THE EFFECTIVENESS OF GRAPHIC ORGANIZERS TO TEACH WRITING VIEWED FROM STUDENTS’ INTEREST

(An Experimental Study at the Tenth Grade Students of SMK N 1 Pabelan, Semarang Regency in the Academic Year of 2012/2013)

THESIS

By:

DESI EKA SULISTYANI
NIM. S891202010

Submitted to Graduate School of Sebelas Maret University as a Partial Fulfillment for Getting the Graduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELES MARET UNIVERSITY
SURAKARTA

comm2013 user
APPROVAL

THE EFFECTIVENESS OF GRAPHIC ORGANIZERS TO TEACH WRITING VIEWED FROM STUDENTS' INTEREST

(An Experimental Study at the Tenth Grade Students of SMK N 1 Pabelan, Semarang Regency in the Academic Year of 2012/2013)

By

Desi Eka Sulistyani
NIM.S891202010

This thesis has been approved by the Consultants of the English Department, Graduate School of Sebelas Maret University, Surakarta on July 2013

Consultant I

Dra. Dewi Rochsantiningsih, M.Ed., Ph.D.
NIP. 19600918 198702 2001

Consultant II

Dr. Sujoko, M.A.
NIP. 19510912 198003 1002

Approved by

The Head of English Education Department of Graduate School of Sebelas Maret University of Surakarta

Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1005
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled "THE EFFECTIVENESS OF GRAPHIC ORGANIZERS TO TEACH WRITING VIEWED FROM STUDENTS’ INTEREST" (An Experimental Study at the Tenth Grade Students of SMK N 1 Pabelan, Semarang Regency in the Academic Year of 2012/2013). It is not plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed in the bibliography.

If, then, the pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, July 2013

Desi Eka Sulistyani
LEGITIMATION FROM THE BOARD OF EXAMINERS

THE EFFECTIVENESS OF GRAPHIC ORGANIZERS TO TEACH WRITING VIEWED FROM STUDENTS' INTEREST
(An Experimental Research at the Tenth Grade of SMK N 1 Pabelan, Semarang Regency in the Academic Year of 2012/2013)

By
DESI EKA SULISTYANI
S891202010

This Thesis has been examined and approved by the board of Thesis Examiners of Graduate School of English Department of Sebelas Maret University on September 11, 2013

The Board of Thesis Examiners

Chairperson: Dr. Abdul Asih, M.Pd.
NIP. 19520307 198003 1 005

Secretary: Dr. Sumardi, M.Hum.
NIP. 19740608 199903 1 002

NIP. 19600918 198702 2 001

2. Dr. Sujoko, M.A.
NIP. 19520307 198003 1 005

Legalized By

The Director of Graduate School
Prof. Dr. Ir. Ahmad Yunus, M.S.
NIP. 19610717 198601 1 001

The Head of English Education Department of Graduate School
Dr. Abdul Asih, M.Pd.
NIP. 19520307 198003 1 005

commit to user
ABSTRACT

Desi Eka Sulistyani. S891202010. The Effectiveness of Graphic Organizers to Teach Writing Viewed from Students’ Interest (An Experimental Study at the Tenth Grade Students of SMK N 1 Pabelan, Semarang Regency in the Academic Year of 2012/ 2013). First Consultant: Dra. Dewi Rochsantiningsih, M.Pd., Ph.d. Consultant II: Dr. Sujoko M.A. Thesis. Surakarta: English Education Department, Graduate School. Sebelas Maret University.

This research aims at finding out whether: (1) Graphic Organizers method is more effective than Direct Instruction method to teach writing at the tenth grade students of SMK N 1 Pabelan, Semarang Regency in the academic year of 2012/ 2013; (2) the students who have high interest have better writing skill than those who have low interest; (3) there is an interaction between teaching methods and interest in teaching writing.

