THE EFFECT OF APPLYING WEB GRAPHIC ORGANIZER ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

SKRIPSI

Submited In a Partial Fulfillment as The Requirement
For The Degree Of Sarjana Pendidikan (S.Pd)
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ABSTRACT

Dian Anggraini. 1302050158 "The Effect Of Applying Web Graphic Organizer On The Students' Achievement In Writing Descriptie Text". Skripsi, English Education Program, Faculty Of Teachers Training And Education, University Of Muhammadiyah Sumatera Utara.

This study deals with the Effect Of Applying Web Graphic Organizer On The Students' Achievement In Writing Descriptie Text. The objective of this research were to know how far the significant effect of applying web graphic organizer strategy, to find out the students' creativity taught by applying web graphic organizer strategy is higher than conventional method and to find out the students' difficulties of applying web graphic organizer on the students' writing in writing descriptive text. This research was conducted at SMP HARAPAN MEKAR in academic year of 2016/2017. The population of this research in the eight grade students, which consist of four parallel class namely : VIII A, VIII B, VIII C, VIII D. The total number of population was 177 students. Total sampling technique was used in this research and 40 students were taken as sample. This research used experimental design , used one group pre-test and post-test which consist of 40 students was experimental group which given treatment by applying web graphic organizer strategy. The instrument of this research was written test. The test given to the aimed to collect the data in writing descriptive text. Final result was $T_{test} > T_{table} = 10 > 2.021$. so Ho hypothesis was rejected and Ha hypothesis was accepted. It means there was significant effect of applying web graphic organizer strategy on the students' achievement in writing descriptive text. The students had difficulties to undrestand the instruction so that the teacher had to repeat it three times even four times.

Keyword : Web Graphic Organizers, Writing, Students' Achievement.

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بسم الله الرحمن الرحيم
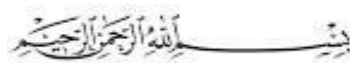
Assalamu'alaikum wr.wb.

Firstly, in the name of Allah SWT the most almight, the most merciful, all of praise to Allah who already give health and mercy so the researcher was able to finish this study. Secondly, peace be upon the propet Muhammad SAW who brought human beings from the darkness ages to bright one in the world.

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In writing this study entitled "The Effect Of Applying Web Graphic Organizer On The Students' Achievement In Writing Descriptie Text". The researcher faced so many difficulties and problems but she didn't stop her efforts to make better one, and it is impossible to do without much help from others. Therefore, the researcher would like to express her great thanks to those who has given guidance and support during the completion of this study.

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Finally the researcher hopes that her study will be useful for the readers, especially for the students of English Education Program of University Muhammadiyah Sumatera Utara

Medan,   April 2017
The Researcher,

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CHAPTER I

INTODUCTION

A. The Background of the Study

Today students learn English at school, they will learn the four skills namely, listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter or fact, until today most students from Junior High School up to University level have difficulties in all of these skills.

Writing is one of the four basic language skills besides listening, speaking and reading. And writing is the most difficult subject in the school since the students have to produce a text by using english. As said by some expert that languange skill starts from listening, speaking, reading and the last step is writing. In writing, the students need to acquaire the topic first, to make sure what they want to write. They have to write about what they think in their mind and state it on the paper by using the correct procedure. This is supported with Boardman (2002:11) state that writing is a continuous process of thinking and organizing ,rethinking and reorganizing. Writing is a powerful tool to organize overhelming events and make them managable. From the definition above it can concloud that writing is a way to produce languange that comes from our thought .

Writing skill at junior high school is taught based on genres. The genres that should be taught for junior high school students are procedure, descriptive,

narative, recount, expository, decsriptive etc. Descriptive text is one of genres that must be taught, so that the students will know how to describe any object (person, place or thing) in their surrounding. Although it was simple way, however many students had difficulties in writing descriptive text. Becuase in writing descriptive text needed more concrete and detail idea. In writing descriptive text, students should be able to express their idea and feeling in writing. Description is writing that enables you to create your experiences vividly and share them with others.

Based on the researcher experience while conducting teaching practice process (PPL) in SMP Harapan Mekar Medan 2016/2017, the researcher found some problems about writing descriptive text. Students confused to write and confuse how to start in writing descriptive text. Students also made error in spelling, punctuation and capitalization. Students difficult to express idea in the writing form. Beside that, the teacher did not use some new ways, method or technique to teach the students. Therefore, the students become unmotivated, bored and had difficulties in learning descriptive text.

Based on the prolems previously, to overcome the situation, the teacher should generated students interest by applying the various technique.an interesting activity in writing class that could be created by proper technique will take more students' attentions and they would understand the lesson well. A proper technique that use by the teacher can also improves the quality of teaching learning. By using technique in teaching, the teacher could help the students thinking critically and develop their ideas. One of the approprite techniques is using web graphic organizers technique

Web graphic organizers also known as a spider map and cluster is a visual way of making preparation notes. Graphic organizers can be used to mitigate difficulties (Bishop, 2013 : 9). It was designed to help the students to organize their thoughts in a logical way and improve the use of adding details to their writing.

