Developing Descriptive Writing Graphic Organizers' of the Students at the Eighth Grade of SMP Swasta Kristen Agios Nikolaus in 2022/2023

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Abstrak

Berdasarkan hasil preliminary data ditemukan bahwa siswa-siswi di SMP Swasta Kristen Agios Nikolaus masih kurang mampu menulis teks deskriptif. Hal ini dikarenakan media yang digunakan guru hanya berupa table dalam selembar kertas dan kurang menarik. Penelitian ini bertujuan untuk mengembangkan sebuah media pembelajaran dalam menulis teks deskriptif berbentuk Graphic Organizers (GOs). Metode yang digunakan dalam penelitian ini adalah Penelitian dan Pengembangan (R & D) menggunakan model ADDIE. Ada beberapa prosedur dalam model ADDIE yaitu : 1) Analisis, 2) Desain, 3) Pengembangan, 4) Implementasi, 5) Evaluasi. Berdasakan hasil penelitian diperoleh bahwa media graphic organizers dinyatakan "sangat layak" setelah divalidasi oleh ahli media dan ahli bahasa dengan persentase 93%. Media graphic organizers juga diuji coba kepada siswa melalui tiga tahap yaitu uji coba secara perseorangan dengan jumlah siswa 4 orang, uji coba dalam kelompok kecil dengan jumlah siswa 10 orang dan uji coba lapangan dengan jumlah siswa 20 orang dan diperoleh hasil bahwa media graphic organizers "sangat praktis'' digunakan oleh siswa dalam menulis teks deskripsi dengan persentase sebesar 89%. Dan dari hasil test siswa diperoleh bahwa rata-rata nilai siswa secara keseluruhan sebesar 87 %. Dengan kata lain media graphic organizers efektif untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Berdasarkan hasil penelitian disimpulkan bahwa media GOs sangat valid, sangat praktis, dan efektif untuk digunakan oleh siswa di SMP Swasta Kristen Agios Nikolaus khususnya dalam menulis teks deskriptif.

Kata kunci: *Media Pembelajaran GOs, Model ADDIE, Penelitian dan Pengembangan, Teks deskriptif.*

Abstract

Based on the preliminary data, it was found that students in SMP Swasta Kristen Agios Nikolaus were still unable to write descriptive texts. This is because the media used by the teacher is only in the form of a table on a piece of paper and is less interesting. This research aims to develop a learning media in writing descriptive text in the form of Graphic Organizers (GOs). The method used in this research is Research and Development (R & D) using the ADDIE model. There are several procedures in the ADDIE model, namely: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation. Based on the results of the study, it was found that the graphic organizers media were declared "very feasible" after being validated by media experts and linguists with a percentage of 93%. Graphic organizers media were also tested on students through three stages, namely individual trials with 4 students, small group trials with 10 students and field trials with 20 students and the results obtained that graphic organizers media were "very practical" used by students in writing description text with a percentage of 89%. And from the results of the student test, it was found that the average score of students as a whole was 87%. In other words, graphic organizers media is effective to improve students' ability in writing descriptive text. Based on the results of the study, it is concluded that GOs media is very valid,

very practical, and effective to be used by students in SMP Swasta Kristen Agios Nikolaus, especially in writing descriptive text.

Keywords: GOs Learning Media, ADDIE Model, Research and Development, Descriptive text.

PENDAHULUAN

One of the material that should be mastered by students at the eighth grade of junior high school is descriptive text. In the 2013 curriculum, students are expected to be able to write a descriptive text. One of the efforts that can help students write descriptive texts is use learning media. But the media used in descriptive text learning in SMP Swasta Kristen Agios Nikolaus was lack interesting and lack effective. It is shown by the students results of writing descriptive text that still low and not met with Minimum Completeness Criteria (MCC).

