

USING CLOCK ORGANIZER IN TEACHING STUDENTS' WRITING SKILL

(An Experimental Research at the second grade of MTs Negeri 1 Kota Serang)

Farhan Fauziyah, S. Pd

Advisers of Writer

As'ari, S.S., M.Si.

Ila Amalia, M.Pd

The State Islamic University of Sultan Maulana Hasanuddin Banten

E-mail: farhanfauziyah.ff@gmail.com

ABSTRACT: This researcher investigats about students Writing skill using clock organizer that based on title “**Using Clock Organizer In Teaching Student’s Writing Skill**” (*An Experimental Research at The Eighth Grade in MTs Negeri 1 Kota Serang*). The research is conducted based on the main problems: 1) 1. How is the students writing skill of second grade of MTsN 1 Kota Serang ?2) How the effeteness of using clock organizer strategy in teaching student’s writing skill of second grade of MTsN 1 Kota Serang? In reference to the mentioned research problem, this research aimed at 1) To find out the student’s writing ability at the second grade of Mts Negeri 1 Kota Serang 2) To identify the effectiveness of teaching writing text with Clock Organizer at the second grade of Mts Negeri 1 Kota Serang. In this research, the researcher uses Quasi-Experimental as the research method. The researcher takes two classes as sample, first class as experimental class which consist of 30 students, and second class as control class which consist of 30 students. Since the research uses experimental method, the data is gathered through pre-test and post-test. The conclusion of this research, the writer found that students’ post-test performance improved significant. It can be seen from the result of both $t_{and}t_0$ with degree of significance level of 5% = 1,671 and 1% = 2,392. It indicate that $t_0 > t_{or} 7,08 > 1,671$ and $7,08 > 2,392$. It means that H_a (alternative hypothesis) is accepted and H_0 (null hypothesis) is rejected. The conclusion of this research that there is a significant effect of clock organizer on students’ writing descriptive text.

Keyword: Graphic Organizer, Writing

BACKGROUND

According to Zamel (1987), "Writing is a process through which meaning is created".¹ However, in reality, writing is difficult skill in language, since in writing the students have to produce and arrange their ideas to overcome the difficulties in writing. On my Teaching and Practices Experience a year ago (PPLK; Program Pengalaman Lapangan Kependidikan) at MTsN 1 Kota Serang. The writer found several problem of writing skill toward them (second grade). Writing problem are; a) Vocabulary Mastery, b) Less knowledge in constructing simple present tense, c) Less of practice in writing, d) student's motivator in learning English especially in writing is very low, and e) the teacher's methodology in teaching is very bored.

From those student writing problem above, the writer strongly believed that the learning process needs to provement especially on writing to increasing student's writing skill. It is important to be conducted a research to teaching by using graphic organizer and the writer uses one of the graphic organizer.

Each method used has goodness and weakness and has power match with some learners. One of the advantages of Graphic Organizer learning method is to make it easier for student to improve their writing skill. In graphic organizer they use simple present tense Text material. To explain about their daily activity using graphic organizer.

Based on definition about writing and some of the reasons above, the writer are interested to conduct research with the title "Using Clock Organizer In Teaching Student's Writing Skill" (Experimental Researchat The Eighth Grade in MTs Negeri 1 Kota Serang).

The Statements of the Problems

Based on background of research above, the writer can identify the problems follows: (1) How is the students' writing skill of the third grade of MTs Negeri 1 Serang?.

¹Lilies Setiasih Dadi, *How To Write A Short Essay In English Academic Writing* (Bandung: alfabeta, cv, 2005), 8

(2) How is the effectiveness of using clock organizer strategy in teaching student's writing skill of second grade of Mts Negeri 1 Kota Serang?

The Aims of the Research

Based on the statements of problem, the aims of research are follows: (1) To know students writing skill at the second grade of MTs Negeri 1 Kota Serang. (2) To know the effectiveness of using clock organizer strategy in teaching student's writing skill of second of Mts Negeri 1 Kota Serang.