Based on the explanation previously, the researcher believes that web graphic organizers can be applied in teaching writing, especially in writing descriptive text. The research was conducted by using experimental research to discover the effectiveness of appying web graphic organizers strategy on students' achievement in writing a descriptive text at SMP HARAPAN MEKAR Medan. In the end of this study, the students able to write and organize their ideas, add detail to their wrting, used various vivid word choice in writing descriptive text.

B. The identification of the problem

The problems of the study will identified as follow:

1. The students confused to write and how to start in writing descriptive text

2. They also made error in spelling, punctuation and capitalization

3. The teacher did not use some new ways, method or technique to teach the students.

C. The scope of the Study

The scope of the study is about writing and is limited on writing descriptive text on eight grade at SMP Harapan Mekar Medan in academic year 2016/2017.

D. Formulation of the problem

The problems of the study will formulated as follow :

1. how far the significant effect of applying web graphic organizer on students' in writing descriptive text ?.

2. what are the students' difficulties in writing descriptive text?

E. The objective of the study

The objectives of the study are :

1. to find out the significant effect of applying web graphic organizer in writing descriptive text.

2. to find out the students' difficulties in writing descriptive text .

F. The significance of the study

The result of this research will be expected to be useful for :

1. Theoritically

As input for other researcher to make education policy in the teaching english who want to do research on the same issue and also this research can be developed by next researcher in different skill and participant.

2. Practically

The researcher expects that the result of the study would be useful for:

a. Teachers, to provide the english teachers a plan and to conduct a better and interesting learning process, used and an alternative strategy.

b. Students, to get their experience by using web graphic organizer to learn writing descriptive text easly and enjoyable.

c. The researcher, to help other researcher who interest in this study. It is hoped that other researcger will be conducted as much more depth study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting the research, theories are needed to clasify some terms which are uses. The clarification of term will avoid misunderstanding and confusion in understanding the problems. The terms may function to give a limit concept, which is specifically mean particular, context. In this case , it provide some term, which is important to make clear the start in order to prevent possible misunderstanding between the researcher and the reader .

1. The Description of Effect

Effect is a result or product of course or agency . it is sequence resulting from observation or external impression. It means that the result existence if cause by multiple factor conducting in a given situation. According to Richard (2001: 133) effect is defined to change of ability that the students have after treated by using certain technique or games of teaching. Effect in this research means as any ability improvement after learning something.

The effect is defined to change of ability that the students have after treated by using certain technique of teaching. The results of effect in teaching is the improvementof the students' achievement. Achievement is the result of learning process which involves teachers with students. The improvement in which achievement by the students then a realized in form of score, so that it will be

acknowledge the certain position of a students in the class because the score they have reflect their improvement in the learning process.

It is usually in expect method in which is an idea or hypothesis tested or verified by setting up situation in which relationship between different subject and variables can be determined. Based on the definition previously it is concluded that can affectpositive regard after doing something and it also applied to method, system or technique administrated to the students which is sure to give result.in other word, effect is influence or impression that can change a condition from bad into good or from good into bad.

2. The Description Of Students' Achievement

Based on taxonomy bloom , there are three aspect of achievement : affective, cognitive and psychomoric that can be connected to the purpose of learning causes the three dominances influence the students' point of view towards the material taught .

Cognitive consist of knowledge, understanding, application, analysis, synthetic and evaluation, it means that students must have existing knowledge in their memories. Affective is the changing behaviour that affects someone lies to do something, and psychomotor is a skill to do something, ready to do it based on physic and emotion, self-control and become habbit. Students can write an essay by their own selves, to know the students' achievement, the teacher do some test to students.

Based on the explanation above , it can be conclude that students' achievement is the succesfullnes of the students' in finishing or gaining something that they already learned in some educational experience and the teacher can measure it from their score.

3. Description Of Approach, Strategy Method And Technique

a. Description Of Approach

According to Richard and Rodgers (1986:16) approach refers to theories about the nature of language learning that serve as the sources of practices and principles in language teaching. An approach is aspect of assumption dealing with the nature of language teaching learning. An approach is axiomatic. It can be concluded that definition of approach that is how to teach the material or principle in a good teaching.

Richard and Rodgers stated that : approach is the level at which assumption and beliefs about language learning are specified. An approach is axiomatic and describe the nature of subject matter to be tought. By using an approach, it will make the teaching process become more effective because an approach is a very important element in managing students in the classroom.

b. Description of Strategy

Brown (2001:129) usefully equates strategy with procedures and practice under the heading of technice as refering to the "pedagogical units or components of a classroom session" and these terms are used synonymously in the present paper.

Furthermore, strategies are defined by decision making process of which Richards and Lockhart (2001:Ch.4)distinguish three: the planning decision during which technique are choosen for the class, the interactive decision for strategies adopted during class and evaluative decision made after class. Of the three, decisions about questioning and feedback strategies fall mostly under the interactive decision category and demand skill.

c. Description of Method

Richard and Rogers (1986:12)defined that " Method is an overall plan for learning a second language , based on the theoritical approach selected". It means that method is a design which used in guiding the teaching material. The goal of language pedagogy was " to find he right method" a methodological magic formula that would work for all learners at all times.