To solve the problem above, the researcher developed the Graphic Organizers' media so that it looks interesting and increasing the students'skill in writing descriptive text. Graphic organizers are a great creative medium for contrasting and comparing texts or stories and can be easily applied in a variety of topics to help students understand the differences in texts or stories. In addition to this purpose, this media also helps students to organize the text or story well. Graphic organizer is considered as one of the media in developing students' writing, because students can express their writing creativity by using text, pictures and graphics. (Anggraeni, 2018). In other words, GOs media is one of the media that can be used to help students improve their writing skills. There are some researcher that conducted the research about graphic organizers but their research is not included in R&D Research. Some of them conducted research by using the effect research design, such as Yusnaini (2018) Researching about The Effect of Graphic Organizer Technique on Students' Achievement in Writing Descriptive Text and Arceliani (2018) Researching about The Effect of Using Graphic Organizer Method on Students' Ability In Writing Descriptive Text at SMP Negeri 17 Kota Jambi. Based on the preliminary research it is shown that the R&D research about graphic organizer is as the new research and create a product that can using by students to write the descriptive text. R&D research of graphic organizers as the solution to solve the students' problem in writing descriptive text.

RESEARCH METHODS

Type of Research

The research was conducted using Research and Development. This study aims to develop Graphic Organizers media. According to Brog and Gall, the definition of development research is a technique used on an educational product to validate and improve it. According to Seels and Richey, research for development can also be defined as a systematic study of the design, evaluation of programmes, processes, development and learning products that must meet the criteria of validity, practicality, effectiveness (Sriwijayanti, Qomariyah, & Nurma, 2020).

Subject of the Research

The subject of this study were students of class VIII SMP Swasta Kristen Agios Nikolaus. In this study, researcher conducted research in class VIII with 34 students. This research conducted by tested the product that has developed and divided into three stage, namely individual testing where the subject consist of 4 students, small testing where the subject consist of 10 students, and field testing that consist of 20 students.

Instrument of the Research

Instrument or data collection tools in this research was using questionnaires, students worksheet and documentation.

1. Questionnaire

Questionnaires is tools for collecting and record data or information which is done by giving a set of questions to respondents, namely students, and also experts to be given a response in accordance with user requests. The questionnaire method is used to measure programme indicators related to to the content of the learning material programme, the appearance of the programme and the technical quality of the programme. In the questionnaire, the researcher use the likert scale four point. Simms, Zelazny, Williams, and Bernstein (2019) state that likert scale four point consist of four options, namely strongly agree, agree, disagree, and strongly disagree. The likert scale four point shown in this table below.

Table 1. Likert Scale Four Point

Alternative Options	Score
Strongly Agree	4
Agree	3

Disagree	2
Strongly disagree	1

2. Student worksheet
In the student worksheet, students are asked to answer questions on the GOs media.
3. Documentation
This documentation is in the form of photographs when conducting research activities.
Data Analysis Technique
    Data analysis in this research is using qualitative and quantitative analysis techniques. Qualitative data in this study were obtained from input from the validators at the validation stage, input from media experts and linguists. While quantitative is data that describes the results of product development in the form of GOs learning media. Data obtained through research instruments during the trial were analysed using statistics. This method is expected to understand the data further. The results of data analysis are used as a basis for revising the developed product.

a. Analyzing of Validation Data
    The data of validation can calculated by using this formula :
    $$Score = \frac{Obtained\ Score}{Max\ score}\ x\ 100$$
    Validation sheet analysis is obtained by determining the average percentage of validation from the validator. Table 2 is a category of learning device validity (Akbar, 2013).

Table 2. Media Validity Score Interval

Interval %	Criteria
0-50	Invalid
50-70	Invalid
70-85	Valid
85-100	Very Valid

(Akbar, 2013) in Purnawati et al (2020)

b. Analyzing of Practically data
    Response questionnaire analysis is obtained by determining the level of practicality, which is the score obtained divided by the highest score and multiplied by 100%. Table 3 is a category of learning device validity (Akbar, 2013).

