THE EFFECT OF USING GRAPHIC ORGANIZERS TECHNIQUE ON STUDENTS' WRITING RECOUNT TEXT ABILITY

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Abstrak

Penelitian ini bertujuan untuk mengetahui sejauh mana penggunaan teknik *graphic organizer* dalam pengajaran menulis siswa dalam *teks recount*, sejauh mana kemampuan menulis siswa dalam *teks recount* sebelum dan sesudah menggunakan teknik *graphic organizer*, dan untuk mengetahui apakah ada pengaruh yang signifikan antara teknik *graphic organizer* terhadap kemampuan menulis siswa dalam *teks recount* pada siswa kelas X SMA Negeri 1 Manduamas. Penelitian ini dilakukan dengan menggunakan metode eksperimen *(pretest posttest one group design)* dengan sampel 26 siswa dan diambil dengan teknik *purposive sampling* dari 2 kelas sebagai populasi. Tes dan kuesioner digunakan dalam pengumpulan data. Berdasarkan analisis data, dapat diketahui bahwa rata-rata penggunaan teknik graphic organizer dalam pembelajaran menulis siswa dalam teks recount adalah 79 dengan kategori "baik", dan nilai rata-rata siswa dalam menulis teks recount sebelum dan setelah menggunakan graphic organizer teknik pada siswa kelas X SMA Negeri 1 Manduamas adalah 46 dikategorikan "cukup". Selanjutnya berdasarkan statistik inferensial dengan menggunakan uji penulis menemukan tes lebih kecil dari ttabel (19,34> 2,06). Artinya, ada pengaruh yang signifikan penggunaan teknik *graphic organizer* terhadap kemampuan menulis siswa dalam teks recount pada siswa kelas X SMA Negeri 1 Manduamas.

Kata Kunci: Teknik Graphic Organizer, Kemampuan Menulis, Teks Recount

1. INTRODUCTION

Writing is one of the most inportant skills in the English language Writing must be understood by students if they want to be successful in the world of education, because it has a very vital role not only In delivering information, but also in transforming knowledge to create new knowledge. Writing has been instrumental in keeping history, maintaining culture disseminations of knowledge through the media and the formation of legal system.

As a writer we must know the meaning and purpose competence before write. So many kind of text that have to be mastered by the students such as: descriptive text, recount text, narrative text, etc. In this research, the writer focuses on writing recount text. Recount text is a kind of the text that actually tells about selected issue by giving the arguments and the recommendation. In studying recount text the student must be understand the communicative purpose of recount text, the theoretical structure of recount text, and grammatical pattern of recount text. By understanding all of the aspects, the students can write recount text well.

In fact, there are still many students who have difficulty in writing, especially writing recount text. In other words, they failed to make a good written recount text at SMA Negeri 1 Manduamas, the researcher found a problem about writing recount text. They are still low in writing skills, especially writing recount text. This is evidenced by the indications of the assessment made to the researcher at the time of the initial study (observation). This proves that students understand writing, but are not necessanly skilled in writing recount text. This problem is caused by many students who still lack mastery of past tense, poor vocabulary. Ppoor grammar, low motivation to teach in a model environment, etc, especially writing recount text.

Meanwhile, to solve this problem, so many ways had done by the teachers, such as suitable method, giving more exercises, homework, and so on, but the students still low in writing, especially writing recount text The difficulties are seen when the researcher goes to observation and make them pretest on writing recount text. The student's only get the average score 50. While minimum criteria of success are 70. It is still far from the expectation to get score. It means that students understanding in writing recount text are low.

If this problem is not solved, the researcher afraid that the students will be failed in express their idea, they will be lazy in studying, if they pass graduate from their school they cannot write application letter in English to get the job and then purpose of the learning will not be reached, so it can be said that the teaching learning process is fail.