Method is described as an overall plan systematic presentation of language based upon a select approach. Methd tends to be concered primarily with teacher and students roles and behaviours and secondarily with such as featuresas linguistic and subject matter objectives, sequencing and material. Methd is also usually base on a set of beliefs about the nature of language and learning.

d. Description of Technique

Technique is implementation that actually take palce in classroom.it is a particular trick, strategy, used to accomplish an immediate objective. Technique must be consistent with method.

The technique is need to support researcher. Approaches are element that are very useful for the students in the class. Studying or learning is the key to success

to achieve a bright future, prepare a generation of people with a high scientific insight.

Brown (2001:16) says that a technique is the specific actifities manifested in the classroom that will consistent with a method and therefore were in hermony with an approach as well. It is also explain that technique refers to the procedure that describe how realized it is approach and design in classroom.

4. Writing

a. Definition Writing

Brown (2003: 335) states that writing is the result of thinking, drafting and revising procedures. The process requiresan entirely different set of competence ; i.e generating idea ,organizing them coherently, using discourse markers amd rhetorical conventions to put them cohesively into written text, revising text for clearer meaning, editing text for appropriate grammar and producing a final product.

There are some important of writing itself, and those are : (1) through writing , students can represent their thinking into word, sentences, phrases or paragraph, for example the students will be able to write what they think, as teh result they can use letters and symbols to present sounds and words of a language , (2) it enable students to understand their strenght and weekness, as well as work on these weaknesses with their peers in order to strenghten their own individual writing skill (Harmer, 2004:25).

Additionally , Langan (2008:16) states that "writing is a skill, it makes sense that the more you practice writing , the better you will write". Writing is also not an automatic process. A competent writing usually comes from plain hard work from determination, sweat, and head-on battle. The skill of writing can be mastered through practicing a lot.

From definition above , it can conclude that writing is a systematic process as the result of thinking, drafting and revising that needs to master a set of competencies and to practice a lot.

b. Writing Process

According to Muschla (2011: xvii) writing is divided into four parts to help to make a piece of writing better than concentrate on writing skills : finding and developind ideas, writing the draft, revising , proof reading.

1. Finding and developing ideas for writing

The first step in writing process is finding ideas. A good writing start with a good idea. After that, students should developed their idea to strengthen them. This strengthen makes the writing interesting and can produce a well organizer and nice to read writing. There are several ways to do in this step.

a. Focusing ideas

After begining with general ideas , they must be focused. Focusing an idea narrows it down so learners can concentrate on a very specific topic.

b. Developing ideas

After focusing the topic that is giong to write about, developing ideas is the next step. Sometimes a new idea rises while developing the first idea and that ,

then , become the focus of writing. However ,there are several steps to do to make it easier to develop ideas, including identifying relationship, brainstorming, and researching.

c. Organizing ideas

Organization helps to clarify and order ideas. It make writing esaier. A basic stucture of organizination process includes opening, body and closing.

d. Writing the Draft

After finding and developing ideas , students are ready to process their ideas into words by following the ideas from the prewriting process. This step will be easier when students understand the fundamental of sentences, paragraphs, and good technique.

e. Revision

Revision is the process of replacing one word/sentence with a better word/sentence or moving the sentences into good order, so the writing will be coherent and united. Revision is needed to improve writing. Revision includes a variety of activities. As you revise your writing, you may do any of the following : a) rereading, b) rewriting, c) reviewing, d) rethinking, e) rearranging, f) restructuring, g) tightening, h) deleting, i) moving, j) expanding, k) unifying, l)correcting and m) redrafting.

f. Proofreading

Proofreading or sometimes called editing is the process to polish the piece of writing. Proofreading needs a good eye and concentration. This should be done after revising. There are several need to do in proofreading. First is seeking for

and correct any last error in punctuation, capitalization, spelling and word usage . second is looking at the page to make sure paragraphs are fully intended,margins are correct, and there are no gaps in spacing. The third is proofreading the piece two r three times. When no more errors are found, proofreading is done.

5. **Types f Genre**

Bollinger, Olson, D′Aoust, MacArthur, McCutchen, & Olinghouse (2012:12) state that genres are forms of writing with specific features that provide context and structure for a purpose.

Pardiyono (2007:10) divides the types of writing genre into 13 types. They are: 1) descriptive; 2) narrative; 3) recount; 4) report: 5) procedure; 6) explanation; 7) hortatory exposition; 8) analytical exposition; 9) news item; 10) anecdote; 11) spoof; 12) discussion; and 13) review. There are five genres applied in Junior High School, i.e. descriptive, recount, procedure, and narrative. The genre this research focused on is descriptive text.

6. **Descriptive Text**

Carol (2001:97) states that description is writing that uses vivid details to capture a scene, setting, person, or moment. Effective descriptive writing includes: 1) sensory details-sight, sound, smells, tastes, and physical sensation; 2) vivid, precise language; 3) figurative language or comparisons; 4) adjectives and adverbs that paint a word picture; 5) an organization suited to the subject.