This research is experimental study which was conducted at the tenth grade students of SMK N 1 Pabelan, Semarang Regency. The population of the research is the tenth grade students. The samples were two classes. In taking the sample, a cluster random sampling was used. Each class was divided into two groups (the students who have high interest and low interest). Then, the techniques which were used to collect the data were questionnaire for getting the data of the students’ interest and writing test for getting the data of the students’ writing skill. The data were analyzed by using multifactor analysis of ANOVA 2 x 2. Before conducting the ANOVA test, normality and homogeneity test were conducted.

Based on the analysis, there are some research findings: (1) Graphic Organizers method is more effective than Direct Instruction method to teach writing at the first year students of SMK Negeri 1 Pabelan in the academic year of 2012/ 2013; (2) the students having high interest have better writing skill than the students having low interest; and (3) there is no interaction between teaching methods and the level of interest in teaching writing.

Based on the findings, it can be concluded that Graphic Organizers method is proved as a method which is effective to teach writing. Moreover, it is suggested to the teacher to implement graphic organizers in teaching writing. The teachers should be creative in exploring Graphic Organizers method in teaching writing and the students are expected to always improve their competency in reading. Hopefully, the research findings can be beneficial for teachers in determining and selecting the teaching method for their students, particularly in teaching writing.

Keywords: writing, graphic organizers, Direct Instruction Method, interest, experimental study
MOTTO

“A person who never made a mistake never tried anything new.”

(Albert Einstein, 1879-1955)
DEDICATION

This Thesis is dedicated to:

- Her beloved mother, thank you for giving her love, care, and endless praying.
- Her beloved father.
- Her brother.
- Her friends.

commit to user
ACKNOWLEDGEMENT

The writer wishes to express her deepest gratitude to the Almighty God, Allah SWT, that she can accomplish this thesis. In addition, in completing this thesis, a list of names has contributed assistance and invaluable helps to whom she has to express her sincere gratitude and deepest appreciation:

1. The Director of Graduate School of Sebelas Maret University for his permission to write this thesis.
2. Dr. Abdul Asib, M.Pd., the Head of English Education of Graduate School, for his support in writing this thesis.
3. Dra. Dewi Rochsantiningsih, M.Pd., Ph.D., the first consultant, for her guidance, advice, encouragement, and patience in writing this thesis.
4. Dr. Sujoko, M.A., the second consultant, for his patience in providing guidance and feedback to the writer in writing this thesis.
5. Mukimin, S.Pd., the Headmaster of SMK N 1 Pabelan, Semarang Regency, for his permission to the writer to conduct the research.
6. The tenth grade students of SMK N 1 Pabelan, Semarang Regency in the academic year of 2012/2013 who have helped the writer to find the data of her research.

Constructive criticism and suggestions are really needed for the progress of the next study. The writer hopes that this research can be beneficial to everyone who concerns with this research.

Surakarta, July 2013

Desi Eka Sulistyani
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>LEGITIMATION</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATION</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Study .................................................. 1
B. Problem Identification................................................... 5
C. Problem Limitation ........................................................ 5
D. Problem Statements....................................................... 5
E. Objectives of the Study .................................................. 6
F. Benefits of the Study .................................................... 6

## CHAPTER II LITERATURE REVIEW

A. Writing ................................................................................. 8
   1. Definition of Writing....................................................... 8
   2. Skills of Writing .......................................................... 8
   3. Writing Process ........................................................... 11
   4. Purpose of Writing ....................................................... 12
   5. Teaching Writing .......................................................... 13
   6. Difficulties in Writing ................................................ 13
   7. Writing Assessment....................................................... 17

B. Graphic Organizers .......................................................... 19
   1. Definition of Graphic Organizers ................................. 19
   2. Examples of Graphic Organizers .................................... 20
   3. Procedure of Graphic Organizers .................................. 21
   4. Advantage of Graphic Organizers ................................. 22
C. Direct Instruction Method ................................................................. 22
   1. Definition of Direct Instruction Method ....................................... 22
   2. Procedure of Direct Instruction Method ...................................... 23
   3. Advantage of Direct Instruction Method ...................................... 24
   4. Disadvantage of Direct Instruction Method .................................. 25

D. Teaching Writing Using Graphic Organizers Compared to Direct Instruction Method ........................................... 26