Table 3. Media Practicality Score Interval

Interval %	Criteria
0-50	Not Practical
50-70	Not Practical
70-85	Practical
85-100	Very Practical

(Akbar, 2013) in Purnawati et al (2020)

c. Analyze of Effectivenes Data
    The effectiveness of the product developed can be seen by the students' achievements especially in writing descriptive text. The following was the rubric on assessing the students' writing. It focused on the students" ability in writing descriptive text.

Table 3.6 The Scoring Rubric of Descriptive Text (Adopted From Brown (2007)

Aspect Score Performance Descriptive	Aspect Score Performance Descriptive	Aspect Score Performance Descriptive
Content (C) • topic • detail	4	The topic is complete and clear and the detailsare relating to the topic
	3	the topic is complete and clear but the details are almost relating to the

		topic
	2	the topic is complete and clear but the details are not relating to
	1	the topic is not clear and the details are not relating to the topic
Organization (O) • identification • description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) • Spelling • Punctuation • Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The students score in writing descriptive text can be calculated by using the formula :

$$Score = \frac{C+G+O+V+M}{20} \times 100$$

The researcher used the rubric to score the result of the test to get the final score after summing up each score for each criterion. Then it was counted by using the formula:

$$Score = \frac{Obtained\ Score}{Max\ score} \times 100$$

For example, Rizky gets C=3, O=2, G=2, V=1, and M=3. Then it's times with 100 to get a final mark.

Completion : $Score = \frac{3+2+2+3+1}{20} \times 100$

$$= \frac{11}{20} \times 100$$

$$= 55$$

Table 5. Media Effectiveness Score Interval

Interval %	Criteria
0-25	Very Low
25-50	Low
50-75	High
75-100	Very High

(Hasmawaty, 2020)

Procedure of Development

In this study, the researcher will use the ADDIE Model to conducted this research. ADDIE development model is an abbreviation of Analysis, Design, Development, Implementation, and Evaluation which is the stage of development of learning tools. The ADDIE model is a model that can adapt very well in various conditions, the level of flexibility of this model in answering problems is quite high, effectively used, and provides a general and structured framework (Purnawati, et al 2020).The model involves the stages of model development with five steps/development phases including Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. The stages of ADDIE model shown by this picture below :
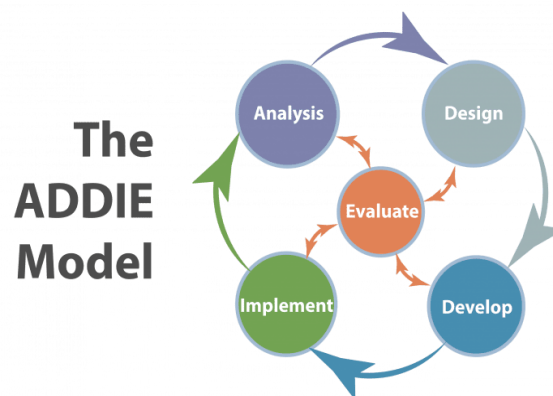
Picture 1. The stages of ADDIE Model

The procedure of ADDIE Model consist of :
1. Analysis
   The first stage of the ADDIE model is the analysis phase. The analysis conducted is a performance analysis (performance analysis) and a needs analysis (need analysis). Performance analysis is carried out to find out the difficulties encountered by the teacher in the learning process. Needs analysis is done to find out the problems faced by students in learning (Purnawati, et al 2020).
2. Design
   In this phase, the GOs designed based on the analysis result.

3. Development

In this phase, the media that has designed developed. This third step is to develop learning media based on the initial media design. The stages carried out Researcher in developing GOs media are:

- Doing making learning media using the Canva application. The media designed by using canva application. Canva is a graphic design tool website; visual technology media with drag-and-drop formats and provides access to over a million photos, graphics, and fonts (Yundayani et al., 2019).
- Making of GOs media is seen in terms of design media and in terms of language.
- Then, the GOs Reviewing learning media by validating the learning media by a team of media experts and language expert, improving the learning media according to suggestions and input from a team of media expert, and language expert so that there is a comparison of the initial media and the media after revision based on the initial media design.