According to Pardiyono (2007:34), descriptive text is a type of written

text, which has the specific function to give description about an object (human or nonhuman). The generic structure of descriptive text consists of two parts, i.e.: 1) Identification contains a statement of a particular topic that will be described; 2) Description contains detail descriptions about the object meant in the identification. Language features used in writing a descriptive text are: 1) using Present Simple; 2) using adjectives; 3) focusing in a specific participant; 4) using conjunctions.

There are three kinds of descriptive writing: describing people, place, and things.

1. People

    In describing people, descriptions about physical appearance (height, weight, age), characteristics (color of hair, eye, skin), and recognizable marks (scars, birthmark) are needed to make clear views of people being described.

2. Place

    In describing place, the description must be organized so that the reader can vividly imagine the scene being described. Also, additional information about the impression or attitude one's have are essential to make the descriptions clearer.

3. Things

    To describe a thing, the writer must have a good imagination of the thing being described. It is needed to help readers to get clear pictures as the writer means in the descriptions.

7. Conventional Method

a. The Definition of Conventional Method

Roestiyah (2001: 136) argues that the lecture technique is the most traditional way of teaching and have a long run in the history of education. Gulo (2002: 136) argues that the lecture is the only conventional method and is still used in teaching and learning strategies. The lecture method is the simplest method of teaching to Convey teachings Orally by the teacher to the student.

b. The Advantages of Conventional Method

Hisham, Bermawy, Sekar (2008: 91) points out the advantages lecture as follows.

a. practical in terms of preparation and the media;

b. efficient in terms of time and cost;

c. can convey a lot of the material;

d. encourage teachers to master the material;

e. more easily control the classroom;

f. students do not pelu preparation;

g. students can directly accept the science.

8.   Graphic Organizer

Teacher should provide learning experience in risk-free setting and provide continous positive feedback to students for greater change to develop writing skil

(Brown,2011: 9). However , a wide spectrum of research has investigated and recomended the use of graphic organizers to augment the teaching of various writing processes (Kapretz, 2003; Faull, 2007; Novak, 1990; Servati, 2012; Parker, 2013).

Learning strategy is one of the many variables that are indicated to improe learning outcomes. Selection of appropriate learning strategies will be easier for students to receive and transfer the knowledge better. Graphic organizer is one of the strategies recommended by the researchers as the most effective strategy in improving learning outcomes in English. Graphic organizers are defined by Bishop (2013: 16) as visual display of a key content of information designed to guide learners and to enhance their comprehension. They are sometimes refered to as concept maps, cognitive maps, or content maps but they are all used to serve one purpose. A graphic organizer display that show the relation between facts, terms or ideas within a learning task (Hall & Strangman,2002).

a. Types of graphic organizers

Graphic organizers come in many different forms, each one best suited to organizing a particulary types of information. The following example are merely a sampling of the different types and uses of graphic organizers. They are :1) concept maps, 2) webs, 3) mind maps and etc.

9. Web Graphic Organizers

So in this research the researcher will use web graphic organizers or in other word called as spidergram or cluster. web is a visual way of making preparation

notes. In this idea-generating model students start with a topic at the centre and then generate the ideas in a web that. The web graphic is a prewriting tool. The goal in using the web graphic is to develops students level thinking skills and encourage creativity. The ilustration of web graphic organizers can be seen as follow:
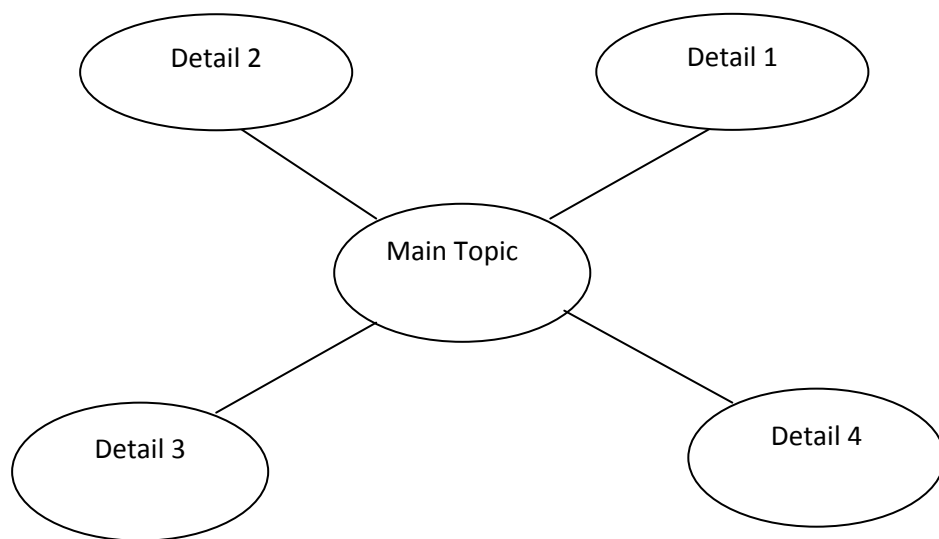
The main topic is placed in the center. circles 2, 3, and 4 are used for supporting detail. These circles must contain reasons, examples, or explanations that prove circle 1 is true. The center circle is the topic or main idea of the paragraph. The other three circles around the center circle are supporting sentences relating to the topic. The remaining circle, lower right, will be used to build up a summary sentence. In practice this is called the "wrap up sentence," because it wraps up all the main ideas.

