

**THE IMPLEMENTATION OF GRAPHIC ORGANIZERS TO
HELP STUDENTS GENERATE IDEA IN
SPEAKING**

THESIS



Submitted by:

**SITI HAJAR BASYARUDDIN
NIM. 231222656**

**Student of Faculty of Education and Teacher Training
Department of English Language Education**

**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
2019 M / 1440 H**

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1)
On Teacher Education

By:

SITI HAJAR BASYARUDIN

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 231 222 656

Approved by:

Main Supervisor,



Fitriah, M.Pd

Co-Supervisor



Yuni Setianingsih, M.Ag


It has been defended in Munaqasyah in front of council of Examiners
for Working Paper and has been accepted in Partial Fulfillment of the
Requirement for Sarjana Degree S-1 on Teacher Education

On:

Wednesday, January, 23rd 2019
Rabi'ul-Akhir, 12th 1440H

Darussalam-Banda Aceh

Chairperson,



Fitriah, M.Pd

Secretary,



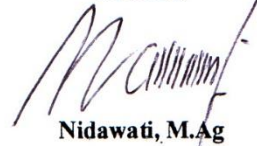
Chairul Iqbal Aziz, S.Pd

Member,



Yuni Seta Ningsih, M.Ag


Member,



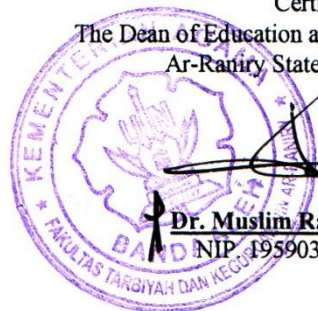
Nidawati, M.Ag

Certified by:

The Dean of Education and Teacher Training Faculty
Ar-Raniry State Islamic University



Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Siti Hajar Basyaruddin
NIM : 231 222 656
Tempat/Tgl. Lahir : Lamtutui, 09 April 1992
Alamat : Jl Tgk Meulagu, No.4, Kec Syiah Kuala, Banda Aceh
Judul Skripsi : The Implementation of Graphic Organizers to Help
Students Generate Idea in Speaking

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, Januari 2019

Tertanda,



Siti Hajar Basyaruddin

ABSTRACT

Name : Siti Hajar Basyaruddin
Student's Number : 231222656
Faculty/Department : Faculty Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Tittle : The Implementation of Graphic Organizers to Help
Students
Generate Ideas in Speaking
Supervisor I : Fitriah, M.Pd
Supervisor II : Yuni Setia Ningsih, M.Ag
Key Words : Graphic Organizers, Generate Idea, Speaking

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing). Not all EFL learners after many years studying English can communicate fluently and accurately because they lack of necessary knowledge or idea especially when presenting a particular topic. The EFL learners tend to memorize the contents of their presentations. Thus, the way the EFL learners speak very unnatural and not smooth. The research questions in this thesis are what is the effect of the implementation of graphic organizers on helping EFL learners to generate ideas in speaking and what are EFL learner's perceptions on generating ideas by using graphic organizers in speaking? This research is a field research using quantitative methods. Data retrieval is done using pretest and posttest learning outcomes and student response questionnaires. The result showed that the students' achievement in generating idea in speaking is improved. Based on the obtained data by using T_{test} and degree of freedom (12) at significant level of $\alpha=0.05$ showed that $T_{\text{test}} = 10.89$ was higher than $T_{\text{table}} = 1.78$ ($10.89 > 1.78$), and indicates that graphic organizers help students generate idea in speaking significantly. This means that the H_a is accepted and the H_o is refused. Moreover, the questionnaire showed positive response that students perceive the implementation of graphic organizers helps them to generate idea in speaking with an average 82% positive response collected. Overall findings, graphic organizers strategy help students generate idea in speaking. Finally, the writer concludes that graphic organizers strategy is one of strategies which can be used in order to help the students generate idea in speaking.

ACKNOWLEDGEMENT



‘In the name of Allah, the Most Gracious and the Most Merciful’

“Surely, Allah is with those who are the patient”.

[Al Quran 6:46]

“So which of the favors of your Lord would you deny?”

