

Enhancing Writing Ability Using Graphic Organizer Concepts

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Enhancing Writing Ability Using Graphic Organizer Concepts

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Abstract

This study aims to figure out: (1) the implementation of using Graphic Organizer Concept in teaching writing (2) students' writing ability after using Graphic Organizer Concept. The subject of this research is the second semester students of English Department in Universitas PGRI Madiun, and the research took place from March to October 2017. This study is a Class Action Research (CAR), which applies several steps, namely: planning, implementation, observation, and reflection. In collecting the data, researchers conducted several techniques including observations, recordings, questionnaires, and writing test. There are two ways in analyzing data: qualitative and quantitative data; the quantitative data are analyzed using descriptive statistics comparing the scores of pre-test and post-test. While, qualitative data are analyzed using the Constant Comparative Method. The results of using graphic organizer concept in teaching writing: (1) there were good response both from lecturers and students because contents, directions, layout in textbooks are clear (2) an increased writing ability from precycle into cycle 1 and cycle. Students mean score in pre cycle was 62, cycle 1 was 75, and cycle 2 was 79. Furthermore, based on observation and result of students' writing after cycle 2, learners improved their ability especially in composing coherence and unity content and organizing ideas.

Keywords: *academic writing; graphic organizer concept; classroom action research*

Introduction

Teaching and learning academic writing are challenges for both lecturer and students. Lecturer must transfer and share their concept related to writing material clearly, so students will understand and can write well. Students also must practice writing regularly in order to make quality paragraph or article. In writing class, students are expected to master basic writing competencies, namely: proper organizational arrangement, coherent content, grammar selection or appropriate language arrangement, appropriate vocabulary selection, and appropriate mechanical or punctuation usage. According to Brown (1994: 243) analytic scoring provides feedback into the writer's other stages of learning. There are five categories in scoring of writing, they are: organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression (vocabulary).

In English Department of Universitas PGRI Madiun, students learn Academic Writing in four semester. It begins from learning clause, sentences, paragraph in academic writing, and writing simple article. Even so, lecturer still found that many students especially in second semester have difficulties in organizing ideas, writing coherence and unity content, using appropriate grammar, vocabulary, and mechanics. Hyland in Richard (2001: 21) states that writing involves composing skills and knowledge about text, contexts, and readers. Writers not only need realistic strategies for drafting and revising but also a clear understanding of genre to be able to structure

their writing according to context. It means that, we not only focus in grammatical and mechanic, but also give attention in meaningful particular context. In producing a writing, students must achieve some microskills and macroskills of writing to define the basic of an assesment procedure.

In writing class, students are expected to write different types of paragraphs and essays, making articles in accordance with international rules and this will be useful when they write their final task, which called as thesis. Efforts to improve the quality of students' writing have been carried out by the Writing Teaching Team, by selecting appropriate methods and media usage in teaching. Related to this, it needs a learning module that intensively provides writing guides that contains of various paragraphs. It is hoped that by doing such kind of efforts, the improvement on the teaching learning process on Writing class will be achieved.

There are some factors that influence the succeed of writing teaching learning process, they are: lecturer competences in transferring material, students motivation, techniques and method used by lecturer, good quality of textbooks that suitable with students need, and etc. Textbook use has become one of the fundamental aspects for English language teaching (Moulton, 1994; Cunningsworth, 1995; Kitao, 1997; Hinchman, 2002; Cheng, 2011). Hutchinson and Torres (in Herlinda, 2014) states that in practice, the use of textbooks is known to give benefit for both teachers and students.