METHOD

Research method is a series of ways or activities of research implementation based on basic assumptions, philosophical and ideological views, questions and issues faced. Some researchers mention it as a tradition. The research method used in this research is experimental research. Experimental research is an experimental activity to examine an event or symptoms that appear in certain conditions, and every symptom that appears observed and controlled as carefully as possible, so it can know the causal relationship of the emergence of these symptoms. In the experimental design the researcher can compare the subjects who were treated and the non-treated group. If from the analysis it turns out there are significant differences between the two groups, it can be concluded that the treatment has an influence on the results obtained subject.

Instrument

The instrument for treatment in this research is written test that the researcher will give to the students as the exercises during teaching learning process whether in experiment class or control class. For the experiment class the students will give direction to write their daily activity using graphic organizer exactly clock organizer. For control class the student same as the experimental class but not using clock organizer.

Technique of Data Collections and Data Analysis

This study was conducted in three stages: pre-experimental stage, experimental stage, and post-experimental stage. In pre-experimental stage, some preparations were done before applying this study like reviewing curriculum and syllabus, developing the test

instrument, and trying out the test. In the experimental stage, three activities were done: pre-test, treatment and posttest. In this stage, the students' scores were analyzed and interpreted. Some statistical calculations were also made. The purpose of the calculation was to be able to see the significant difference between the results of pretest of both groups and also between the results of posttest of both groups. Based on the statistical calculation, conclusion was made. After the data of both groups were recorded, they were analyzed using Independent Sample t-test with the help of fisher formula.

FINDINGS

The Scores of Distribution Frequency

No.	Score		x ₁	x ₂	x ₁ ²	x ₂ ²
	X ₁	X ₂				
1.	48	38	-26,5	-11,7	702,25	136,89
2.	92	35	17,5	-14,7	306,25	216,09
3.	64	53	-10,5	3,3	110,25	10,89
4.	57	64	-17,5	14,3	306,25	204,49
5.	82	44	7,5	-5,7	56,25	32,49
6.	90	37	15,5	-12,7	240,25	161,29
7.	59	40	-15,5	-9,7	240,25	94,09
8.	46	74	-28,5	24,3	812,25	590,49
9.	64	78	-10,5	28,3	110,25	800,89
10.	76	52	1,5	2,3	2,25	5,29
11.	63	40	-11,5	-9,7	132,25	94,09
12.	80	38	5,5	-11,7	30,25	136,89
13.	92	48	17,5	-1,7	306,25	2,89
14.	81	67	6,5	17,3	42,25	299,29
15.	82	54	7,5	4,3	56,25	18,49
16.	88	38	13,5	-11,7	182,25	136,89
17.	89	51	14,5	1,3	210,25	1,69
18.	57	44	-17,5	-5,7	306,25	32,49
19.	76	49	1,5	-0,7	2,25	0,49
20.	91	30	16,5	-19,7	272,25	388,09

21.	83	48	8,5	-1,7	72,25	2,89
22.	59	51	-15,5	1,3	240,25	1,69
23.	80	73	5,5	23,3	30,25	542,89
24.	88	38	13,5	-11,7	182,25	136,89
25.	62	64	-12,5	14,3	156,25	204,49
26.	71	40	-3,5	-9,7	12,25	94,09
27.	77	42	2,5	-7,7	6,25	59,29
28.	62	38	-12,5	-11,7	156,25	136,89
29.	83	61	8,5	11,3	72,25	127,69
30.	93	64	18,5	14,3	342,25	204,49
Σ	2235	1493			5697,5	4875,5