[Al Quran 55:13]

Praise to Allah SWT the Almighty. He is the One where I always lay on and hold on to finish this study. He is the one and only goal in all steps of mine. He blesses, makes everything easier, leads the way, gives; guidance, direction & instruction, health and a blessed age to finish this skripsi. All praise is to the Creator of the World, and I seek protection from Him from the evil of our souls and the evil of our actions and deeds. Anyone who is guided by Allah, nothing can be misleading, and anyone who is misled by Allah, no one can guide. Alhamdulillah, Allah gave me enough strength and patience to solve every problem calmly and easily.

This skripsi has been tracked and looks complete with the support and encouragement of many people including those that I did not specify here. I would like to thank everyone who made this skripsi possible and an unforgettable experience for me. I ask Allah to give all these people abundant reward. Allah! Mercy, Bless, Love and Guidance are what we seek from Him. May the One bless us with them, as He blessed the people before us; those who love Him and He loves them in turn. Ameen. Shalawat and Salam to the prophet Muhammad SAW who has brought us from the darkness to the lightness. He is the perfect example of the

greatest human being. May peace and blessings be above the most noble Prophets and Messengers, our Prophet Muhammad, and to his family and all his friends.

First, my greatest thank and loves go to my beloved parents especially my Ummy, for her love, advice, support and inspiration. She is my first, my last, my everything and the answer to all of my dreams. She's my sun, my moon, my guiding star and my kind of wonderful. I know there's only one like her. She is all I'm living for. Her love I'll keep forevermore and with her I've found so many things. A love so new, only she could bring. She's like a first morning dew on a brand new day. I see so many ways that I can love her till the day I die. She's my reality, yet I'm lost in a dream.

My thank also goes to my sisters Siti Sarah whom without her help I wouldn't reach this stage. Rabiatal Adawiyah, Maria Syuhada and Ummi Hafidzhah for their love and support. Then, I would like to express my sincere gratitude to my beloved supervisors; Mrs. Fitriah, M.Pd and Mrs. Yuni Setia Ningsih, who have supervised and supported me on writing this skripsi with full of patients and instructions.

Then, my special thank are directed to all staffs of English Department and all lectures in English Department. I also would like to express my appreciation to my academic advisor Mrs. Azizah S,Ag. Also to all of my friends of PBI 2012, especially them who were fighting and struggling to finish this skripsi at the same time of mine. Next, My special gratitude to Kak Lilis Sua'dah who was generously read and revise my skripsi. Also to my lovely friends Kak Nana Muliana, Kak Eliani and Dek Putri Handika who have given me supports, inspirations, happiness, helps and passions in finishing my skripsi. My special thanks are to Mr Rahmat Hidayat, S.Pd.I, M.Pd. has given me chances to do the research in his class and the Airline

Staff (Batch 9) students of ITC years 2019 who have participated in conducting my research. Last but not least to all of them who backed me up while I was doing this research especially Edu's Squad which I couldn't mention one-by-one here. Without all of these supports, I was hardly be able to finish this research.

Banda Aceh, January 23rd, 2019

Siti Hajar Basyaruddin

TABLE OF CONTENTS

SUPERVISORS' APPROVAL FORM	
EXAMINERS' APPROVAL FORM	
DECLARATION LETTER	
ABSTRACT	v
ACKNOWLEDGEMENT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
 CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Question	5
C. Research Aim	5
D. Research Benefit	6
E. Significant of Research	6
F. Clarification of the Term	7
 CHAPTER II : LITERATURE REVIEW	
A. Brief Description on Graphic Organizers	11
B. Brief Description on Generate Idea	21
C. Brief Description on Speaking	25
 CHAPTER III : RESEARCH METHODOLOGY	
A. Research Method	37
B. Location of Research	37
C. Population and Sample	38
D. Technique of Data collection	39
 CHAPTER IV : RESEARCH RESULT AND DISCUSSION	
A. The Data Analysis of Test	48
B. The Data Analysis of Questionnaire	55
C. Discussion	58
 CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	59
B. Suggestion	60
 REFERENCES	61
APPENDICES	
AUTHOBIOGRHAFY	

LIST OF TABLES

Table	Page
Table 3.1: The population of EFL learners of International Tourism College Aceh	38
Table 3.2: The design of pre-test and post-test	39
Table 3.3: The research schedule	39
Table 3.4: The categories of EFL learners Response	46
Table 4.1: The result of the students pre-test score.....	47
Table 4.2: The frequency distribution of pre-test.....	49
Table 4.3: The result of the EFL learners post-test score	50
Table 4.4: The frequency distribution of post-test	52
Table 4.5: The percentage of EFL learner's perception on generating idea by using graphic organizers in speaking	55

