THE IMPLEMENTATION OF THE GRAPHIC ORGANIZERS TECHNIQUE IN TEACHING STORYTELLING TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

The graphic organizer is a technique that uses by organizing structural knowledge in the form of diagrams, maps, or charts. Some previous studies have proved the effectiveness of using graphic organizers in teaching writing. However, this research used a graphic organizer to improve students' speaking ability through storytelling. Therefore, the goal of this study is: (1) to know the students' speaking ability before participating in learning activities using graphic organizers, (2) to know the students' speaking ability after participating in learning activities using graphic organizers, and (3) knowing the effect of graphic organizers technique in storytelling to improve student's English speaking ability. By using the pre-experimental method one class pre and post-test, the researcher collected the data by conducting tests before and after giving treatment graphic organizer. After collecting the data and computing the number by using SPSS 23 version, the result showed that: (1) The students' speaking score in storytelling from the pre-test is categorized as low and fair. The highest score is 68 with a mean of score 52.64. (2) The students' speaking score in storytelling from the post-test is good. The highest score is 86 with a mean of score 79.80. (3) There is an effect of graphic organizers on students' speaking ability in storytelling. Through the result above, it was suggested that graphic organizers must be applied in Mr. Language Education Center to help improve students' speaking abilities in a basic class. The students were also able to try making graphic organizers before the speaking test to ease them in understanding the content. Moreover, the next researcher able to use this research as a reference to conduct similar research in the future.

Keywords: *graphic organizer, speaking abilities, storytelling*

Introduction

One of the language skills that students need to develop is speaking (Omidvar, 2014). It is one of the language abilities that require a person to be able to express something orally. However, students have issues with both linguistic and psychological issues, according to research by Qiptiah (2021) on the analysis of students' difficulty speaking English. One way to overcome the problems is to give an effective way of learning that is suitable for the students. To be good at speaking,

students must master some speaking aspects namely grammar, vocabulary, pronunciation, and fluency.

Students are asked to tell stories related to a story, scene, or dialogue. These kinds of stories are fairy tales, legends, animal stories, and folk tales. Through telling stories, the students have more opportunities to practice their speaking abilities. Storytelling in language learning can support students' mastery of English in several ways and can also improve students' mastery of vocabulary. Therefore, to teach storytelling in this experimental research, the researcher has prepared one of the teaching techniques namely graphic organizer.

The graphic organizer is a method for developing students' scores that maps out how to organize the general into a specific concept in a paragraph (Hafidz, 2021). Learning activities can help teachers teach subject matter and develop their ability to regulate or control what they want to learn in a relevant way. Graphic organizers can also help students be able to tell stories more smoothly and coherently (Torres, 2015). As a result, it is believed that the graphic organizers utilized in the storytelling technique might aid students in honing their storytelling speaking skills.

Some of the previous studies have used graphic organizers in their research. Ilter (2016), Al-Hinnawi (2012), Saindra & Mutiarani (2019), and Zaini, et. al (2010) have shown that learning with graphic organizers can improve students' understanding, performance, and motivation. In addition, research conducted by Ilter (2016) showed that graphic organizers increase positive emotions, such as pride, hope, and joy. Due to the finding of the previous study, Graphic Organizer could be used to teach at Mr. Language Education Center Pare Kediri.

The preliminary study conducted at Mr. Language Education Center Pare Kediri had positive and negative points for the researcher. It was known that the tutor has not implemented a graphic organizer in their learning activities yet. Some students find difficulties such as a lack the confidence to speak and convey their work, so the tutor must ask or appoint them first. This implies that a Graphic Organizer might be used to compare student growth before and after instruction using a Graphic Organizer. However, the study involved only 25 students in two different speaking classes, basic/beginner and pro class/intermediate class.

It is clear from the description above that the kids' English speaking skills are still somewhat limited. This study is conducted to improve students' speaking abilities at Mr. Language Education Center Pare Kediri in the Basic/Beginner class. This study tried to use graphic organizers that were applied in storytelling lessons to improve student's speaking abilities. The research takes the title "The Implementation of Graphic Organizers Technique in Teaching Storytelling to Improve Students' Speaking Ability."