Web graphic organizers is brainstorming technique in teaching writing that improve students level thinking skills and encourage creativity by using writing to organize and connect thoughts by supporting details or ideas.

a. The Steps of Web Graphic Organizer in Writing Descriptive Text

Here are the steps of web graphic organizers, it has seven steps, as follow:

1. Stage 1 – the teacher explained about web graphic and how it is used.

2. Stage2 – in pairs, individually or group, students talk about any vivid memories from the topic .

3. Stage 3 – the teacher provide materials to the students.

4. Stage 4 – students start to brainstorming about the topic.

5. Stage 5 – the teacher put a web or cluster diagram, very like spider diagram on the board which suggest certain ideas.

6. Stage 6 – the students now make their own diagram about the topic

7. Stage 7 – the students submit their work.

8. Stage 8 – the teacher and students discuss about the information of the material using a web graphic organizers.

b. The Advantages of Web Graphic Organizer

Here are the advantages of Web Graphic Organizer :

1. It assists the students to organize the information well

2. It is a good writing method that can be applied in any level and some subjects.

3. It helps the students to brainstorm the ideas of a particular topic and to organize the ideas.

4. The students can work independently and confidently to combine every sentence they made in their web graphic into a good piece of writing.

B. Previous Study

Setyo (2013) state that based on the research it concluded that the graphic organizers technique could improve the student′s reading comprehensioan in SMP N 15 Yogyakarta. The implementetion of graphic organizers technique could also improve the students′ vocabulary.

Stephanie (2011) in his research says " my research proved that graphic organizers guided students to not only write more, but write more proficiently which entailed strong and coherent content. Students′ ideas were more developed as the graphic organizers promoted their thoughts. As studetns used the graphic organizers not only were they synthesizing their ideas and thought, but they were planning out their final writing sample at same time.

C. Conceptual Framework

Writing is a very essential capability for being mastered by students. Writing is one of the most powerful communication tools, it was used today and for rest of life. Through writing, each person is able to convey feelings, ideas, and announcement to others. Writing is a form manifestation of linguistic competence that is expressed in the form of the use of written language, other types in the form of oral language, in addition the use of language activity in the form of "speaking" and "reading".

Writing is one of the language skills that shoud be acquired by the

students, because all the information, knowledge, and science that already achieved can be expressed by writing down an opinion ideas thought, or any pieces of information clearly and legibly. Writing descriptive paragraph is a process in which the writer express their thought, feeling, and imagination to describe they observation. The creativity in writing descriptive text is not same for all students. So, one of model that the teacher can use is web graphic organizer strategy. Web graphic organizer is a strategy that use to help the students in generating the ideas while writing descriptive text. So, the students will be easier to express their ideas and opinion in writing desctiptive text.

D. Hypothesis

Based on the assumption and the investigation of related theories in the relationship of the varieties of conceptual framework, the hypothesis of this study is stated as follow:

Ha = "There is a significant effect of applying Web Graphic Organizer on the students' achievement in writing descriptive "text".

Ho = "There is no significant effect of applying Web Graphic Organizer on the students' achievement in writing descriptive text".

CHAPTER III

METHODOLOGY OF RESEARCH

A. **Location and Time**

The research will be conducted at SMP HARAPAN MEKAR Medan in academic year 2016/2017. It located at jalan Marelan Raya No 77 Rengas Pulau Medan Marelan. The reason for choosing this school as the location of research because the researcher has conducted observation there, during the observation it was found that the students' achievement in this school in learning english were still low, especially in writing descriptive text.

B. **Population and Sample**

1. **Population**

The population in this research will be the eight grade students' of SMP HARAPAN MEKAR Medan of academic year 2016/2017 which consist of four parallel class with the total number of 177 students of VIII A, VIII B, VIII C, VIII D. The following table of population :

Table 3.1

Population of Research

No	Class	Population
1	VIII A	44
2	VIII B	43

3	VIII C	45
4	VIII D	45
Total		177

2. Sample

Purposive sampling technique used in this research, by choosing one classes eight grade. Based on the teacher explanation this class is in the middle level than the other class The explanation could be seen in table 3.2.

Table 3.2

Sample of Research

Experimental class
VIII C
45 students

As the result , the eighty eight students will take as the sample of this research, and they functions as experimental group and control group. The experimental group will be taught by applying web graphic as teaching method **.**

C. Research Design

The quantitative experimental research use to carry out this research. It deals with one group pre-test and post-test design. It had one group as experimental

group. The experimental group will be tought by applying web graphic
organizers. The explanation could be seen in table 3.3

Table 3.3

Research Design

Experimental class		
Treatment (Y)	Pre – test	Post- test
Web graphic organizers	√	

Experimental group will be taught by using web graphic organizers
technique in writing descriptive text.