LIST OF APPENDICES

- Appendix 1 : Appointment Letter of Supervisor from Tarbiyah Faculty
- Appendix 2 : Recommendation Letter from the Dean of Tarbiyah and Teacher Training Faculty for Doing Research in International Tourism College (ITC)
- Appendix 3 : The Confirmation Letter of Conducting Research from International Tourism College (ITC)
- Appendix 4 : Lesson Plan
- Appendix 5 : Test Instrument (Pre-test and Post-test)
- Appendix 6 : Scoring Rubric
- Appendix 7 : Questionnaire
- Appendix 8 : Research Photos
- Appendix 10 : Autobiography

CHAPTER I

INTRODUCTION

A. Background of Study

Language is the important aspect for human being to communicate each other and to understand each other. It is a fundamental key to human life. It is because with the language one can interact with others and everything the speaker wants to express can be conveyed properly. The language itself is a mean of unifying the nation, because it can be used to facilitate speakers in communicating with a nation to another, even though each of it has a different linguistic and culture. In life, people communicate to each other to continue to maintain communication. Because communication is the foundation or the first step in the human social order to stay alive. If the language was not there then one could not convey meaning and purpose, which will eventually appear a silence that does not produce anything. According to Wibowo (2001), a language is a symbol system of meaningful and articulate sound (generated by the vocal organs) are arbitrary and conventional, which is used as a tool to communicate with a group of people to give feelings and thoughts. Another case to Pangabea (1981), he argues that language is a system of expression which report what happened on the neuron system.

English language has been introduced widely at school since elementary school or even kindergarten. More than one school or university use English as language of instruction. Moreover, on the streets or public places, billboards or the name of any place of business uses a lot of English as the formal language. All this indicates generally that the use of English in Indonesia (Indonesia education field) has increased. Therefore, it is very important for EFL students to master English as a foreign language after Bahasa especially in speaking.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who knows a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give EFL learners the ability to use English effectively, accurately in communication (Davies & Pearse, 2000). However, not all of them after many years studying English can communicate fluently and accurately because they are lack of necessary knowledge or idea.

For most EFL learners, the ability to speak a foreign language is similar to mastering that language because speak is the basic means of human communication. They do not expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Nowadays, teachers are expected to provide their students with useful active idea or knowledge of the foreign language, not just theory about the language.

According to Yule (1989) language production is often considered one of the most difficult aspects of language learning. In reality, many EFL learners find it is difficult to express themselves in spoken language in the target language. Each of them have their own problems. They are required to have skill to express their ideas in speaking, especially in formal presentation. Idea is an innovative procedure to create, develop, and connect ideas, where the thought is a basic component of an idea. Because of this, it is an important part of speaking, both in education or work. Generating idea is the basic ability in English speaking learning which will help EFL learners having a quality of speak. Great ideas will not happen in a split of second. They need some way of getting their brain to think in new and creative ways. Well organized communication is still sometimes far from the expectation.

Based on the experience of the researchers, EFL learners often have difficulty in using English language, especially when presenting a particular topic. They tend to memorize the contents of their presentations. Thus, the way they speak very unnatural and not smooth. In fact, they are no longer able to focus on what have been discussed because they were distracted to remember the next word. It can greatly affect the atmosphere of the presentation. The presentation would be very boring and they are less motivated to speak.

As stated above, speaking ability can be developed through some treatments that researcher will lead. Generate idea using graphic organizers (Graphic organizers which will later be shortened to GO) is considered as one of useful method by the researcher. It can be used effectively to develop EFL learner's speaking ability. Controlled generate idea in speaking will enable the EFL learners to master each of the difficulties and bring them to some points where they can speak freely without reading a text or memorizing with a minimum of error, and GO assists them to draw their ideas in form of pictures or outlining to plan their speaking and detail their presentation. Through several steps of treatment in classroom it is guaranteed that EFL learner's performance increase and more naturally and help them to lose their anxiety.