Method

This research was conducted at Mr. Language Education Center which is located at Dahlia street No. 19, Tulungrejo, Pare, Kediri, East Java. This study used a pre-experimental design, which is a research designed to only cover one group or class (Sugiyono, 2013). The preliminary study revealed that the students at Mr. Language Education Center were still low in speaking skills and they did not teach by using Graphic Organizer. The researcher was therefore interested in the outcomes of the students' use of visual organizers during instruction.

The population in this study is the students of Mr. Language Education Center Pare Kediri. The sample is a sub-section of the population chosen to represent it (Sekaran & Bougie, 2016). Based on the preliminary study, it was found that the basic/beginner class has a problem with speaking. As mentioned by Arikunto (2007), if the whole population is less than 100, it is preferable to sample all of them, but if the total population is 100 pupils, the sample can range from 10-15% to 20-25% or more. Because the population in the Basic/beginner class only consists of 25 students, the sample will take from all the students of the basic/beginner class at Mr. Language Education Center Pare Kediri.

A validity test is used to evaluate an instrument's viability. A validity test is a test conducted to determine how accurately the instrument can be used to assess research variables (Sekaran and Bougie, 2016). The validity used in this study is content validity. The researcher had gotten the validation from Mr. Muhammad Syaichul Muchyidin, M.Pd, an English lecturer. After getting the validation, the researcher distributed the test and implements the treatment. The data was then

examined using the SPSS 23 version to do a descriptive statistical analysis, a normality test, and the different tests.

Result and discussion

After the data was gathered for this study, it was processed and analyzed using SPSS 23. The result of the study of descriptive statistical analysis, the normality test, and the different tests are explained as follows:

Result

1. **The Students' Speaking Ability Before Participating in Learning Activities Using A Graphic Organizer**

Table 4.1
The Students' Writing Results of Pre-Test

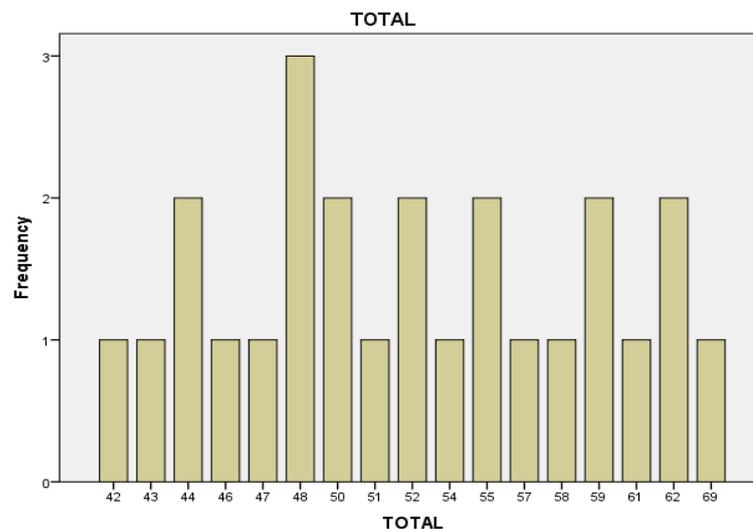|			PRE-TEST		
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	42	1	4	4	4
	43	1	4	4	8
	44	2	8	8	16
	46	1	4	4	20
	47	1	4	4	24
	48	3	12	12	36
	50	2	8	8	44
	51	1	4	4	48
	52	2	8	8	56
	54	1	4	4	60
	55	2	8	8	68
	57	1	4	4	72
	58	1	4	4	76
	59	2	8	8	84
	61	1	4	4	88
	62	2	8	8	96
	69	1	4	4	100
	Total	25	100	100	

The results of the pre-test given to the students before instruction utilizing an organizer revealed that the lowest score was 42 and the highest score was 69. The information also included the number of pupils who received each score. The frequencies column shows it. Moreover, the following table provides a statistical analysis of the data from the pre-test:

Table 4.2
Descriptive Statistical Analysis

Statistics		
PRE-TEST		
N	Valid	25
	Missing	0
Mean		52,64
Std. Error of Mean		1,395
Median		52,00
Mode		48
Std. Deviation		6,975
Variance		48,657
Range		27
Minimum		42
Maximum		69
Sum		1316
Percentiles	25	47,50
	50	52,00
	75	58,50

