LEARNERS' PRE WRITING ACTIVITY USING GRAPHIC ORGANIZER

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Abstract

English learners who learn EFL to communicate in spoken and written way sometimes meet obstacles in organizing their ideas. Ideas are not well organized due to different logical thinking which indicate that Indonesian people tend to use their circular thinking in saying and writing something. On the contrary, English people are known from their straightforward thinking and saying. Those two things belong to culture in communication.

As English learners, they have to find ways how to help them organize their ideas and one of the simple ways is by using graphic organizer. The graphic organizer is available in the internet in various designs but the important thing is it is used as the template for students to arrange their ideas before writing or speaking. Why they have to do this? It is because the graphic organizer means saying something using graphic or arranging ideas into an organizer. It is useful in pre writing activity for English learners.

This study belongs to descriptive study which means that the researchers want to find out the phenomenon in using graphic organizer in writing class for the third semester students of FBIB evening program of English Literature Department. The qualitative data are gathered from the questionnaires distributed by the lecturer of Advanced Writing Class to be analyzed in order to find out the learners' response from using the graphic organizer in writing class. The result shows that there is positive response in using graphic organizer to help English learners write better.

Keywords: *English learners, pre writing activity, graphic organizer*

I. INTRODUCTION

1.1 Background to the Study

English learners from nonnative English speaking countries are passively learn English because they communicate formally using their own native language as well as their vernacular. One example of this learner is Indonesian students. They learn English at school formally but only a few of them use English outside of school. Due to this condition, there should be a shift for English role here in Indonesia, from EFL to ESL. But this is the part of the government's regulation to do.

Schools exist as institution to hold academic activity for students to gain knowledge and learn many values. The teachers are among the factors who build the students' character and student's thinking through the education process at schools. For example teacher's role in teaching the students which is very important in building students' character. The teachers are the facilitator and motivator for their students because teachers are always around the students to check and give the right treatment for their students who need their helps.

Today teachers are expected to use technology in their teaching practices so that the students will not be bored with the lesson. Technology applied in teaching is useful both for teachers and students. It can be used in the networking with the existence of internet. Internet connects people around the world and helps teachers and students to learn many things easier and save more time, for instance is the free learning cites from the internet. This cite is built by professional teachers who are concern with the education in the developed world and they give their innovative learning cite for free.

In this study, I as the researcher use one learning cite for learning English that is made by an American teacher known as *literacyidea*s. This cite is very useful for me as the lecturer and also the students because we can use it for free and the contents are good for teaching English. Based on those reasons, I as the researcher will conduct a study entitled *"Learners' Pre Writing Activity Using Graphic Organizer"*.

1.2   Problem Statements

There are two research questions in this study namely:
a.   How many kinds of graphic organizers available in the internet?
b.   How do the students apply graphic organizer in their writing practice?

II. THEORETICAL FOUNDATION

2.1   Previous Study

This study is conducted based on a preliminary research conducted by Inez Edhina Almirawati and Nur Chakim entitled The Implementation of Mind Mapping Technique to Teach Descriptive Text Writing at SMAN 15 Surabaya in 2018 (Retain.Volume 06 Nomor 01 Tahun 2018, 17-24). They applied mind mapping before writing for second year students of SMAN 15 Surabaya. The study involved 2 English teachers and the students.

The students were taught to do pre writing activity that is applying mind mapping before they write descriptive text but the result shows that they cannot organize their ideas well, moreover the teaching about mind mapping was done once for three times meeting.

Based on this study, I try to investigate the use of graphic organizer as one of pre writing activity for the third semester of FBIB students for Advance Writing Class. The use of graphic organizer is aimed at helping students to organize their ideas before they write. The graphic organizer that the students apply in their writing is made based on their interest, they can write it or use the templates which are available in the internet.

2.2 Writing

Writing is one of English skills, and this skill is classified as productive skill because the learners produce their English in the form of writing. According to Anker, Susan in her book entitled "Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life" showed that good writing is an achievable goal because good writing is not magic nor is it something that only "born writers" can do. Good writing has certain basic features, and by focusing on and mastering these, any student can become a good writer (2010:XIV). This means that students should be serious in joining writing course and encourage themselves to do more writing practices so that their writing skill will improve.