Some researchers such as Henry Toi, Mrs. Wong Ang & Mrs. Ong Lee Liam, Astrid Brinkmann, Anne R. Peterson & Paula J. Snyder, Maureen E. Cain, etc. have done studies before on the implementation of GO strategy in teaching but in different field. Henry Toi in his uses GO to improve memory, Mrs. Wong Ang & Mrs. Ong Lee Liam use GO to enhancing reading comprehension, Astrid Brinkmann uses GO for math, Anne R. Peterson & Paula J. Snyder use GO to teach social problem

analysis, and Maureen E. Cain uses GO to raise standards in literacy, improve confidence and encourage positive attitudes towards learning. They all explained that the use of it had positive effect on the student's acquisition of the knowledges. In addition, *ThinkBuzan.com* also states that a GO can help EFL learners think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. It puts a new perspective on things by allowing you to see all the relevant issues and analyze choices considering the big picture. It also becomes easier to integrate new knowledge and organize information logically as you aren't tied to a rigid structure. Furthermore, Tayib (2015) in pursuing his Ph.D. degree did a research titled 'The Effect of Using GO on Writing (A Case Study of Preparation College Students at UMM-Al-Qura University)' suggested teachers or researcher to apply this technique not only in writing area, but also in reading, listening, or speaking skill for any EFL learners. The other research were conducted by Yulia Udin Safitri entitled 'The effectiveness of GO in Teaching Vocabulary At The Second Grade Students of SMP Negeri 1 Tellu Siattinge Bone. She hopes that next researchers to contribute the further research with a different field of english skill.

Therefore, the researcher is interested to conduct this research because many researchers have conducted research on GO in reading, writing, vocabulary and others, while very few have applied it in speaking. Moreover, the researcher wanted to try to teach them how to get ideas in English by using GO. The writer will apply the GO to help students overcome some problems discussed previously.

B. Research questions

Based on the previous discussion, there are two questions in this research. The questions are:

1. What is the effect of the implementation of GO on helping EFL learners to generate ideas in speaking?
2. What are EFL learner's perception on generating ideas by using GO in speaking?

C. Research Aims

The aims of this study are:

1. To find out the effect of the implementation of GO on helping EFL learners generate ideas in speaking
2. To find out EFL learners's perception on generating ideas by using GO in speaking.

D. Research Benefit

The writer hopes that the result of this research will give some contributions to EFL teaching and learning. The benefits are as follows:

1. For teachers

The teachers will be able to increase teaching English speaking better, especially generate ideas using GO.

2. For EFL learners

EFL learners will be able to enrich their knowledge of speaking English to support the English skills in learning. EFL learners will be more motivated and interested in EFL learning.

3. For researcher

Through this study, the writer will find out alternative way of increasing speaking skill.

E. Significance of Research

1. Practically

The result of this study is going to be the reference of the English teachers. By the result of the research, the teachers who are involved in teaching English as the foreign language are aimed to know how the effective most of GO to improve the EFL learners speaking skill.

2. Methodologically

For supporting new approach of English instruction, this research is expected to be reference of making new learning on foreign language methods, especially in speaking ability. For other researchers who are involved in conducting a research on how to improve the EFL learners speaking ability by GO can refer on this research.

F. Clarification of the Terms

To avoid misinterpretation and make easy to understand this research title, the researcher would like to clarify and explain the terms used in this study as follow:

1. Graphic Organizer

Graphic Organizer is a mapping or compilation pattern that represents the relationship between information about an idea and it is a pictorial illustration or graph that represents a statement (Inspiration Software. Inc, 2018). GO are some of the most effective visual learning strategies for students and are used throughout the curriculum to improve learning and understanding of subject content (Miftah &

Orlando, 2016). In a variety of task-dependent formats, GO facilitate student learning by helping them identify focus areas in broad topics, such as novels or articles. Because they help students make connections and structural thinking. From the results of research conducted by Miftah and Orlando, shows that learning with GO can improve students' representation skills so that the learning process becomes more effective. Graphic organizers can be one of the alternatives media in learning that can be applied in the classroom. GO guide student' thinking as they fill out and create maps or visual diagrams. According to Marzano (2001), record information in the form of images or visuals can stimulate and improve the work of the brain. It is a learning media that coordinates ideas and concepts into visual form.