The researchers have designed textbook for academic Writing with Graphic organizer concept. After designing the textbooks, researcher applied it to academic writing class (second semester students of English Department Universitas PGRI Madiun). The academic writing book with Graphic organizer concept is designed to make students easier in organizing their ideas. According to Gregory and Carolyn (2007: 101) Graphic organizer is a medium used to compile information and let students understand what they are thinking. This statements also supported by Hibbard and Elizabeth (2003: 117), stated that "A diagram that represents a direct relationship by the thinking ability of a verb." Sousa (2005: 192) added that "Graphic organizer is a useful medium for composing and representing knowledge and also to describe the relationship of a concept. Every paragraph has different characteristic, and graphic organizer concepts is intended to help students in prewriting stage. Also referred to as semantic maps, cognitive maps, advance organizers, or concept diagrams, GO charts can be completed in many different formats such as cause and effect diagrams, compare and contrast diagrams, sequence charts, and main idea and detail charts (Baxendell, 2003).

One tool that has been shown to be effective for structuring written discourse is graphic organizers (Ellis & Howard, 2005). Graphic organizers (GO charts) are visual and spatial displays of information that graph the logical relationships between the key concepts, facts, terms, or ideas from the learning task (DiCecco & Gleason, 2002). Key concepts, usually single words or phrases, are arranged logically on the GO chart with lines, arrows, and spatial representations clearly highlighting interrelationships and providing a structured way to see a picture of the information. GO charts are designed to extract salient information and eliminate extraneous information (i.e., the information that frequently distracts learning disabled students). They provide a foundation for an explicit, organized way of visually expressing the relationship between new and existing knowledge and profiling the connections between them (Ellis

& Howard, 2005; Kim, Vaughn, Wanzek, & Wei, 2004).

Well-structured GO charts can be used flexibly to represent multiple goals. For example, the cause and effect diagram aids students in visualizing the relationship between a single cause and a single effect, or the focus can be on a single main event and its primary causes and effects. This format allows students to organize thoughts before writing by displaying abstract relationships in a graphic representation where the relationships are clearly displayed (Kim et al., 2004).

A different presentation of complex relationships is displayed in compare and contrast diagrams which visually depict the similarities and differences across main ideas. This format can be used to present one main idea with its supporting details along one strand in the diagram which is then contrasted with the opposing main idea, or the ideas can be compared and contrasted point by point across main ideas (Baxendell, 2003). Sequence charts are used to illustrate a series of events. They flow in one direction, either right to left or top to bottom, and are often connected by arrows and numbered boxes to ensure clear understanding of the relationships of the sequence of events. This format is beneficial to learning disabled students in the writing process since it visually organizes important events sequentially (Ellis & Howard, 2005).

Previous research was done by Mercuri, according to Mercuri (2010: 41) using graphic organizer concept can help students in developing higher-order thinking skills as they discuss and complete graphic organizer. The study showed that graphic organizers in particular were tools that allowed both teachers to examine their students' thinking and learning on the topic which the class was studying (Struble in Mercuri, 2010: 46). Creation of a visual representation of a concept or topic through the different graphic organizers used by both teachers helped their students sort, summarize, show relationships among ideas, and make meaning from texts (Mercuri, 2010: 46).

Besides, according to Lancaster (2013), by using graphic organizer concept, students showed the improvement attitudes toward writing and there is improvement in their usage of word choice and organization. The other research done by Tayib (2015), about the effectiveness of using graphic organizer concept in teaching writing. The result states that Participant mean score in writing increased from (45%) to (68.88%) with a difference of (25%). Furthermore, the participants' attitudes towards writing have changed dramatically. The students started to view writing as easy, exciting and interesting after they had completed their graphic organizers training.

In writing essay, there are some challenges faced by students; difficulty conceptualizing and differentiating main ideas from details. The main idea and detail chart helps to extract main ideas and supporting details from extraneous information, allowing the focus to remain on relevant information (Ellis & Howard, 2005). Students can use this format in the writing process to create paragraphs that focus on one main idea and details highlighting the importance of the main ideal.

Based on the previous research related to using graphic organizer in teaching, it can be concluded that using graphic organizer in teaching can improve students ability. This research will focus on how the implementation of using graphic organizer in teaching writing and checking there is improvement or not of students quality.