A. The Nature of Writing Recount Text

Writing is one of skills that are taught in English classrooms. Most students consider writing as the most difficult skill to master, because writing lets students have a control over linguistic components to convey meaning. Through writing, the message is created and delivered to the readers. It is expected that the message will be understood easily by the readers. Therefore, before writing, we can need to know what writing is, and what for writing is. It means that, though writing, learmers can express though, feeling, ideas, experiences, etc.

The more students read, the more likely they write well. Proficiency does not develop instantaneously, it is continuous process that adapts and changes with one's experiences and education. Writing is a way to express feelings, ideas, argument, willingness and thoughts in the form of word in sentence. This language skill is used to communicate from one to another by writing.

According to Brown(2011), writing is a consecutive expression of ideas using graphic convention of language, vocabulary, and certain refinements of structure to tell the readers. Writing skills need to be learned, as an active learning process. Therefore, writing needs practicing the language and improving the writing competences as a productive skill. According to Ching and Chee (2010), making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar.

Maharani(2018) "writing is the way to express ideas, mind, thought, and feeling in language". It is the process of thinking to invent ideas, to express them into good writing, and organizing them clearly. Mahmudah (2015) states writing is an act that takes place within a context, that accomplishes a particular purposes, and that is appropriately shaped for its intended audience. It means that in writing, writer, readers and the text are related to each other.

Recount text is one of the teyts thitt retell the experience in past with purpose of either informing to audience or reader Djuharie (2007 44) say, Recount text is kinds of the text which in content to report event incident, or experience someone. The purpose of the text is to inform or entertain the reader.

According to Amarainet., al (2009 12), "Recount text is a text which retells events or experiences in the past" Hartonoin Silvia and Susana (2017:55) say, recount text is a report or retell of event or activity in the past. According to Cogan (2006:10), "Recount text is a kind of the text to retell event with purpose of either or informing audience or readers". It mean sthat recount text is a text that retell experience in the past.

Based on some of the descriptions above, the author can conclude that recount text is a type of text that aims to retell past experiences and is rewritten about. Basically this text consists of tips or a sequence of steps in writing something or in recalling the activity.

B. Nature of Graphic Organizer Technique

A graphic organizer is a visual and graphic representation that is intended to indicate relationships between people, facts, terms, or ideas related to a topic or lesson. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts.

Braselton & Decker (1994) and Meyen et al (1996) in Lestari and Wahyuni (2018: 1) stated that "GOs are visual displays teachers use to organize infomation in a manner that makes the information easier to understand and learn", It means that GOs allows the students to identify the missing information or absent connections in one's strategic thinking GOs have many names including visual maps, mind mapping and visual organizers. As an instructional tool, GOs used to illustrate students' prior knowledge about a topic or section of text that have been highly recommended to be used in classrooms.

According to Clark (2010) in Herdi et al (2014: 44), 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. Jiang and Grabe in Manoli (2012:34) stated that visual representaion of information of the text. It means that the graphic organizer can help students to write in English especially in writing text.

Based on definition above the researcher conclude that graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task.

2. METHODOLOGY OF THE RESEARCH

Method The writer takes the place of this reseach in SMA Negeri 1 Manduamas which is located at JL. Sibolga-Aceh Kecamatan Manduamas, Kab. Tapanuli Tengah. This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data with one group pre-test post test design, the research used test and questionnaires as the instrument. The test is used to measure the students' writing in recount text and the questionnaires is used to observe the researcher in using graphic organizer technique.

The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' achievement, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of recount text and questionnaires of graphic organizer technique. In analyzing the data, the researcher used tient formula to look for the significant effect of graphic organizer technique on the students' writing in recount text.

3. RESULT AND DISCUSSION

After the researcher conducted a pre-test writing recount text on the students of class X IPA 1 SMA Negeri 1 Manduamas, the researcher got a score, the author showed the results of his study. The results of using the Facilitator and Student Explanation methods on the students' comparative mastery level are research data. Then, the researcher described the data that was calculated using a statistical process.