GO charts are made of lines, arrows, and circles showing relationships between key ideas. Helping students organize their thoughts, knowledge, and ideas. The graphic organizer chart is introduced as an advanced organizing, which before the learning task or as part of the cover, and after submitting the learning materials. According to National Center on Accessing the General Curriculum (NCAGC) a graphic organizer can be defined as “a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task” (National Center on Accessing the General Curriculum, as cited in Buckhold, 2008). In other words, it is a method that EFL learners can use to visually depict an idea through sequences and charts. Random information is easily lost, meanwhile the brain has the ability to store images indefinitely. The EFL learners writes or illustrates concepts branching from a central thought to help their self-generate ideas to speak. The using of the graphic organizer is very useful for them considering its use is not difficult, interesting, can record information in a systematic way and easy to remember.

Organizer works according to the work of the brain and the researcher will use one type of GO that will accomplish all this. Which is *Mind Map*.

Mind Mapping is a concept invented by Tony Buzan. This concept is built on how our brain stores information. In principle, Mind Mapping is very simple. EFL learners simply write it down by following the way of the brain thinks. What comes to mind and what is remembered in the form of connecting graffiti.

2. Speaking

Speaking is the second of the four language skills, which are: 1. Listening 2. Speaking 3. Reading 4. Writing. Speaking in many ways an undervalued skill. Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages (Bygate, 2003). According to Tarigan & Tarigan (1987), speaking is a form of human behavior that utilizes very intense physical, psychological, neurological, semantic and linguistic factors. Furthermore, he adds that speaking is also the ability of a person to pronounce articulation sounds or words that aim to express, express and convey the thoughts, ideas, and feelings of the person.

While Nunan argue that speech is to use an oral language consisting of a short, incomplete or fragmented utterance in the sphere of pronunciation. The pronunciation is closely related to the reciprocal relationship made between one speaker and the listener (Nunan, 1989). Tarigan adds speaking is a skill to convey the message through spoken language. The link between the message and the spoken language as the medium of delivery is very heavy. The message received by the listener is not in the original form, but in another form, that is the sound of a language. The listener then tries to divert the message in the form of the language into its original form (Tarigan & Tarigan, 1987).

On the other hand, speaking is the exchange between people, knowledge, information, ideas, opinions, and feelings. In other way, speaking should be a concept idea. it can be called as a communication act through speaking, which generally perform in the interaction phase and agreement as part of a dialogue or a verbal exchange. In this research, writer will specify the type of speaking that will be used in implementing GO, which is impromptu monologue (presentation) in speaking activity.

3. Generate Idea

In philosophy, ideas are usually constructed as mental representational images of some object. Ideas can also be abstract concepts that do not present as mental images (Audi, 1995). The idea is how someone can come up with new ideas for a particular purpose are obtained from the process of searching, analyzing, or get away from an event that creates a desire to cultivate and form a different image and generate a new thought (Ubay, 2015). Generate means produce or create. A good idea might *generate* the basis for a good thought and a good speak. Idea generation (ideation) is critical to the design and marketing of new products (Dahan and Hauser, 2001).

CHAPTER II

LITERATURE REVIEW

A. Brief Description on Graphic Organizers

1. The Definition of Graphic Organizer

A graphic organizer is a visual and graphic representation that is intended to indicate relationships between people, facts, terms, or ideas related to a topic or lesson. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Dutch, 2008). The same thought stated by Lupiana, a GO is a tool or framework that allows students to collect, relate, or present information visually. GOs take many forms, and include favorites such as the venn diagram, story webs, and concept maps. Information presented in an easy-to-read format can enhance thinking, spark new ideas, and maintain focus on the topic or task at hand. A GO is intended to provide structure to ideas or concepts, making it easy to collect or add information. Once the GO completes, it serves as a presentation or study model (Lupiana, 2015).

GOs are important and effective pedagogical tools for organizing content and ideas and facilitating learner's comprehension of newly acquired information and it present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of GOs help students internalize what they are learning (McKnight, 2010). Mercuri states that GOs are powerful; they can be part of a supportive classroom environment and integrative instruction; and they can be easy to be implemented that allow teachers to examine students' learning on a particular topic, assess ongoing learning, and design and modify instruction to meet students' needs (Mercuri, 2010, as cited in Al-Hinnawi, 2012). In addition, for all learners, but for adult learners in particular, GOs facilitate the integration of long-term memory

and new learning. Adult learners generally have more background and long-term knowledge, and GOs bridge what adult learners already know with what they are learning. GOs actually trigger long-term memory and promote synthesis with new information (Materna, 2007, as cited in McKnight, 2010).