D. Instrument of Research

In this research, the instrument use to collect the data will be written test. The
students will be asked to write a descriptive text based on the tittle given.

1. Pre-test.

Pre-test has been conducted to find out the students' achievement in writing
descriptive text before having treatment. The pre-test will be written test. In this
case, the researcher made the test by herself . the pre-test give to experimental

group and the work scored. The result of the pre-test considers as the preliminary data.

2. Treatment

Treatment will be given to the students after the pre-test administrated. The experimental group will be taught by web graphic organizers technique.

3. Post- test

Post test wil be given to the students after having a treatment. The post test was same as the pre test. The post test will be the final test in this research, especially in measuring the treatment, whether it will significant or not, it means to know whether the treatment give the effect or not on the students' achievement in learning descriptive text.

E. Technique of Collecting the Data

In collecting the data , the steps are:

1. Giving pre test to experimental group

2. Giving treatment to experimental group by using web graphic organizers

3. Giving post test to experimental group

4. Scoring the students' writing. There are 5 indicatorsin scoring written test.

   a. Content

   It depends on the ability to write or the information in the form of logical sentence.the criteria of scoring the test :

30-27	Excellent to very good, knowledge, substansive,

	etc
26-22	Good to average , some knowledge of subject, adequate range etc.
21-17	Fair to poor, limited knowledge of subject,little substansive etc.
16-13	Very poor, doesn't show knowledge of subject, not substansive etc.

b. Organization

It refers to the ability to write idea based on the pictures and word provided become good sentence. The criteria are :

20-18	Excellent to very good, fluent expression ideas clearly stated etc.
17-14	Good to average , some what choppy – loosely organized but the main ideas stand out – etc.
13-10	Fair to poor , non fluent, ideas confused of disconnected etc.
9-7	Very poor, doesn't communicate, no organization etc.

c. Vocabulary

20 - 18	Excellent to very good, suphisticated range, effective word/idiom choise and usage etc.

17 – 14	Good to average adequate range, occasional error of word/idiom form, choice, usage but meaning not obscured
13 – 10	Fair to poor,limited range – frequent errors of word/idiom form, choice, usage etc.
9 – 7	Very poor , essentially translation – little knowledge of english vocabulary

d. Language Use

Language us refers to the capability of writing down the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use argument in the sentences and some other word such as nouns, adjectives, and time signals.the criteria are

25 – 22	Excellent to very good , effective complex construction few errors of agreement, tense, number, word order/ function, articles, pronoun, and preposition
21 – 18	Good to average but simple construction – minor problrm in complex contruction – several error of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured.
17 – 11	Fair to poor, major problrm in simple complex construction – frequent errors in negations agreement, tense, number and wrod roder / function, articles, pronoun, preposition, and/or fragment deletion –

	meaning confused or obscured.
10 – 5	Very poor , virtually no mastery of sentences construction rule dominated by errors- doesnot communicate- or not enough to evaluate.

e. Mechanism

5	Excellent to very poor demonstrates mastery of conversation- few error of spelling, punctuation,capitalization writing sentences
4	Good to average , occasional errors of spelling, punctuation, capitalization, writing sentences, but meaning not obscrubed.
3	Fair to poor, frequent errors of spelling, punctuation, capitalization, writing sentences – poor hand wri ting – meaning confused or obscrubed.
2	Very poor no mastery conventions – dominated by errors of spelling, punctuation, capitualization, paragraphing- hand writing illegible- or not enough to evaluate.

F. Technique of Data Analysis

1. Listing the score of pre-test and post-test into the table for the experimental group and control group.

2. The calculating will be conducted by using standard deviation and T-test as show below :

   a. **Variansi**

   $$s^2 = \frac{n \sum_{i=1}^{n} x_i{}^2 - (\sum_{i=1}^{n} x_1)^2}{n(n-1)}$$

   Where :

   $S^{2=}$ varian

   X_i = score x ke $-i$

   N = number of sample

   b. **Standard deviation**

   $$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

   Where :

   S_D = standard deviation

   D = deferences between with t=-test and post-test

   N = number of pairs

   c. **Testing hypothesis**

   Independent sample t- test

   $$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

   Where : $\bar{x}_1$ = mean score before giving the treatment

   $\bar{x}_2$ = mean score after giving the treatment

n_1 = the number of sample before giving the treatment

n_2 = the number of sample after giving the treatment

s_1 = standard deviation before giving the treatment

s_2 = standard deviation after giving the treatment

d. Statistical Hypothesis

In this research statistical hypothesis is used to decide where the hypothesis would be accepted or rejected. The statistical statistic formula :

If t-test > t-table = Ha is accepted and Ho is rejected

If t-test < t-table = Ha is rejected and Ho is accepted

Where :

Ha :There is significant effect of applying web graphic organizers on students' achievement on writing descriptive text.

