The Effectiveness of Web Graphic Organizer to Enhance Students' Writing Skill on Descriptive Text

Laila Jaha[1], As'ari[2], Tri Ilma Septiana[3]

[1] UIN Sultan Maulana Hasanuddin Banten. Email: ailajaha99@gmail.com
[2] UIN Sultan Maulana Hasanuddin Banten. Email: asari@uinbanten.ac.id
[3] UIN Sultan Maulana Hasanuddin Banten. Email: tri.ilma@uinbanten.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengukur efektivitas penggunaan Web Graphic Organizer untuk meningkatkan kemampuan menulis siswa terhadap teks deskriptif. Ada tiga pertanyaan penelitian yang diajukan dalam penelitian ini, yaitu: 1) Bagaimana keterampilan menulis siswa pada teks deskriptif sebelum perawatan? 2) Bagaimana implementasi web graphic organizer 3) Bagaimana efektivitas Web Graphic Organizer untuk meningkatkan kemampuan menulis siswa pada teks deskriptif. Desain penelitian penelitian ini terdiri dari pre-test, treatment dan post-test. Temuan akhir penelitian ini menunjukkan bahwa t0 pada derajat signifikansi 5% yaitu 1,67 Oleh karena itu, hasil uji-t menunjukkan bahwa t0 < tt atau 3,43 > 1,67. Secara singkat, uji-t menunjukkan bahwa Ha atau hipotesis alternatif diterima. Uji hipotesis menunjukkan ukuran efek pada penelitian ini adalah 0,85, sedangkan kategori efek kuat adalah (0,51->1,00). Dengan kata lain, Dapat ditarik kesimpulan bahwa ada pengaruh yang signifikan dari penggunaan Web Graphic Organizer untuk meningkatkan kinerja siswa keterampilan menulis pada teks deskriptif di kelas sepuluh MA Raudhlatul Ulum Anyer.

ABSTRACT

This research aims to measure the effectiveness of using Web Graphic Organizer to enhance student's writing skill on descriptive text. There were three research questions proposed in this study, namely: 1) How are the students writing skill on descriptive text before treatment? 2) How the implementation of web graphic organizer 3) How is the effectiveness of Web Graphic Organizer to enhance student's writing skill on descriptive text. The research design of this study consist of pre-test, treatment and post-test. The final finding of this study showed that t_0 on degree of significance 5% that was 1.67 Therefore, the result of t-test showed that $t_0 < t_t$ or 3.43 > 1.67. In brief, t-test show that H_a or alternative hypothesis was accepted. The hypothesis test shows the effect size in this study is 0.85, while strong effect category is (0.51->1.00). In other words, It can be drawn a conclusion that there is a significant effect of using Web Graphic Organizer to enhance student's writing skill on descriptive text at the tenth grade of MA Raudhlatul Ulum Anyer.

Corresponding Author:

Name: Laila Jaha S.Pd.
Institution: UIN Sultan Maulana Hasanuddin Banten, Fakultas Tarbiyah, Prodi Tadris Bahasa Inggris, Indonesia.
Email: lailajaha99@gmail.com

1. INTRODUCTION

Writing is one of the four competencies in English, writing is an activity that is often done to record an idea or even a message which is also an important skill in language. Since the first writing activities are often done to convey messages and even in documenting an important event in the past. Over time, the ability to write becomes very important along with the progress of science. Another function of writing is to inform, influence and even become a medium of entertainment. Writing can be determined by its form, depending on what it is about, is called exposition, description, or narration.(Kane, n.d.)

One of text types of writing which taught in senior high school level is descriptive text. Writing descriptive text is a writing which describe a specific person, particular place or certain thing. Descriptive text is often found in various textbook and usually contains important information about an object. The ability to write descriptive text is increasingly important today because the need for information is increasing and information disclosure requires that each individual be able to explain an object properly and correctly. Therefore, the ability to write descriptive text has been taught even from the tenth grade of high school so that students can understand reading. In the form of a description and can even write and convey information properly and correctly. However, on the other hand, learning to write descriptive activities has not yet found an effective way due to the limitations of methods and teaching materials, and there are several methods that can be used to study descriptive text, one of which is the idea web method.

Before writing this study, the researcher conducted preliminary study in order to find out the students' problems in writing descriptive text. To gather valid data, the researcher carried out classroom observation, pre-test and interview. Based on the interview with English teacher it reveals that students' aren't interested in English because it's hard to understand, some students' afraid to make mistake because fear of being bullied. in addition, interaction in the classroom also affects the mood of students, therefore a teacher should be able to provide a stimulus to arouse students' interest in learning English.