Recalling the 1980s to 1991 Hudson, Lignugaris-Kraft and Miller studies, they concluded that visual images can be implemented on several phases of instruction circles. That means that without instruction from the teacher how to use the GOs will not be an efficient learning media. So in using the GOs as a learning strategy, it would be better if there is cooperation between teachers and students (Hudson, Lignugaris-Kraft, & Miller, 1993, as cited in Kim et al., 2004).

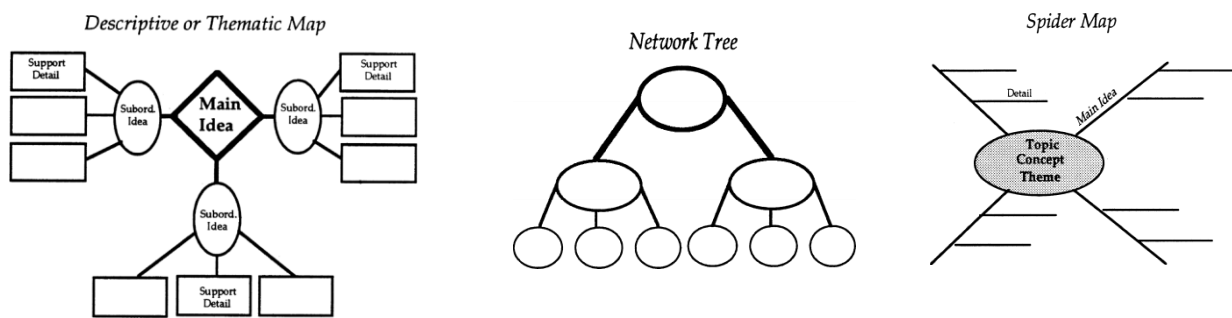
Based on the models contained in GOs, there are many inventors based on each model. Such as, the KWL Chart was created by Donna Ogle in 1986 (Ogle, 1986), the Mind Map was created by Tony Buzan in 1960's (Wikipedia), the Venn Diagram was created by John Venn in 1880 (Eliza, 2013), and many more types of GO those are divided into many forms.

2. Types of Graphic Organizers

Graphic organizers come in many different forms; each one is designed to suit a particular type of information. Following are a few samples of GOs and their uses. A *Descriptive* or *Thematic Map* works well for mapping generic information, but particularly well for mapping hierarchical relationships. Somehow, a *Thematic Map* is a type of map specifically designed to show a particular theme connected with a specific geographic area (Thrower, 2008). A descriptive concept map is a powerful tool that helps students to visualize the relationships that exist between many ideas. Traditionally, this diagram has a descending hierarchy and consists of a single button placed at the top of the structure with several subordinate lines below. All the boxes

are connected with arrows, and contain brief information leaving certain concepts. There are also phrase relationships used to determine different types of relationships.

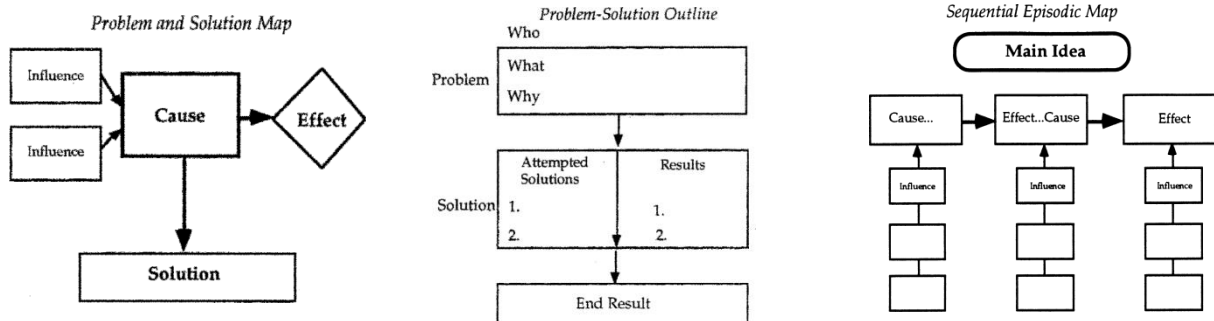
Organizing a hierarchical set of information, reflecting super ordinate or subordinate elements, is made easier by constructing a *Network Tree* or *Tree Hierarchy*. When the information relating to a main idea or theme does not fit into a hierarchy, a *Spider Map* can help with organization. It is also called as semantic maps. Type of GO used to investigate and mention various aspects of a theme or topic, helping students to organize their thoughts. It looks like a cobweb, hence its name (McNeely, 2017).