4. Implementation

This step is to implement the learning media in the learning process at school. By conducting small group and large group trials, and field trials

involving learners to find out the response of students and the attractiveness of GOs learning media.

5. Evaluation

After media implemented, the researcher evaluated the students by give the test.

The procedure of this research shown by this picture below :

RESULT AND DISCUSSION

Validity Test Results

The validity test of the development product in this study was carried out by asking for experts' responses. Two experts were involved in this study to assess the product developed. The results of the data analysis from the experts are presented in table 6. Based on Table 6, information is obtained that the development products that have been validated meet the very valid criteria meaning that GOs media is suitable for use

Table 6. Recapitulation of Product Validation Results.

No.	Validation	Score	
		Percentage	Criteria
1.	Media Expert	86%	Very Valid
2.	Language Expert	100%	Very Valid
	Average Total Score	93%	Very Valid

Practicality Test Results

The practicality test was carried out by giving a response questionnaire to students. The results of the data analysis from the students responses are presented in table 7. Based on Table 7, information is obtained that the development products that have been use by students meet the very practical criteria.

Table 7. Recapitulation of Product Practicality Results.

No.	Practicality	Score	
		Percentage	Criteria
1.	Individual Respon	88%	Very High
2.	Small Group Respon	88%	Very High
3.	Field Test Respon	90%	Very High
	Average Total Score	89%	Very Practical

Effectiveness Test Results

The effectivenes test was carried out by giving a students' worksheet to students that consists of some question that should be answers by students. The question is about writing descriptive text. Then, after the question is already answer by students, the researcher analyze the data. The results of the data analysis from the students worksheet are presented in table 8. Based on Table 8, information is obtained that the development products that have been use by students meet the effective. In other words, the product developed effective to help students write descriptive text.

Table 8. Recapitulation of Product Effectiveness Results.

No.	Effectiveness	Score	
		Percentage	Criteria
1.	Individual Test	87%	Very High
2.	Small Group Test	89%	Very High
3.	Field Test	93%	Very High
	Average Total Score	90%	Effective

DISCUSSION

After the researcher conducted observations, it was found that the learning media used so far in the learning process in SMP Swasta Kristen Agios Nikolaus school is GOs media in the form of tables. However, the use of this media is less effective. We can see this from the students' scores after using the media. The average student score is only 39% and is classified as very low. In addition, according to students who have used the table-shaped GOs media, they said that the GOs media they have been using is less interesting and makes it difficult for them to understand how to use it. The language used in the GOs media that has been used so far also uses language that is not straightforward, uncommunicative and difficult to understand. Thus, the researcher developed the GOs learning media so that students can understand and help them in writing descriptive text.

The learning media for English subjects on descriptive text material developed is GOs media in the form of printed books. The use of media in the form of this book is recommended to help and improve students' skills in writing descriptive text. The product developed will be carried out in accordance with the procedures developed by Robert Maribe Branch, the research model is the ADDIE model with five stages, namely: analysis (needs analysis and work analysis), design (product design), development (product development), implementation (product implementation with small group and large group trials), and evaluation (evaluating the product).

The first stage of this development is to conduct an analysis which consists of two stages, namely performance analysis and needs analysis. From the performance analysis, it is known that the learning media used at school is GOs media in the form of a table and after the researcher analyzes it, this media is still less effective. This can be seen from the students' results in writing descriptive text whose average score is only 39% and is classified as very low. The second stage is needs analysis by determining the learning media needed by students to improve the quality of learning and students' learning achievement. The results of the needs analysis found that students like GOs media that are interesting and make it easier for them to write descriptive text. Thus, the researcher developed GOs learning media that makes students interested in writing descriptive text and improves their skills in writing descriptive text.