2.3 Graphic Organizer
2.3.1. www.literacyideas.com

Shane Mac Donnchaidh is a former principal of an international school and university English lecturer who developed a very useful English learning web known as www.literacyideas.com. In there, she wrote many insightful and useful tips and strategies for reading and writing. The graphic organizer is a template for students to organize their ideas before writing. She also develops many interesting graphic organizer for students to write on. This graphic organizer is used to help students manage their flow of ideas so that their writing will be well organized and structured.

2.3.2 Cult of Pedagogy

This is a learning site created by a team called Cult of Pedagogy and Jennifer Gonzalez is the Editor in Chief. She is an American tutor who concerns of how to prepare for preparing and supporting educators. She wrote that Allan Paivio's theory of dual coding show that human process information in both visual and verbal form. When we say a car, we can imagine what a car is in our mind because we have seen a lot of cars, but when we learn a new word or concept that we have not known yet, we have to try to form mental images for those ideas to reinforce the meaning.

Jennifer also wrote another approaches like doodling and mind's eye which urge the students to create physical and mental pictures of concepts while graphic organizer keeps the words and arranges them on a page visually therefore we can learn how the concepts are related. She adds that graphic organizer presents information in both text and graphic format so that learners can access the lesson easily.

There are 10 uses for graphic organizer according to her as follows:
a. Note taking
b. Lecture support
c. Pre-writing
d. Text illustration
e. Pre-reading
f. Assessment
g. Thinking tools
h. Unit planning
i. Classroom management
j. Retrieval practice

2.3.3 Cognitive theory related to the use of Graphic Organizer

Knowledge about how human's brain process information develops from time to time especially relates with learning techniques and learning strategies. There are some cognitive theories which support the use of graphic organizer to help students process and retain information such as schema theory, dual coding theory and cognitive load theory. Those theories become the basis for explaining the characteristic of graphic organizer to support the learning process (Stephen and Edwin, 2008).

Schema Theory

According to schema theory, memory is composed of a network of schemas. A schema is a knowledge structure that accompanies or facilitates a mental process. According to Winn and Snider (1996), all of the definitions of schema theory contain the following characteristics: 1. A schema is an organized structure that exists in memory and combined with other schemas, contains the sum of an individual's knowledge. 2. Schema consists of nodes and links that describe relationships between node pairs. 3. Schema is formed through generalities, not specific information. 4. Schemas are dynamic. As new information is learned, it is assimilated into existing

schemas or causes the formation of new schemas. 5. Schema provides contexts for how new experiences are interpreted. How information is interpreted is based on existing schemas (Winn & Snider, 1996).

Dual Coding Theory

Paivio (1986) published a dual coding that assumes that memory consists of two separate but interrelated systems for processing information. One system is specialized in processing non-verbal imagery and the other is specialized in dealing with language. While each system can be activated independently, there are connections between the systems that allow for the dual coding of information. The visual system specializes in processing and storing images. The processed and stored images are termed imagens (Paivio, 1986). The verbal system processes linguistic information. The resulting stored linguistic information are termed logogens (Paivio,1986). Paivio describes both imagens and logogens as meaningful units of memory similar to "chunks" described by Miller (1956). According to Saavedra (1999), dual coded information is easier to retrieve and retain because of the availability of two mental representations, verbal and visual, instead of one. The more students use both forms, the better they are able to think about and recall information (Marzano, Pickering, & Pollock, 2001).

Cognitive Load Theory

Cognitive load is the amount of mental resources necessary for information processing (Adcock, 2000). Cognitive load theory maintains that working memory can deal with a limited amount of information and if its capacity is exceeded, the information is likely to be lost. According to Cooper (1998), working memory has a capacity of between four to ten elements depending on the student's existing schemas. Extraneous cognitive load refers to how much demand is placed on working memory to learn the new material. The level of extraneous cognitive load may be modified through different modes of instruction, thus facilitating student learning. Visual learning tools such as graphic organizers can reduce the cognitive load and as a result, allow more of the working memory to attend to learning new material (Adcock, 2000). As a result, content can be addressed at more sophisticated and complex levels through the use of graphic organizers.

III. RESEARCH METHOD
3.1 Research Design

The research method used in this study is desciptive research since the data are in the form of sentences and not in the form of number. This study is conducted to describe the phenomenon of using graphic organizer in writing. According to Nawawi and Martini (1991:65 as cited in Prillia) wrote that the qualitative research is a research in which the subjects and objects of the research are described into words to solve the problems.

3.2 Unit of Analysis

The unit of analysis in this study is students' response in using graphic organizer.