The descriptive statistical analysis of the pre-test is displayed in the table above. It includes the mean, standard deviation from the mean, median, mode, standard deviation from the mode, variance, range, minimum and maximum scores, sum, and percentiles for 25, 50, and 75. The second column revealed that the pre-test mean was 52,64, and the standard error of the mean was 1,395. The pre-mode test is 48 while its median is 52,000. The following bar chart illustrates the frequency distribution of pre-test scores:

Figure 4.1 Score Frequency of Pre-Test

Pre-test scores range from 0 to 42, with 42 being the lowest possible result (4%). The scores for the remaining students are as follows: Three students received 48 (12%), two students received 50 (8%), one student received 51 (4%), two students received 52 (8%), one student received 54 (4%), two students received 55 (8%), one student received 57 (4%), one student received 58 (4%), two students received 59 (8%), one student received 61 (4%), two students received 62 (8%), and one student received 69 (4%).

2. The Students' Speaking Ability After Participating in Learning Activities Using A Graphic Organizer

Table 4.3
The Students' Writing Results of Post-Test

		POST-TEST			
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	71	1	4	4	4
	74	1	4	4	8
	75	2	8	8	16
	76	2	8	8	24
	77	3	12	12	36
	78	2	8	8	44
	79	1	4	4	48
	80	1	4	4	52
	81	1	4	4	56
	82	3	12	12	68
	83	2	8	8	76
	84	2	8	8	84
	85	3	12	12	96
	86	1	4	4	100
	Total	25	100	100	

After using an organizer to teach them, the students took a post-test, with the lowest score being 71 and the highest being 86. The information also included the number of pupils who received each score. The frequencies column shows it. Additionally, the following table provides a statistical analysis of the post-test data:

Table 4.4
Descriptive Statistical Analysis

Statistics		
POST-TEST		
N	Valid	25
	Missing	0
Mean		79,80
Std. Error of Mean		0,825
Median		80,00
Mode		77[a]
Std. Deviation		4,123
Variance		17,000
Range		15
Minimum		71
Maximum		86
Sum		1995
Percentiles	25	76,50
	50	80,00
	75	83,50
a. Multiple modes exist. The smallest value is shown		

The descriptive statistical analysis of the post-test is displayed in the table above. It includes the mean, standard deviation from the mean, median, mode, standard deviation from the mode, variance, range, minimum and maximum scores, sum, and percentiles for 25, 50, and 75. The standard error of the mean for the post-test is 0.825% and the mean is 79.80. The pre-mode test and median are 77 and 80,00, respectively. The following bar chart illustrates the frequency distribution of pre-test scores:

Figure 4.2 Score Frequency of Post-Test
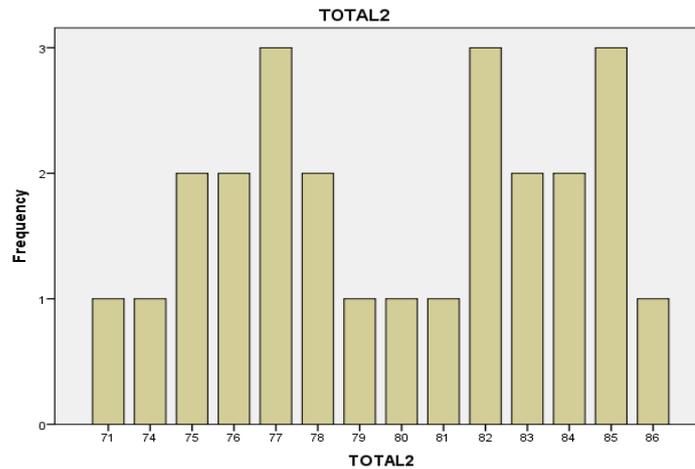
One student (or 4% of the class) had the lowest post-test score of 71. The remaining students received the following grades: One student received a score of 74 (4%), two received a score of 75 (8%), two received a score of 76 (8%), three received a score of 77 (12%), two received a score of 78 (8%), one received a score of 79 (4%), one received a score of 80 (4%), one received a score of 81 (4%), three received a score of 82 (12%), two received a score of 83 (8%), two received an 84 (8%), three students received an 85 (12%), and a student received 86 (4%).