Ho : There is no significant effect of applying web graphic organizers on students' achievement on writing descriptive text.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. DATA COLLECTION

the data was collected by giving a written test. The sample consisted one class, it was experimental class. The group was given pre-test and post-test.the students' score were obtained as written in table 4.1 below :

Table 4.1

The score of pre-test and post-test of experimental class

N0	Student's initial	Pre test X_1	Post test X_2	Deferences	D^2
1	A	50	77	27	729
2	AS	66	72	6	36
3	CSD	67	75	8	64
4	DPS	35	45	10	100
5	DT	45	80	45	2025
6	DD	42	50	8	64
7	DS	66	79	13	169
8	DC	43	50	7	49
9	DAD	70	75	5	25
10	DPA	50	91	41	1681
11	DT	80	84	4	16
12	EPAP	35	53	18	324
13	FA	72	83	11	121
14	IH	63	75	12	144
15	IW	57	70	13	169
16	JWS	36	43	10	100
17	JS	62	86	16	256
18	LF	66	85	23	529
19	MAF	47	60	13	169
20	MRP	40	66	26	676
21	MFRL	50	53	3	9
22	MH	66	77	11	121
23	MNK	61	74	13	169
24	MR	46	66	10	100
25	NM	50	60	10	100
26	NKP	53	67	10	100
27	NA	46	66	20	400
28	PS	67	86	16	256

29	PC	72	85	13	169
30	RAM	52	60	8	64
31	SO	70	75	5	25
32	SR	75	86	11	121
33	SWN	61	64	3	9
34	SA	75	90	15	225
35	SMJL	40	66	26	676
36	S	68	87	19	361
37	SK	52	73	21	441
38	VU	34	50	16	256
39	W	46	60	24	576
40	YA	48	57	9	81
	Total	2224	2794	579	11705
	Mean	55.6	69,85	14,475	292,625

From the table above, the total score of students in experimental group on pre-test was 2224 and the number of students who take the test was 40 students, so the students' mean score was :

$$\text{Mean} = \frac{\sum x}{n}$$

$$= \frac{2224}{40}$$

$$= 55,6$$

The mean of students was 55,6 while mean score in post-test of experimental group was :

$$\text{Mean} = \frac{\sum x}{n}$$

$$= \frac{2794}{40}$$

$$= 69,85$$

It can be concluded that the total score of pre-test is 2224 and the mean is 55,6. In post-test, the total score is 2794 and the mean score is 69,85. So the total and mean score in post-test is higher than the total and mean score of pre-test.

Table 4.2

The mean score of pre test and post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	69.8500	40	13.33119	2.10785
	Pre-test	55.6000	40	12.97493	2.05152

Table 4.3

The correlation of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post-test - Pre-test	40	.795	.000

Table 4.4

The analysis of paired sample T test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	14.25000	8.42995	1.33289	11.55397	16.94603	10.691	39	.000

After accounting the data previously by using t-test formula, it showed that the critical value was 9 and degree of freedom is 39. In the line of 39 on the table of distribution was for 2.021.

B. Data Analysis

1. Testing Hypotesis

To test hypotesis, the formula of t-test and the end the distribution table of critical value were applied. If t-test > t-table = Ha is accepted and Ho is rejected, If t-test < t-table = Ha is rejected and Ho is accepted. The fact of this research showed that t-test was more great than t-table (10>2.021). therefore, the students who were taught by using web graphic organizer got high score than those who were taught by conventional method. In short, there was significanct effect of applying web graphic organizer on the students achievement in writing descriptive text.

2. Findings

After analyzing all data, some findingcan be presented as follows:

After accounting the data previously by using t-test formula, it showed that the critical value was 10 and degree of freedom is 39. In the line of 39 on the table of distribution was for 2.021.

Based on the data t-test > t-table or 10 >2.021. it means ho hypotesis was rejected and ha hypotesis was accepted. It means that there was significanct effect of applying web graphic organizer on the students achievement in writing descriptive text.

3. Discussion

The researcher focused on improving students' writing skills using web graphic organizer strategy. Based on the data, it could be concluded that the use of web graphic organizer strategy was successful to improve students' writing skill. It was indicated by the scores that students attained. Most of the students were able to do tasks and activities well. Besides, it could be checked from their works in the post-test.From the findings, the discussion was written as the following.

Using web graphic organizer strategy in the teaching and learning process could brings enjoyable activities in the classroom. The students got better atmosphere in the classroom during the teaching and learning process so that the students could do activities and tasks better than before. This finding was in line with Bishop (2013: 16) as visual display of a key content of information designed to guide learners and to enhance their comprehension.

By using web graphic organizer strategy as media, it could build a good interaction between students and teacher and students with their friends themselves. The situation in the teaching and learning process became more interactive. The students got many ideas and experiences from web graphic organizer strategy so that they had an opportunity to discuss and share their knowledge with their friends in the class. there are some advantages of using media in the teaching and learning process.

1. It assists the students to organize the information well

2. It is a good writing method that can be applied in any level and some subjects.

3. It helps the students to brainstorm the ideas of a particular topic and to organize the ideas.

4. The students can work independently and confidently to combine every sentence they made in their web graphic into a good piece of writing.

Moreover, the use web graphic organizer strategy as media could increase students' motivation. The students were enthusiastic and interested during the lesson. They gave more attention to the lesson and encourage stimulation to do the class activities well. The use of teaching media in the teaching and learning can generate interests and encourage motivation and stimulation.