2. RESEARCH METHOD

This study employed a quasi-experimental method. According to White, The quasi-experimental method is a research model that involves the creation of comparison groups most often used when it is not possible to randomize individuals or groups for treatment and control groups.(White and Sabarwal, n.d.)

There are two groups which involved in this study, namely experimental group and control group. A group experiment is a group of students who are treated and receive instruction using the experimental technique, while the control group is group that did not get treatment namely the group of students who follow learning without using methods experiment. The researcher took this design because the main objective of this study is to investigate the effectiveness of web graphic organizer to enhance students' writing skill on descriptive text.

Sample / Participants

Simply, the population can be defined as set of instances that meet specific criteria, to whom the researcher plans to apply the study's findings. The population of this study were the tenth grade students of MA Raudhlatul Ulum Anyer which consist of 120 students.

random sampling is a sampling method that ensures that each member of a population has an equal chance of being chosen as a respondent.(Rahman et al. 2022) Random sampling is part of probability sampling where to determine the sample from population using random technique with lottery the number class appeared out with lottery. The researcher took two classes as simple research from the tenth grade students at MA Raudhlatul Ulum Anyer. The researcher took X (A) as experimental group with 30 students and X (B) as control group with 30 student.

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3. FINDINGS AND DISCUSSION

The researcher started this study By collecting data through a preliminary study through interview with the English teacher, carried out classroom observation and gave pre-test. Namely X A and X B for one week. Some findings and evidences from the interview have exposed in the Chapter I and some of them will be explained in this chapter 4 to complete he data from pre-test and post-test. In order to present clear and understandable data, so researcher will expose the research findings by explaining in order the research questions respectively:

3.1 How is students' writing skills on descriptive text at the tenth grade students of MA Raudhlatul Ulum Anyer before treatment?

Having given pre-test to both groups, then the researcher along with the English teacher checked student worksheet. The English teacher gave a pre-test score based on writing assessment rubric. Based on document analysis from the student worksheet and interview with the English teacher. The students' problems in writing were caused by several factors they are: 1. Content 2. Organization. 3. Grammar 4. Vocabulary and the last is mechanics.

The first factor is the content which consists of topic and details. Based on the findings, most of the topics which written by students were not clear and the details were not related to the topic. However, there were few students were able to write the topic complete and clear enough but the details were not related to the topic. The second factor is organization which consist of identification and description, based on the findings form student worksheet, some of identification was not complete and descriptions were arranged with misused of connectiveness. However, the findings also shown that there were few writings that had identification was almost complete and description were arranged with almost proper connectiveness. The third factor is grammar. The findings shown that there were many frequent grammatical or agreement inaccuracies. The fourth factor is vocabulary, based on the findings, some students had very poor knowledge of words, word forms, and not understandable. But a small number of students did a few misuses of vocabularies, word forms, but not change the meaning. The last factor is mechanics which consists of spelling, punctuation, and capitalization. Based the findings, students' writings were still dominated by errors of spelling, punctuation, and capitalization. However, there was a student from control group who had already used correct spelling, punctuation, and capitalization.

3.2 How is the implementation of Web graphic organizer to enhance students' writing skill on descriptive text?

In this study, having given pre-test to both groups, then the researcher gave treatment to experimental group by utilizing Web graphic organizer In this phase, the researcher acted as an English teacher and the English teacher acted as a research collaborator. First of all, the researcher designed lesson plan and consulted to the English teacher. During consultation, she gave her thoughts and ideas especially related to the teaching method and student worksheet.

In the treatment phase, at beginning of the meeting the researcher said greetings, checked student attendance, and explained the learning objectives. Besides, the researcher also motivated students to enhance their writing skills, especially in the subject of descriptive texts. In teaching descriptive text, researcher obtained some valuable advices and suggestions from the English teacher. She asked the researcher to apply a scientific approach as mandated in the 2013 curriculum. The first learning steps was observing. In this phase students were asked to watch and observe video about descriptive text The second learning step was asking questions, at this phase students asked about information that was not understood from what was observed or questioned to get additional information about what was observed. The purpose of this phase is to develop creativity, curiosity, the ability to formulate questions to form the critical thinking students that needed to live intelligently and learn for life. The third learning step is collecting information/experiments. In this phase, the teacher explains about the descriptive text material, starting from social functions, generic

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structure and language features of descriptive text. The fourth learning step was associating/processing information. In practice, students of experimental group were asked to process the information that has been collected, both limited to the results of collecting/experimental activities as well as the results of observing activities that add breadth and depth to the processing of information that was seeking solutions from various sources that have differing opinions to conflicting ones.The fifth step of learning activities is giving video assignments, at this stage the researcher gives assignments to students to make videos from stories made according to the English self-video recording procedure.The last learning activity is reflection. At this stage the researcher gave a short question and answer to measure students' understanding of the material that had been taught. Then, students are asked to provide responses and conclusions on the material presented. The last learning step was communicating. In this phase, each student is asked to convey the results of observations, conclusions based on the results of the analysis orally, in writing, or other media in the form of a written descriptive text.