3. The Effect of Graphic Organizer in Storytelling to Improve Students' Speaking Ability

1. Normality

Table 4.5
Normality Test *Saphiro Wilk*

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality							
	Test	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Pre	0,107	25	0,200[*]	0,966	25	0,548
	Post	0,143	25	0,199	0,951	25	0,259
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The pre-test score in the Shapiro Wilk column is shown to have a significance of 0,548 in the table above. The significance of the post-test, meanwhile, is 0,259. Because the pre-and post-test sigs are greater than 0,05, the test distributions for both are normal and pass the normality test.

2. Hypothesis

Table 4.6
The result of Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples Statistics					
Pair 1	Pre-Test	52,64	25	6,975	1,395
	Post-Test	79,80	25	4,123	0,825

The first result gives an overview of the two variables that were examined, including the average (mean), which was 52,64 before being taught using a graphic

organizer, and the standard deviation, which was 6,975. The average (mean) after employing a visual organizer to teach is currently 79,80, with a standard deviation of 4,123.

Table 4.7
The result of Paired Sample Correlation

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	25	0,749	0,000

Additionally, the correlation between the pre-and post-tests was 0.74, with a probability value (sig.) of 0.00 in the second output. It states that there is an effect of graphic organizers on students' speaking ability in storytelling because the probability value is less than ($<$) 0,05.

Table 4.8
The result of the Hypothesis Test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. 2-tailed
Pair 1	Pre Post	-27,160	4,749	0,950	-29,120	-25,200	-28,593	24	0,000

The value of $t_{he\ ttable}$ was determined to be 2,064 from the output of table 4.7. Consequently, the t_{count} in table 4.8 has a value of -28,593. The plus and minus signs are not taken into account in the t-test, resulting in a value of -28,593 $>$ 2,064 ($_{table}$). It means that graphic organizers can improve students' speaking ability in storytelling at the Basic Class of Mr. Language Education Center Pare Kediri.

Discussion

1. The Students' Speaking Ability Before Participating In Learning Activities Using A Graphic Organizer

The results of the pre-test given to the students before instruction utilizing an organizer revealed that the lowest score was 42 and the highest score was 69. The

data also showed the number of students who got a certain score. Therefore, the student's score can be categorized as below:

Table 4.9
Criteria of Students' Speaking Skill in Storytelling from Pre Test

Grade	Qualification	Range of Score	Total
A	Very Good	84 – 100	0
B	Good	68 – 83	1
C	Fair	52 – 67	12
D	Poor	36 – 51	12
E	Very Poor	20 – 35	0

From the table above, it can be seen that the highest score is in good qualification and it is only one student with a score of 69. 12 students got the fair qualification and are in grade C. Another 12 students got poor qualifications with a grade of D. It means that almost all of the students have a poor and fair score in speaking skills and need improvement in their speaking, especially in storytelling. The figure below shows the students' scores in pre-test shown in bar chart:

Figure 4.3 Bar Chart of Students' Speaking Score in Storytelling from Pre Test
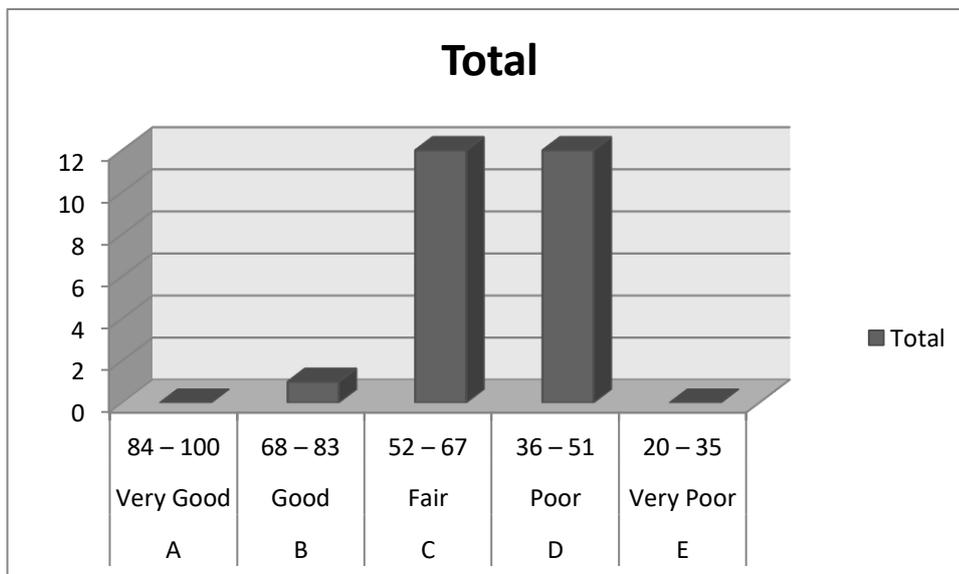
2. The Students' Speaking Ability After Participating In Learning Activities Using A Graphic Organizer