However, there were some students that still passive during the lesson because they were shy and feel difficult to understand the material. The students also had problem when the teacher gave instruction during the lesson. The students had difficulties to understand the instruction so that the teacher had to repeat it three times even four times.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Based on the finding and analyzing the data, so the researcher make the conclution as follow:

There was significant effect of web graphic organizer strategy on the students' achievement in writing descriptive text which was proved by the result score of pre-test before giving treatment which was 55.6 and post-test after giving treatment was 69.85.

$t_{test} > t_{table}$ or $10 > 2.021$. it means, Ho was rejected and Ha was accepted.

Based on the data collection while conducted this study, the researcher found that most of students made mistakes in word chiose and gramatical used, and some of the students still passive during the lesson because they were shy and feel difficult to understand the material. The students had difficulties to undrestand the instruction so that the teacher had to repeat it three times even four times.

B. SUGGESTION

Based on the data that have been confronted in this thesis, there are some suggestions that should be noticed, they are :

1. English teacher is expected to apply this strategy in teaching writing , this strategy not only can be applied in teaching writing, but also in narrative informative and persuasive and another skill such as reading

2. Other researcher who are interested in this strategy can apply this strategy in improving students' writing proficiency.

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LESSON PLAN

(EXPERIMENTAL CLASS)

Name of school : SMP HARAPAN MEKAR Medan

Subject :English

Class : VIII

Time allocation : 2 x 40 minutes

Material : Descriptive text

A. Competence Standard

6. Expressing the meaning in short functional text and simple essay in the form of *descriptive* and *recount* text in daily life context.

B. Basic Competence

6.2 Expressing the meaning in simple short functional text accurately,

fluently and naturally in daily life in the form of *descrivetive* and *recount* text.

C. Indicator

6.1.1 Mention the meaning of *descriptive text*.

6.1.2 Identify the material of *descriptive text*.

6.1.3 Identify the generic structure of *descriptive text*.

6.1.4 Identify the language features of *descriptive text*.

6.1.5 Write a *descriptive text*.

D. Intructional Objectives

1. Students able to mention the meaning of *descriptive text*.

2. Students able to identify the material of *descriptive text.*

3. Students able to identify the generic structure of *descriptive text.*

4. Students able to identify the language features of *descriptive text.*

5. Students able to write a *descriptive text.*

E. Material

1. Definition of descriptive text

Descriptive text is a text which describes person, place, animal, things end etc in words.

2. The purpose of descriptive text

The purpose is to describe and reveal a particular person, place or things.

3. Generic structure of descriptive text

The generic structure of descriptive text :

a. Identifiction : identify the phenomenon to be described

b. Description : describing the phenomenon in parts, qualities or/and characteristics.

4. Language features of descriptive text

- Using attributeive and identifying process.

- Using adjective and classifiers in nominal group.

- Using simple present tense.

5. Example of descriptive text

My mother	
Identification	I live with my mother. She is the best woman i have ever known.

Description	She is not tall but not short, and she has long straight hair. Its color is brown. Her eyes are like honey, and she has bright skin. Its light brown. I her thirties, her weight is 50 kg. my mother is a good person. Every body admits that she is lovely, friendly, and patient. She love her family very much. She loves me more than anything. I love my mother. She makes me go home earlier. She cook delicious food. I never eat at restaurant, because my mother always prepares the meal.

F. Learning Method

Using web graphic organizers strategy

G. Learning Activities

Event	Description of activities	Time allocation
Introduction	**Apperseption** **-** Pray together before starting the lesson. - Teachers say hello to use English in order to create english environtment in the first meeting. - Teacher checking student attendance.	**10 minutes**
	Exploration - Completing sentences gaps by reading the description provided - Completing the text with the right kind of language based on the information	

Appendix 1

Core activities	available. **Elaboration** - Teacher ask the stydents to make team each team consist of two students. Teacher inform to the students about web graphic organizers is - Teacher gives explanation of descriptive text. - The teacher gives examples of how to make describing people. - Students dimimta to give another example of describing people. - Students create a picture or describing about itself. **Confirmation.** - The teacher asks questions about things that have not diktahui students. - Teachers with students questioning rectifying misconceptions, provide reinforcement and conclusions.	**60 minutes**
Final activity	- Together with the learners and / or itself makes a summary / concluding lesson. - Teachers give homework to students. - Convey the lesson plan at the next meeting .	**10 minutes**

H. Learning Sources

1. Sources : - LKS book Penerbit Suara Media Sejahtera

Appendix 1

- Grammar Book

2. Tools   : White board, board marker.

I. Assesment

A. Technique of assesment

Written test

B. Form of assesment

Essay test

C. Instrument

Enclosure

J. Assesment

No	Aspect	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Syntax	25
5	Mechanism	5
	Total	100

Medan,   january 2017

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Known by :

Headmaster of SMP HARAPAN MEKAR Medan

(Abdul Rasyd Lubis, S.Pd)

Appendix 1

TEST ITEMS

1 write down a descriptive text about person based on the title :

  a. My mother

  b. My idol

  c. My favorite teacher

  d. My best friend