3.3 Method of Data Collection

The researchers distribute the questionnaires to the first and third semester students of English Literature Department in order to get the data. The questionnaires were written and distributed by using google form so that the students can give their responses online. There are 23 students who participate in this study and they belong to morning and evening classes.

3.4 Method of Data Analysis

The next step after collecting data is data analysis. The analysis is done using the following steps:
a. The students' response are identified based on the items written in the questionnaires
b. The identified data are grouped into items written in the questionnaires
c. The classified data are calculated using simple calculation
d. The interpretation is written in the narrative form using researcher's interpretative knowledge

IV. FINDINGS
4.1 Findings

The findings in this study are students' response in using graphic organizer in writing classes.

1.2 Discussion of the findings

The data analysis in this study are as follows:

1. Data Identification

The researchers identified the students' response based on the criteria listed in the questionnaires as follows:

a. Category: easiness in writing
   1) I use graphic organizer in writing.
   2) I use graphic organizer to organize my ideas before writing.
   3) I use graphic organizer to help me in composing my writing.
   4) Graphic organizer available in the internet is easy to use.

5) Graphic organizer available in the internet is free and has many variants

b. Category: relevance with the text types
1) Graphic organizer that I choose is suitable with the text types
2) Graphic organizer that I use helps me to focus in my writing
3) I use graphic organizer because it helps me to write easily
4) I use graphic organizer for different writing text types
5) I use graphic organizer to help me compose my writing cohesively and coherently

2. Data Classification
The researchers then classified the students' response and put them into a table as follows:

Table 4.2.1 Data classification based on students' response

KUESIONER	Jawaban 1	Jawaban 2	Jawaban 3	Jawaban 4	Total
I use graphic organizer in writing	3	14	6	0	23
I use graphic organizer to organize my ideas before writing					
I use graphic organizer to help me in composing my writing	5	15	3	0	23
Graphic organizer available in the internet is easy to use	8	10	4	1	23
Graphic organizer available in the internet is free and has many variants	8	9	5	1	23
Graphic organizer that I choose is suitable with the text types	3	16	4	0	23
Graphic organizer that I use helps me to focus in my writing	6	11	6	0	23
I use graphic organizer because it helps me to write easily	8	9	5	1	23
I use graphic organizer for different writing text types	5	11	7	0	23
I use graphic organizer to help me compose my writing cohesively and coherently	6	11	6	0	23

KUESIONER	Jawaban 1	Jawaban 2	Jawaban 3	Jawaban 4	Total
I use graphic organizer in writing	13%	61%	26%	0%	100%
I use graphic organizer to organize my ideas before writing					
I use graphic organizer to help me in composing my writing	22%	65%	13%	0%	100%
Graphic organizer available in the internet is easy to use	35%	43%	17%	4%	100%
Graphic organizer available in the internet is free and has many variants	35%	39%	22%	4%	100%
Graphic organizer that I choose is suitable with the text types	13%	70%	17%	0%	100%
Graphic organizer that I use helps me to focus in my writing	26%	48%	26%	0%	100%
I use graphic organizer because it helps me to write easily	35%	39%	22%	4%	100%
I use graphic organizer for different writing text types	22%	48%	30%	0%	100%
I use graphic organizer to help me compose my writing cohesively and coherently	26%	48%	26%	0%	100%

3. Data Interpretation

Data interpretation are presented below:

a. Criteria : the easiness in writing

1) There are 14 students (61%) say that they use graphic organizers in writing.
2) There are 15 students (65%) say that they use graphic organizers to help them composing their writing
3) There are 10 students (49%) say that graphic organizers available in the internet is easy to use
4) There are 9 students (39%) say that graphic organizer available in the internet is free and have many variants

b. Criteria : relevance with the text types

1) There are 16 students (70%) say that the graphic organizer that they choose is suitable with the text types
2) There are 11 students (48%) say that using graphic organizer help them focus in their writing
3) There are 9 students (39%) say that graphic organizer help them to write easily
4) There are 11 students (48%) say that they use graphic organizer to write different text types
5) There are 11 students (48%) say that using graphic organizer help them compose their writing coherently and cohesively.

V. CONCLUSION

5.1 Conclusions

Based on the findings, the researchers can draw some conclusions as follows: The students' response show positive response that they use graphic organizer in their writing. The students' response show that graphic organizer is useful to organize their ides before writing as pre writing activity. There are many kinds of graphic organizer available in the internet, it is free and have many varieties to organize their ideas.

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