3.3 How is the effectiveness of Web graphic organizerto enhance students' writing skills on descriptive text?

Having given treatment to the experimental group for one month. Then, the researcher design post-test instrument. The post-test instrument has been consulted to the advisors and the English teacher before distributed to both groups. The results of post-test will be tested firstly its data distribution by using normality test then if the data have normal distribution, it will be used for t-test.

1) Normality Test

Before testing the effectiveness of web graphic organizer to enhance student's writing skill on descriptive text by using t-test formula. The post-test data from both groups will be tested firstly its data distribution by using Lilliefors formula.

2) T-Test

After testing normality and getting the data from post-test score from both groups, then the researcher analyzed the data by using t-test formula as follows:

Table 1. The Calculation Scores of Experimenth and Control Group

No	X_1	X_2	x1	x2	X_1^2	X_2^2
1	70	61	-0.6	-6.1	0.36	37.21
2	65	68	-5.6	0.9	31.36	0.81
3	74	67	3.4	-0.1	11.56	0.01
4	70	64	-0.6	-3.1	0.36	9.61
5	71	60	0.4	7.1	0.16	50.41
6	76	69	5.4	1.9	29.16	3.61
7	75	66	4.4	-1.1	19.36	1.21
8	70	70	-0.6	2.9	0.36	8.41
9	73	71	2.4	3.9	5.76	15.21
10	65	70	-5.6	2.9	31.36	8.41
11	65	60	-5.6	7.1	31.36	50.41
12	69	71	-1.6	3.9	2.56	15.21
13	71	68	0.4	0.9	0.16	0.81
14	70	70	-0.6	2.9	0.36	8.41
15	70	60	-0.6	7.1	0.36	50.41
16	69	67	-1.6	-0.1	2.56	0.01
17	71	70	0.4	2.9	0.16	8.41
18	73	60	2.4	7.1	5.76	50.41
19	80	63	9.4	-4.1	88.36	16.81

20	66	76	-4.6	8.9	21.16	2079.21
21	71	60	0.4	7.1	0.16	0.36
22	70	67	-0.6	-0.1	0.36	0.01
23	71	71	0.4	3.9	0.16	15.21
24	76	75	5.4	7.9	29.16	62.41
25	65	63	-5.6	-4.1	31.36	16.81
26	68	68	-2.6	0.9	6.76	0.81
27	68	75	-2.6	7.9	6.76	62.41
28	70	67	-0.6	-0.1	0.36	0.01
29	70	66	-0.6	2.9	0.36	8.41
30	76	70	5.4	8.9	29.16	79.21
	$\Sigma X1 = 2.118$	$\Sigma X2 = 2.013$	$\Sigma_{X1} = 0$	$\Sigma_{X2} = 0$	$\Sigma X_1^2 = 355.84$	$\Sigma X_2^2 = 660.651$

Sumber: Data Diolah Penulis (2022)

From the previous table, the researcher obtained data as follows $\Sigma X1 = 2118$, $\Sigma X2 = 2013$, $\Sigma X_1^2 = 355.84$, and $\Sigma X_2^2 = 660.651$. Moreover, the researcher compared the result of post-test from both groups by using t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1^2 + \sum X_2^2}{N_2 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 . N_2}\right\}}}$$

$$t_0 = \frac{70.6 - 67.1}{\sqrt{\left\{\frac{355.84 + 660.651}{30 + 30 - 2}\right\}\left\{\frac{30 + 30}{30 . 30}\right\}}}$$

$$t_0 = \frac{3.5}{\sqrt{\{17,52\}\{0.06\}}}$$

$$t_0 = \frac{3.5}{\sqrt{1,05}}$$

$$t_0 = \frac{3.5}{1,02} = 3,43$$

After doing t-test, the researcher compared t_t with t_0 on degree of significance 5% that was 1.67 Therefore, the result of t-test showed that $t_0 > t_t$ or $3.43 > 1.67$.

In brief, t-test showed that H_a or alternative hypothesis was accepted. Meanwhile, H_0 or null hypothesis was rejected.