After using an organizer to teach them, the students took a post-test, with the lowest score being 71 and the highest being 86. The information also included the number of pupils who received each score. Therefore, the following categories can be used to group the students' scores:

Table 4.10
Criteria of Students' Speaking Skill in Storytelling from Post Test

Grade	Qualification	Range of Score	Total
A	Very Good	84 – 100	6
B	Good	68 – 83	19
C	Fair	52 – 67	0
D	Poor	36 – 51	0
E	Very Poor	20 – 35	0

The best score is in very good qualification with the grade A, and it has six pupils, as can be seen in the chart above. The remaining 19 students had a score between 68 and 83, which is good enough for a B. It indicates that after utilizing graphic organizers to teach, the student's scores have improved. The image below displays a bar chart of the students' post-test results:

Figure 4.4 Bar Chart of Students' Speaking Score in Storytelling from Post Test
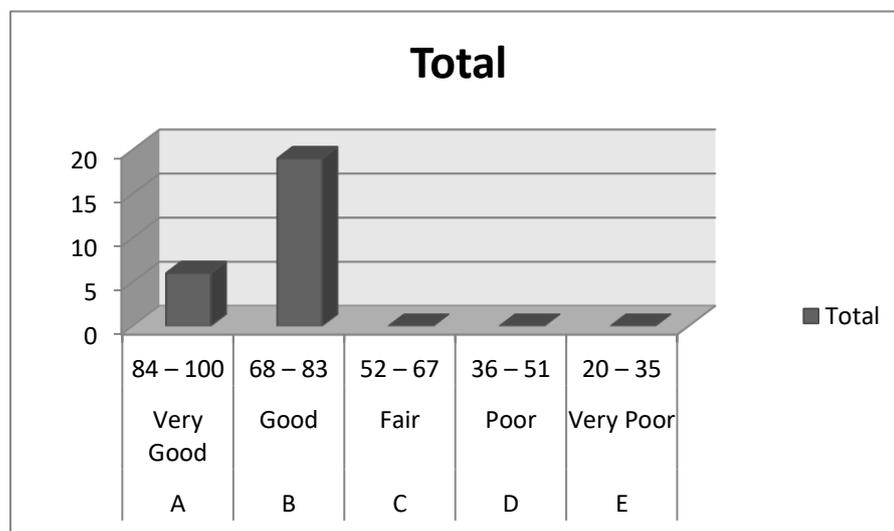
3. The Effect Of Graphic Organizer In Storytelling To Improve Students' Speaking Ability

According to the value of $t_{he\ count}$ -28,593 which is higher than the value of t_{able} 2,064 means that graphic organizers can improve students' speaking ability in storytelling at Basic Class of Mr. Language Education Center Pare Kediri. A graphic organizer is a tool used to help teachers deliver the subject matter so the students can understand the material easily (Mulyani, 2014). Graphic organizers are visual displays that show the relationship between a fact, concept, or idea (Tureniyazova, 2019). This study backs up McKnight's (2009) theory regarding the advantages of employing visual organizers in instruction and learning. One of the benefits is improving students' abilities and learning abilities. In this case, it is useful to improve students' speaking ability in storytelling.

Conclusion

The students' speaking score in storytelling from the pre-test is poor and fair. One student received the highest score of 68, which qualified him or her for a good grade (B), while the other students received fair grades (C) and Ds (Poor), with a mean of 52.64. However, six students are qualified for grade A even though the highest post-test score is 86, which is just one student's and qualifies as a very good score or grade A. Other pupils, whose average score was 79.80, qualified for a good grade B, increasing their speaking score. As a result, graphic organizers have an impact on students' storytelling abilities and can enhance their oral language abilities.

From the result, graphic organizers can be used as a tool to help students improve their speaking and writing abilities. The owner of the course can start to introduce the graphic organizer to the tutors so they can implement this tool in all programs. Because this research only uses a pre-experimental study, the future researcher can do a challenge by conducting a quasi or true experimental study.

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