Objectives

This research is conducted to answer two questions: (1) how does the implementation of using graphic organizer concept in teaching writing? (2) how do the students ability in writing after they apply graphic organizer concept?

Materials and methods

This research is a classroom action research which seeks to analyze the result of the actions toward the subject of research in the classroom. In accordance to the design, this study has two cycles. Each cycle consists of planning, action, observation and reflection. The next step in the cycle is a revised planning, action, observation and reflection. Before entering the first cycle, it is important to do pre-cycle action to identify problems. Writing posttest held in last session in cycle 1 and cycle 2.

The research was conducted in March 2017 and ended in October 2017. The sample for this study was the second semester students (A class) of English Department of Universitas PGRI Madiun (30 students). In collecting the data, researchers conducted several techniques including observation, interviews, and writing tests. In observation, lecturer checked teaching learning process and students activities. In addition, for interviews, teacher asked some questions related to using graphic organizer in writing. While in the qualitative data analysis, it used constant comparative method by doing these following steps:

1. Describing the procedures and implementation of using Graphic Organizer Concept
2. Analyzing observations in the learning process
3. Analyzing the results of interviews

In quantitative data analysis, the following measures were implemented:

1. Analyzing the writing test results
2. Processing the writing test results by using statistical calculation, finding the average score of the tests, then comparing the average scores of the pre-test and post-test.
3. Formulating conclusions and suggestion

Results

A. The implementation of Using Graphic Organizer Concept

After designing the textbooks which contains graphic organizer concept, lecturer used this textbooks in teaching writing (eight meetings). Contents of this textbook are; material and discussion about kinds of paragraph, different concept/ map/ picture of graphic organizer that include in each paragraph, and exercise. Lecturer and students used this book as main source in teaching learning process.

The activities was divided into two cycles, in cycle one and cycle two. In cycle one, after students got material and practiced writing, students did the test 1. Here, the comparison of writing results score in precycle and cycle 1.

Table 4.1 The comparison of writing results score in precycle and cycle 1

No	Indicator	Average score in pretest	Average score in posttest 1	Maximum score

1.	Content: development of topic sentence, relevant with topic, sure knowledge of subject	18	22	30
2.	Organization: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequence, cohesive	13	15	20
3.	Grammar: Effective, complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	15	18	25
4.	Mechanics: Demonstrates mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing	2	3	5
5.	Vocabulary: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register	12	15	20
	Total	60	73	100

Based on the table above, it can be seen that before using graphic organizer in writing, students' competences in writing still low, it can be seen clearly from the table above that students have difficulties in all aspects of writing skill. The average score in precycle was 60. In contrast, after implementing graphic organizer in cycle 1, there was improvement in students' ability especially in choosing vocabulary and improvement in organization. Based on the data, three aspects in grammar, content, and mechanic skill of students did not improve significantly. the average score in posttest result in cycle 1 was 73.

Table 4.2 Achievement score in pretest and posttest 1

	Pre-test	Post-test 1
Highest score	88	90
Lowest score	60	64
Average score	62	75

This table showed the students result of writing paragraph, whereas in pretest students' highest score was 88 and total of students who get that score was just 1. While in posttest 1 there was a gently increased, the highest score was 90 and the lowest score was 64.

Table 4.3 The comparison of writing results score in cycle 1 and cycle 2

No	Indicator	Average score in pretest	Average score in posttest 1	Maximum score
1.	Content: development of topic sentence,	22	24	30

11	relevant with topic, sure knowledge of subject			
2.	Organization: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequence, cohesive	15	18	20
3.	Grammar: Effective, complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	18	20	25
4.	Mechanics: Demonstrates mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing	3	5	5
5.	Vocabulary: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register	15	17	20
	Total	73	84	100

Based on the data above, it can be concluded that in some aspects of writing, students have improved in mechanics, organization, and vocabulary. While for grammar and content aspects, some students still had difficulties in using appropriate grammar, and write coherent sentences. To sum up, each aspects of writing skill was improved slightly.