Meanwhile, H_0 or null hypothesis was rejected. In addition measure the effect size level of this study by using Cohen's formula. As follows:

$$d = \frac{(\bar{x}_1 - \bar{x}_2)}{\textbf{Pooled SD}}$$

Mean of group A (experimental class) = 70.6

Mean of group B (control class) = 67,1

Standard deviation of group 1 (experimental class) = 3,59
Standard deviation of group 2 (control class) = 4,59

$$\sqrt{\frac{(3,59)^2 + (4,59)^2}{2}}$$

$$\sqrt{\frac{33,94}{2}}$$

$$\sqrt{16.97}$$

$$= 4,11$$

$$\frac{70,6-67,1}{4,11}$$

$$\frac{3,5}{4,11}$$

$$= 0,85$$

After getting the result of formulation, the score can be interpreted on the following criteria:

0.00 – 0.20 : weak effect

0.21 – 0.50 : medium effect

0.51 >1.00 : strong effect

According to the criteria above, the result of the effect size in this study is 0.85. It indicates that there is a strong effect of web graphic organizer using descriptive text for developing students' writing ability at the tenth grade of MA Raudhlatul Ulum Anyer.

Based on the analysis of student worksheets and interviews with English teachers, to find out how the student's writing ability in the text of the descriptive before treatment. The researchers found several factors that became the difficulty of students in writing English. The first factor is the student's lack of interest in learning especially on writing. Based on the findings, some students find it difficult when given the task of writing about their experiences using English because some of them have limited vocabulary and it makes students difficult to write a good paragraph. The second factor is that the sentence is not quite accurate based on the rule of english. This problem was caused the student has not mastered the basic grammar.

Based on the second research question, in applying Web graphic organizer for teaching writing in descriptive texts during treatment there were several obstacles faced by researchers during observation activities and this also caused students' scores not to reach the minimum completion criteria, that is 70. First, at the beginning of the treatment many students are confused in starting a piece of writing and feel afraid of mischaracterizing sentences in English because they rarely get Exercises in writing. Secondly, students take a long time to create descriptive texts because they feel confused about choosing vocabulary.

Regarding web graphic organizers to teach writing in descriptive texts in developing students' writing skills. Based on the results of the t-test, after using the web graphic organizer in class, in the control class the average pre-test score is 63.23 and the average post-test score is 67.1. While the experimental class has a pre-test average score of 57.06 and a post-test average score of 70.6. This means that both classes have increased the posttest score.

4. CONCLUSION

Based on the findings and discussion from the previous chapter, this study can be summed up as follows:

1. The result of pretest showed the average score of the experimental group was 57.06. While the average in the control group score was 63.23. It indicates that most students' scores were below the minimum completeness criteria. This problems were caused by several factor, such as (1)

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Students' lack of interest in learning English, (2) The sentence is not quite accurate based on the rule of English, (3) The findings suggest that there are many grammatical errors, such as the use of second, third verbs and spelling errors when writing sentences, (4) Students' lack of understanding of the topic written in the descriptive text material, (5) The lack of media provided by the teacher during teaching activities, so the ability to write is still considered difficult by most students.

2. When giving treatment to the experimental class, the researcher used web graphic organizer with descriptive text. The stages in giving treatment consist of (1) observing, (2) asking questions, (3) Collecting information/experiments, (4) associating/processing information, (5) communicating. Constraints The obstacles faced by the researcher during the observation activity were using web graphic organizer with descriptive text and which caused the students' scores to not reach the minimum completeness criteria, namely (1) Many students are confused in starting a piece of writing and feel afraid of mischaracterizing sentences in English because they rarely get Exercises in writing. (2) students take a long time to create descriptive texts because they feel confused about choosing vocabulary about. In addition, by using web graphic organizer descriptive text, five aspects of writing skills that were the focus of this study were improved effectively, namely (1) Organization, (2) Content, (3) Grammar, (4) Mechanics, (5) Vocabulary.

3. Based on the results of the t-test, after using web graphic organizer in the classroom, in the control class the average pre-test score was 63.23 and the post-test average score was 67.1 While the experimental class had an average score pre-test 57.06 and post-test mean score 70.6. Next, the researcher compared t_t with t_0 on degree of significance 5% that was 1.67 Therefore, the result of t-test showed that $t_0 < t_t$ or $3.43 < 1.67$. In brief, t-test show that H_a or alternative hypothesis was accepted. The hypothesis test shows the effect size in this study is 0.85, while strong effect category is (0.51 - >1.00). It can be concluded that there is a strong effect of web graphic organizer using descriptive text to developing students' writing ability at the tenth grade of MA Raudhlatul Ulum Anyer.

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