GOs learning media is a media that is able to provide variations in the learning process that involves students. GOs media is able to integrate information and ideas in writing descriptive text. In addition, the GOs media developed is accompanied by pictures and questions that will guide students to write descriptive text. This media can be modified by subject teachers according to the needs in writing descriptive text.

Furthermore, the second stage is designing GOs learning media products. The design of GOs learning media development on description text is to use graphs that are types of GOs and complement them with images that will be described by students and complement the images with questions.

The third stage is the development of these GOs which are designed using the Canva application. In the design stage, the design needs to start with finding images on GOs to make it look attractive to students, then there are questions in GOs that guide students to write descriptive text based on the pictures given.

Then after the preliminary product of GOs learning media has been developed in accordance with the next planning, a validation process is carried out to determine the feasibility of the product developed according to several experts, namely media expert and language expert.

Based on the overall media expert assessment, it obtained a percentage of 86% and was declared very feasible. And the results of the language expert assessment obtained a percentage of 100% and were declared very feasible. The data obtained are quantitative data and qualitative data. Quantitative data in the form of an assessment questionnaire and qualitative data which includes general criticism and suggestions that will be considered for the improvement of GOs Media. This is similar to research conducted by Ana Puspitasari and Lusia Rakhmawati in 2013 in Wulandari (2018). Qualitative data is an instrument in the form of suggestions and criticisms that are used as material to make improvements to the

learning media developed. Agree with research conducted by Adi Pratomo and Agus Irawan in 2015 in Wulandari (2018) that in making instruments used to obtain information about the needs of the product to be developed which is distributed to respondents. Quantitative data was analyzed by calculating the average value of the questionnaire. The scores from the validators were averaged for each aspect and indicator and then averaged again to obtain the final validity score. This value is then referred to the interval for determining the level of validity of the developed product so that the validator's criteria for learning media are obtained.

Furthermore, the fourth stage is implementing learning media with product trials. In addition to the GOs media learning media product experts will also be given responses from students. Based on the overall results obtained 89% and classified as very practical. Students' responses from the questionnaire stated that GOs learning media was very practical to use in the learning process and very interesting so that students enjoyed using GOs learning media.

The last stage is the evaluation stage. At this stage the researcher gave a test to students, namely students making a descriptive text using GOs media that had been developed by the researcher. The purpose of this stage is to determine the effectiveness of GOs media. And after conducting the evaluation stage, the results of the overall average student score were 90%. Thus, the use of GOs media is concluded to be effective because it improves students' skills in writing descriptive text. The increase in students' scores in writing descriptive text can be seen in the students' achievement scores on the use of GOs media before being developed and after being developed by researchers. The average score of students in writing descriptive text before using GOs media developed by researchers is 39% and is classified as low. Meanwhile, the average score of students after using GOs media that has been developed by researchers is 90% and is classified as very high and meets the standard maximum completeness criteria at school. Thus it can be concluded that the GOs for Descriptive text learning media is very valid, practical and effective to use.

CONCLUSION

Based on the research results from data analysis, it can be concluded that:
1. The development of GOs learning media in terms of media assessment is that GOs media is interesting to use, makes it easier for students to write descriptive text and is in accordance with the characteristics of students. In terms of language, GOs media uses language that is clear, straightforward, and easy to understand.
2. Feasibility after being validated by validators from 2 teams of experts, namely media experts amounting to: 86%, language experts at 100% with an average value of 93% which means GOs learning media is "very feasible" to be developed..
3. The response to GOs learning media by students obtained a percentage of 89% which stated "very practical". So, the response of students states that Gos learning media can attract attention, increase students' interest in learning, use language more simply and easily understood.
4. Students' scores after using GOs learning media obtained a percentage of 90% and classified as effective in improving students' skills in writing descriptive text.

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