic they would make. The result of students’ work was adequately satisfied.

After having more activity and explanation in the first meeting, the students were assigned to create hortatory exposition text. In doing this exercise, they felt enjoyed and more familiar to work. They could finish the work on time. They did not find the problem seriously. The graphic organizer was applied easily. They applied the graphic organizer to ease them in creating cause and effect and comparison arguments of hortatory exposition text.

The result showed the raising of students score. Chronologically the mean score from the organization and the content assessment category was 21.1 and 21.3. For the assessment category of grammar, the mean score was 17.7. For the vocabulary and mechanics, chronologically the mean score was 8.5 and 4.5.
The following diagram shows the development of students’ hortatory exposition writing ability:

**The Development of Hortatory exposition Writing Mean Score during the Research**

Having discussed the development of students’ hortatory exposition writing competence, the following discussion elaborate the development of the percentage of students who had gained the writing passing grade of each assessment category.

The result shows that in the first cycle, it was found that out of the fifteen (15) students present, only 4 (27%) students gained the Organization passing grade, while 11 (73%) students gained the Content passing grade, 13 (87%) students gained the Grammar passing grade, 15 (100%) students gained the vocabulary and mechanics passing grade. And the students who had gained the writing hortatory exposition text passing grade were 7 students (47%)

In the second cycle the thirteen students had achieved the writing passing grade. The point of the assessment category was as followed: eleven students (73%) had gained the organization and the content category. Thirteen students (87%) had achieved the
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grammar passing grade. All of the students (15 students / 100%) had gained the vocabulary and mechanics category passing grade. The development was pictured in the following diagram:

The Development of the Percentage of Students who Gained Writing Passing Grade during the Research

A. The Process of the Interview

Having interviewed the students to give their opinion about the questions given, it was found that most of students felt being helped from the existence of graphic organizers. The students were more being helped to organize their ideas in writing hortatory exposition text by applying graphic organizers than through outline. The graphic organizers implemented during the research had supported the students to enhance the writing ability. This was claimed by 80% of students. Most difficulty they found was in the arrangement ideas in argument. Moreover, different argument has different form of graphic organizers. It helped them specify their intended ideas in writing hortatory exposition text. The reason underpinning most of the claims were that studying hortatory exposition text through the application of graphic organizers helped their understanding, made up their organization of ideas, fastened...
exchanged of knowledge, information and experience and made them actively participate in learning process.

B. Self Reflection and Pedagogical Implication

After conducting the classroom action research, the writer and the collaborator as the English teacher at XI MA Darul Ulum Semarang got better understanding of the teaching. From the result of the research, the writer found the weaknesses of the teaching. They can be elaborates as follows:

a) The teacher did not apply various instructional techniques to present the materials.

b) The teacher depended mostly on the textbooks as instructional media to present the materials.

c) The teacher did not attend students’ learning styles and preferences.

d) The teacher had chosen the techniques and media without considering their needs. This had made the students get bored to join in the classroom activities eagerly. Less involvement in learning process had caused them find difficulties to gain the competence.

To make students more involved in the learning English, a teacher has to vary instructional techniques and media utilized to present his/her instructional materials. Different students have different learning styles and preferences. Some can learn better by employing certain techniques and media. Some prefer learning in groups while others like learning in pairs or by themselves. Some prefer learning by listening while others like learning by watching materials presented. Some prefer learning by reading the materials given while some like learning by writing those given materials. To facilitate students to gain optimal competence, various technique and media have to be applied to support students’ success. In line with this, Brown (2001:60) states that:

“Successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.”
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For the time being, however, consider two major pedagogical implications of the principle: (a) the importance of recognizing and dealing with a wide variety of styles and strategies those learners successfully bring to the learning process and, therefore, (b) the need for attention to each separate individual in the classroom.

Brown calls the elaboration above as the principle investment. It is a reminder to provide attention as much as teacher can to each individual student. He has suggested the use of variety of technique to meet students’ comprehending and producing language.

C. CONCLUSION

Based on the result of classroom observation, interview with students and hortatory exposition writing test scores, it was proved that the application of graphic organizer in helping students to create varieties of arguments in writing hortatory exposition text could be captured from the following description. First, students decided the kind of argument. It is not difficult because the shape of graphic organizers is easy to grasp as the representative of the varieties of arguments. Second, students began to construct the recommendation of hortatory exposition based on the varieties of chosen argument through the appropriate graphic organizer. Third, based on the recommendation, students created the argument through the provided space to strengthen the recommendation.

Graphic organizers implemented in the class during the research had enhanced the organization of ideas of the XI students of MA Darul Ulum Semarang in writing hortatory exposition text. From observation in the classroom, it could be seen that the result of students’ work in making outline in preliminary research, there was found confusion and unorganized form. While in the first and second cycle, the results of students’ work were organized well through applying graphic organizers. There were settled forms of graphic organizers that easy to understand and reduced the confusion. It was proved that graphic organizers were able to enhance students’ hortatory exposition writing competence to the extent of 60%. It could be seen by comparing the score of creating writing hortatory exposition text in preliminary research with the score of writing hortatory exposition text in cycle 2. Moreover, from the interview
that had taken in the preliminary research and in the end of second cycle, it showed that students were more being helped to organize their ideas in writing hortatory exposition text by applying graphic organizers than through outline. The graphic organizers implemented during the research had supported the students to enhance the writing ability. This was claimed by 80% of students. The reason underpinning most of the claims were that studying hortatory exposition text through the application of graphic organizers helped their understanding, made up their organization of ideas, fastened exchanged of knowledge, information and experience and made them actively participate in learning process.
REFERENCES