Based on the results obtained on how researchers apply Graphic Organizing Techniques in learning to write recount texts in class X SMA Negeri Manduamas get the value of each indicator, namely the average score before using the graphic organizer technique, for the average score of indicator content 60.5, the organization got an average score of a9.31, vocabulary average score 60.90, language average 41.27 Mechanical 65.45. for the average score after using the graphic organizer technique, for the content indicator average score of 98.83, the organization got an average score of 97.95, the average vocabulary score was 94.09, the language average was 70, the mechanics was 90, 90.

After getting the data by being given a pre-test, namely written text about recount text, the researcher got the highest score of 58 and the lowest score of 34, mean 46, categorized as failed", median 58, categorized as "not good". ", mode 40 is categorized as "failed". ". From the results of the above calculation, the ttest value is 19.34. While the sample consisted of 26 students, where N = 26 students. So, (N - 1) = 26-1 = 25. If you look at the df table, the significance level of ttable5% is 2.06. After finding the calculated and ttable scores, the two scores were compared. It is known that tcount is greater than ttable (19.34 > 2.06). Based on the previous explanation, it means that the alternative hypothesis (Ha) in this study is accepted, namely that there is a significant effect of using graphic organizer techniques on the ability to write recount texts for the tent class students of SMA Negeri 1 Manduamas.. in the 2020/2021 school year.

Based on the results of the questionnaire on the application of the Graphic organizer technique in learning to write recount text, the researcher found that the score obtained was 4.7 with the "good" category.

In general, the application of the graphic organizer technique for teaching writing recount texts has a significant effect on students' ability to write recount texts. This means that the recount text written by students is affected. This can be seen from their writing scores. The average content score before being taught the graphic organizer technique was 60.5 and after being taught with the graphic organizer technique, the average score was 98.83 then for the organization the average score before being taught with the graphic organizer technique was 59.31 and after being taught by the graphic organizer. technique, the average score is 97.95. Then vocabulary, the average score before being taught graphic organizer technique was 60.90 and after being taught graphic organizer technique was 94.09, The next aspect is the use of language, the average score before using the graphic organizing technique is 41.27 after being used it gets an average score of 70. Then for the last aspect is mechanics, the average value before being taught graphic organizer techniques is 65.45 and after taught graphic organizer technique is 90.

From explanation above, the higher score after taught by using graphic organizer technique is in content, it was 98,83 and the lowest score after taught by using graphic organizer technique is in language use, t was 70, It can be concluded that graphic organizer technique is suitable for teaching writing recount text especially in content.

4. CONCLUSION

Based The application of the Graphic organizer technique in learning to write recount texts in class X SMA Negeri 1 Manduamas in the 2020/2021 academic year got a score of 4.7 for all aspects and was categorized as "Good". The results of this study indicate that the average post-test score of students on students' writing skills in recount texts is 79 while the average pre-test scores of students in recount texts is 79. From the calculation results, the t-test value is 5.00, degrees of freedom is 50, and the t-table is 3.49. Because the t-test is greater than the t-table (5.00 > 3.49), the alternative hypothesis (H1) is accepted. This can be seen from the t-test value of 19.34. While the sample consisted of 26 students, where N = 26 students. So, (N - 1) = 26-1 = 25. If you look at the df table, the significance level of ttable 5% is 2.06. After finding the calculated and ttable scores, the two scores were compared. It was found that the count was higher than ttable (19.34 > 2.06).

Based on the opinion above, there is a significant effect of graphic organizer techniques on the ability to write recount texts for class X SMA Negeri 1 Manduamas. The t-test calculation is 19.34 and the t-table score is 2.06. So, t-test is higher than t-table (19.34 > 2.06). This means that the hypothesis is accepted, so that there is a significant effect of graphic organizer techniques on the ability to write recount texts for class X SMA Negeri 1 Manduamas.

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