E. Interest ............................................................................................ 26
   1. Definition of Interest ................................................................. 26
   2. Factors Influencing Interest ...................................................... 27
   3. Aspect of Interest ................................................................. 27
   4. The Importance of Interest .................................................. 28
   5. Increasing Interest ............................................................... 29

F. Review of Related Research ............................................................ 30

G. Rationale ......................................................................................... 36

H. Hypothesis ...................................................................................... 38

CHAPTER III RESEARCH METHODOLOGY
A. Research Method ........................................................................... 39

B. Context of the Study ....................................................................... 41
   1. Place and Time of the Study ................................................... 41
   2. Profile of the Writing Class ....................................................... 41
   3. Population, Sample and Sampling ............................................ 42

C. Technique of Collecting Data .......................................................... 44

D. Technique of Analyzing Data ......................................................... 46
   1. Prerequisite Test of the Students Writing Score ....................... 46
   2. Hypothesis Testing .............................................................. 46

E. Statistical Hypotheses ...................................................................... 49

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION
A. Implementation of the Research ..................................................... 51

B. Data Description ............................................................................. 53

C. Normality and Homogeneity Test ...................................................... 63

D. Testing Hypothesis ......................................................................... 67

E. Discussion of the Findings ........................................................... 69

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION
A. Conclusion .................................................................................... 74

B. Implication and Suggestion ........................................................... 74

BIBLIOGRAPHY .................................................................................. 79

APPENDICES ....................................................................................... 83
LIST OF TABLES

Table 2.1 Categories for Evaluating Writing .................................................. 17
Table 2.2 Writing Rubric .................................................................................. 18
Table 2.3 Teaching Writing using GO and DI .................................................. 26
Table 3.1 Factorial Design of 2x2 Multifactor Analysis of Variance .............. 40
Table 3.2 Time Schedule of the Research ....................................................... 41
Table 4.1 The Summary of the Implementation of the Research ................. 50
Table 4.2 Frequency Distribution of Scores of A1 ........................................ 53
Table 4.3 Frequency Distribution of Scores of A2 ........................................ 54
Table 4.4 Frequency Distribution of Scores of B1 ........................................ 55
Table 4.5 Frequency Distribution of Scores of B2 ........................................ 56
Table 4.6 Frequency Distribution of Scores of A1B1 .................................... 57
Table 4.7 Frequency Distribution of Scores of A1B2 .................................... 58
Table 4.8 Frequency Distribution of Scores of A2B1 .................................... 59
Table 4.9 Frequency Distribution of Scores of A2B2 .................................... 60
Table 4.10 The Normality Test ....................................................................... 61
Table 4.11 The Homogeneity Test .................................................................. 64
Table 4.12 Multifactor Analysis of Variance .................................................. 65
Table 4.13 Mean Score ................................................................................... 65
LIST OF FIGURES

Figure 2.1 Idea Web ........................................................................................................................................21
Figure 2.2 Writer Checklist ..........................................................................................................................21
Figure 4.1 Histogram and Polygon of Scores of $A_1$ ................................................................................53
Figure 4.2 Histogram and Polygon of Scores of $A_2$ ................................................................................54
Figure 4.3 Histogram and Polygon of Scores of $B_1$ ................................................................................55
Figure 4.4 Histogram and Polygon of Scores of $B_2$ ................................................................................56
Figure 4.5 Histogram and Polygon of Scores of $A_1B_1$ ............................................................................57
Figure 4.6 Histogram and Polygon of Scores of $A_2B_1$ ............................................................................58
Figure 4.7 Histogram and Polygon of Scores of $A_1B_2$ ............................................................................59
Figure 4.8 Histogram and Polygon of Scores of $A_2B_2$ ............................................................................60
LIST OF ABBREVIATION

ANOVA = Analysis of Variance
DI = Direct Instruction
GO = Graphic Organizers
RPL = Rekayasa Perangkat Lunak
SMK = Sekolah Menengah Kejuruan
TB = Tata Busana
TSM = Teknik Sepeda Motor