Note :

x1 = Score Post-Test (Experiment Class) **X1= x1-M1**

x2 = Score Post-Test (Control Class) **X2= x2-M2**

X1¹=the Squared value of X1 **X2²**= squared X2

The formula to determine T-table with significance 5% and 1% as follow:

$$Df = N1 + N2 - 2$$

$$= 30 + 30 - 2$$

$$= 58 \text{ (consult to "t" table score)}$$

Based on t table that there is 58. With df as number 58 is got t table as follow:

a. At significance level 5% : $t_t = 1.67$

b. At significance level 1% : $t_t = 2.39$

$$t = \frac{M1 - M2}{\sqrt{\frac{(\sum X_1^2 + X_2^2)(N1 + N2)}{(N1 + N2 - 2) N1 \cdot N2}}}$$

$$= \frac{74,5 - 49,7}{\sqrt{\frac{(5697,5 + 4875,5)(30 + 30)}{(30 + 30 - 2) 30 \cdot 30}}}$$

$$\begin{aligned}
&= \frac{24,8}{\sqrt{\left\{\frac{10573}{58}\right\}\left\{\frac{60}{900}\right\}}} \\
&= \frac{24,8}{\sqrt{\{182,3\}\{0,067\}}} \\
&= \frac{24,8}{\sqrt{12,2}} \\
&= \frac{24,8}{3,5} \\
&= \mathbf{7,08}
\end{aligned}$$

From the result of the calculation above, the score of post-test in experiment class was better than the scores of post-test in control class. It can be seen from the total amount of the scores of post-test in experiment class was 2235 and pre-test was 1726 and the average score of post-test was 74,5 and pre-test was 57,53, while the total amount of the post-test scores in control class was 1493 and pre-test was 1464, and the average score of post-test was 49,7 and pre-test was 48,80.

Based on the result statistic calculation, it is obtained that the score of t_o is = 7,08 degree of freedom is (5) %. The value of 58 is mentioned in the table about 1.67(as degree of significant).

To prove the hypothesis, the data obtained from the experimental class in calculated by using t-test formula with assumption as follow:

- a. If $t_{\text{observation}} > t_{\text{table}}$ the alternative hypothesis is accepted. It means there is an improvement of using clock organizer in writing text (daily activity).
- b. If $t_{\text{observation}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no improvement of using clock organizer in writing text (daily activity).

According to the data value of t observation is bigger than t table. t observation = 7,08 > t table = 1,671 (5%) or t observation = 7,08 > t table = 2,392 (1%), so H_0 is rejected and H_a is accepted. So it can be concluded that this experiment to using clock organizer is effective.

Statement above it showing that my research about using clock organizer in teaching students' writing skill is effective based on the final result of the null hypothesis (H_0).

CONCLUSIONS

1. Some students still difficult to study about writing subject because of some factors. First, they do not know how to start a good writing, it makes them bored and confused. Second, there are had mistaken in writing English, such as poorly organized, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage. Also in writing descriptive text students no ideas to write about, difficulty in organizing ideas, limited range or vocabulary, no motivation to write, and lack of confidence in grammar. And from the result of the pre-test and post-test between experimental class (using clock organizer) and control class (without using clock organizer) the writer can conclude the experimental class is better than control class which is higher than control class. The highest score of experimental class before treatment is 66 and the lowest score is 43. And after treatment the highest score is 93 and the lowest score is 46. In control class of post-test the highest score without treatment is 78 and the lowest score is 30. Meanwhile, the mean score of experimental class of post-test is 74,5 and mean score of control class of post-test is 49,7, it means using clock organizer is better than without using clock organizer in teaching writing text at the second grade of MTs Negeri 1 Kota Serang.
2. Based on the analysis of the data that the research has already known that the average score of $t_o = 7,03$ is bigger than $t_t = 1,671$ and 2,392 with level

significant of 5% or 1%. Since the t_o is bigger than t_t , so there is effectiveness of teaching students' writing skill using clock organizer. It mean that this research have a statement that $H_a = t_{\text{observation}} > t_{\text{table}}$. It means there is an improvement of using clock organizer in writing text.