Table 4.4 Achievement score in pretest, posttest 1, and posttest 2

	Pre-test	Post-test 1	Posttest 2
Highest score	88	90	92
Lowest score	60	64	70
Average score	62	75	79

After cycle 1, lecturer did reflection and implemented cycle 2. After several meetings in cycle 2, students' ability in writing paragraph improved moderately. The average score of students writing increased from 75 to 79. Also, there was no students anymore who get score below from 70.

Discussion

Based on result of test 1, it can be seen the strengthen and weaknesses of using graphic organizer. The problem arised in using graphic organizer was students still felt difficulty in brainstorming idea and wrote their ideas into the graphic organizer concept. Thus, in cycle 2, lecturer stimulate students idea by playing a video based on topic or giving an article that must be read by them first, then they analyzed and made a concept. Beside of that, lecturer gave more time for students in thinking and writing. Furthermore, lecturer asked students to do peer-review of their concept. In this case, students got chance to check their friends concept.

Based on interviews with students, there are three points result: (1) good response; things favored by students from learning writing using academic writing textbooks with graphic organizer concept, the result were: writing guides quite clear, especially as a beginner, the material order is very easy to understand, the practice questions are varied and numerous, the graphic organizer design helps in writing especially in prewriting stages. (2) the bad response; the unlikely thing of the textbook is, the design is still less interesting, there are some wrong words and the letters model needs to be fixed, in one paragraph the part of the exercise is still lacking (3) the suggestion for the textbook is to check the textbook and editing and revising incorrect parts, packed with attractive textbook (external display and textbook design). Furthermore, based on interviews with lecturers who teach Academic writing (two lecturers) they said that this textbook help them in explaining materials. The exercises are complete and easy to follow, especially for beginner.

While at the observation session, students looked like interested in studying and enthusiastic when they must fill the blank concept (sandwich, venn diagram, etc). In general, students gave respond positively with the textbook. From the results of observation can be concluded that learning academic writing using academic writing textbook with graphic organizer concept helped students in writing paragraph.

Before using graphic organizer in writing, most of students ability in range lower level score(60-70). This textbook is focus on how students can brainstorm their idea, and write the coherence and unity idea in graphic organizer concept, lastly, they write a paragraph. Eventhough, based on students writing result still found the problems, such as: grammar and vocabulary. Hopefully, at least, the two problems in writing can be decreased (content and organizing ideas). Based on students test 1 in cycle 1 and test 2 in cycle 2, here the results related to students writing:

1. Content Aspect

In precycle related with content aspect, the most problem happened in writing paragraph in unity and coherence. There were some sentences that not coherence between one sentences to others. There were still some found choppy sentences. Some sentences were not suitable with main idea or topic sentences.

After followed teaching learning process by using textbooks with graphic organizer concepts in two cycles, there was improvements in students ability. Eventhough students got different topic in each exercises, but content of students writing improve, for example: idea in paragraph was suitable with topic sentence, clear sentences. Left 5 students that still write in choppy sentences among 30 students.

2. Organization aspect

In cycle 1, still found students paragraph that incomplete body of a good paragraph., for example: there was no supporting sentence or concluding sentence. After cycle 2, based on posttest, most of students paragraph in good composition and complete, so the quality of their writing improve well.

Meanwhile, for three other aspects in writing (grammar, vocabulary, and mechanics) also improved when students practice writing regularly, checking their paragraph, and revising it. By doing the process of writing intensively, their ability

in choosing appropriate grammar, vocabular, and mechanics also improve automatically.

In cycle 1, most of students score were in low level score in range (60-70). Range score about 60-70 means students ability in writing still get many problems. Next in cycle 2, there was improvement some students in getting score posttest. Some students that in first cycle got lower score, in cycle 2, there is improvement score to average and higher score.

In cycle I, mean score of students was 75. It has improvement even not significant. Some students were not usual in writing their idea in a concept and some of them seldom writing regularly. Because of the result was not significant, so it was continued in cycle 2. In cycle 2 posttest result improved. Students mean score was 79. In cycle 2, students were more enjoyable in writing.

Based on the data there was improvement in each cycle, the findings were: First, using graphic organizer concepts can improve students motivation in writing and quality in writing. Second, the process in brainstorming idea and filling the graphic concept can stimulate students in exploring idea because students can arrange the content. Based on previous research done by Mercuri (2010) that by using graphic organizer, teachers were able to connect with students' prior knowledge and promote the active oral and written participation. Also Tayib (2015) states that the use of graphic organizers results in student's motivation. Students began to view writing as easy, interesting and more exciting. This feeling about writing has reflected positively on students' attitudes towards this skill.

From the conclusion of some research above, it can be concluded that using graphic organizer in teaching can improve students' motivation, promote active oral and written participation, and stimulate students' idea.

Conclusion

Result of this research were: 1) using Graphic organizer concept can help students in planning the content of their paragraph and the teaching learning process was more fun 2) the graphic organizer concept can stimulate students to explore idea. Students improvement in writing can be seen from posttest score in every cycles. Students mean score in pre cycle was 62, cycle 1 was 75, and cycle 2 was 79. Based on the results above, it can be concluded that using Graphic organizer concept can improve students writing ability. The recommendations of this research to other researchers is using graphic organizer also can be combined or added other media to explore and brainstorm students' idea before they start in writing. Besides, graphic organizer concept can be applied in other relevant subject.

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Sri Lestari is a lecturer in Primary Education Department Universitas PGRI Madiun who teaches English. She gained her master degree in Universitas Sebelas Maret, Indonesia. Her interest in doing research, especially in English language teaching focuses on speaking and writing skill. For several years she has gotten some grants from Ministry of Research, Technology and Higher Education, SEAMEO, and Seaqil Regrants related her research about improving students' writing and speaking skill and applying technology in teaching English.

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1	May include specifics in results and discussion especially the findings in tables presented.	The results of using graphic organizer concept in teaching writing: (1) there were good response both from lecturers and students because contents, directions, layout in textbooks are clear (2) an increased writing ability from precycle into cycle 1 and cycle. Students mean score in pre cycle was 62, cycle 1 was 75, and cycle 2 was 79. Furthermore, based on observation and result of students' writing after cycle 2, learners improved their ability especially in composing coherence and unity content and organizing ideas.	Concise abstract covering all essential points	
2	Quite Clear and concise, but further elaboration would help readers		Background and significance of research	I think it is clear enough

3	<p>The study provides inadequate related research and there's no conceptual framework.</p>	<p>Besides, according to Lancaster (2013), by using graphic organizer concept, students showed the improvement attitudes toward writing and there is improvement in their usage of word choice and organization. The other research done by Tayib (2015), about the effectiveness of using graphic organizer concept in teaching writing. The result states that Participants' mean score in writing increased from (45%) to(68.88%) with a difference of (25%). Furthermore, the participants' attitudes towards writing have changed dramatically. The students started to view writing as easy, exciting and interesting after they had completed their graphic organizers training.</p> <p>In writing (2005). Students can use this format in the writing process to create paragraphs</p>	<p>Relevant related research and conceptual framework</p>	

		<p>that focus on one main idea and details highlighting the importance of the main ideal.</p> <p>Based on the previous research related to using graphic organizer in teaching, it can be concluded that using graphic organizer in teaching can improve students ability. This research will focus on how the implementation of using graphic organizer in teaching writing and checking there is mprovement or not of students quality.</p>		
5	<p>Objectives may seem to lack connections to what the researcher would really describe. Steps in the technique should clearly be stated.</p> <p>The methodology should be explained in a way that is easy for readers to adopt for future study.</p>	<p>The addition for methodology:</p> <p>This research is a classroom action research which seeks to analyze the result of the actions toward the subject of research in the classroom. In accordance to the design, this study has two cycles. Each cycle consists of planning, action, observation and reflection. The next step in the cycle is a revised planning.</p>	Objectives and research methodology	<p>The objectives have been suitable with the research related implemenratio n of using GO and how students' improvement in writing.</p>

		<p>action, observation and reflection. Before entering the first cycle, it is important to do pre-cycle action to identify problems. Writing posttest held in last session in cycle 1 and cycle 2.</p> <p>The research was conducted in March 2017 and ended in October 2017. The sample for this study was the second semester students (A class) of English Department of Universitas PGRI Madiun (30 students). In collecting the data, researchers conducted several techniques including observation, interviews, and writing tests. In observation, lecturer will check teaching learning process and students activities. In addition, for interviews, teacher ask some question related to using graphic organizer in writing. While in the qualitative data analysis, it uses constant comparative method by doing these following steps:</p>		
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		<p>4. Describing the procedures and implementation of using Graphic Organizer Concept</p> <p>5. Analyzing observations in the learning process</p> <p>6. Analyzing the results of interviews</p> <p>In quantitative data analysis, the following measures were implemented :</p> <p>4. Analyzing the writing test results</p> <p>5. Processing the writing test results by using statistical calculation, finding the average score of the tests, then comparing the average scores of the pre-test and post-test.</p> <p>6. Formulating conclusions</p>		
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		and suggestion		
6	Each table should be clearly discussed after each presentation or could be cited clearly in the discussion citing what table refers to what discussion.	<p>Table 4.1: Based on the table above, it can be seen that before using graphic organizer in writing, students' competences in writing still low, it can be seen clearly from the table above that students have difficulties in all aspects of writing skill. The average score in precycle was 60. In contrast, after implementing graphic organizer in cycle 1, there was improvement in students' ability especially in choosing vocabulary and improvement in organization. Based on the data, three aspects in grammar, content, and mechanic skill of students did not improve significantly. the average score in posttest result in cycle 1 was 73.</p> <p>Table 4.2: This table showed the students result of writing paragraph, whereas</p>	Research findings	

		<p>in pretest students' highest score was 88 and total of students who get that score was just 1. While in posttest 1 there was a gently increased, the highest score was 90 and the lowest score was 64.</p> <p>Table 4.3: Based on the data above, it can be concluded that in some aspects of writing, students have improved in mechanics, organization, and vocabulary. While for grammar and content aspects, some students still had difficulties in using appropriate grammar, and write coherent sentences. To sum up, each aspects of writing skill was improved slightly.</p> <p>Table 4.4: After cycle 1, lecturer did reflection and implemented cycle 2. Afters everal meetings in cycle 2, students' ability in writing paragraph improved moderately. The</p>		
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		average score of students writing increased from 75 to 79. Also, there was no students anymore who get score below from 70.		
7	Discuss how findings meet the objectives more explicitly and contribute to ELT field of study. No recommendation was presented, only conclusion.	Result of this research were: 1) using Graphic organizer concept can help students in planning the content of their paragraph and the teaching learning process was more fun 2) the graphic organizer concept can stimulate students to explore idea. Students improvement in writing can be seen from posttest score in every cycles. Students mean score in pre cycle was 62, cycle 1 was 75, and cycle 2 was 79. Based on the results above, it can be concluded that using Graphic organizer concept can improve students writing ability. The suggestions of this research to other researchers is using graphic organizer also can be combined or added	Discuss findings and provide recommendations	

		other media to explore and brainstorm students idea before the start in writing. Besides, graphic organizer concept can be applied in other relevant subject.		
8	Citations and references are substantial, although related studies must be cited in some areas where they are relevant to the conduct of the study and the method/strategy used.	Have checked	Citations and references	
9	Editing is needed	Have revised	Appropriate use of language	

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