When information contains cause and effect problems and solutions, a *Problem and Solution Map* can be useful for organizing. A *Problem-Solution Outline* helps students to compare different solutions to a problem. The effectiveness of *Problem Solution* as a learning tool is often reduced because students usually only use an algorithmic approach to get the answer. Thus drawing a map of the solution is open, and the possibility of changing student goals by using routine procedures that are memorized is avoided (Educ, 2008). In composition, solution-problems are methods for analyzing and writing about a topic by identifying problems and suggesting one or more solutions (Nordquist, 2017).

A *Sequential Episodic Map* is useful for mapping cause and effect. It is

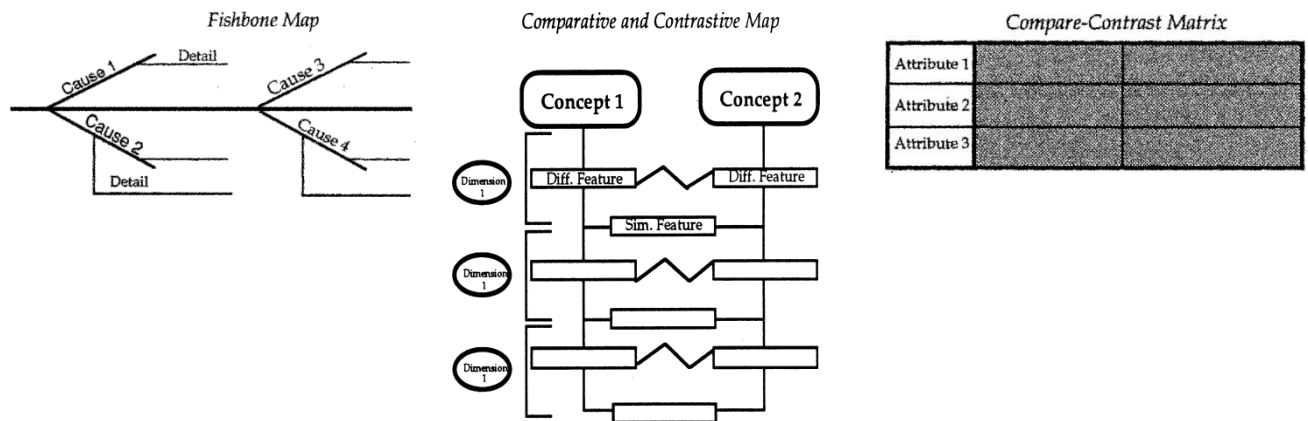
known as a type of GO that help students to see the sequential relationship between events in a text. They can show a process or portray an event sequence in a simplified manner. They can help students identify cause-and-effect relationships (Wikipedia).



When cause-effect relationships are complex and non-redundant a *Fishbone Diagram* may be particularly useful. The *Fishbone Diagram* was created by Kaoru Ishikawa in 1968 (Wikipedia). It is a tool to identify the root cause of quality problems. It's named after Kaoru Ishikawa, a Japanese quality control statistician, one who pioneered the use of this graph in the 1960s (Juran, 1999, as cited in Ciocoiu & Ilie, 2010). According to Watson the *Fishbone diagram* is an analysis tool that provides a systematic way of looking at effects and the causes that create or contribute to those effects. Because of the function of the *Fishbone diagram*, it may be referred to as a cause-and-effect diagram (Watson, 2004).

A *Comparative and Contrastive Map* can help students to compare and contrast two concepts according to their features. *Comparative and Contrastive Map* use to analyze similarities and differences between two things (people, places, events, ideas, etc.), by placing each characteristics in either the left or right sections, and common characteristics within the overlapping section. As seen in the picture below.

Another way to compare concepts' attributes is to construct a *Compare-Contrast Matrix*.



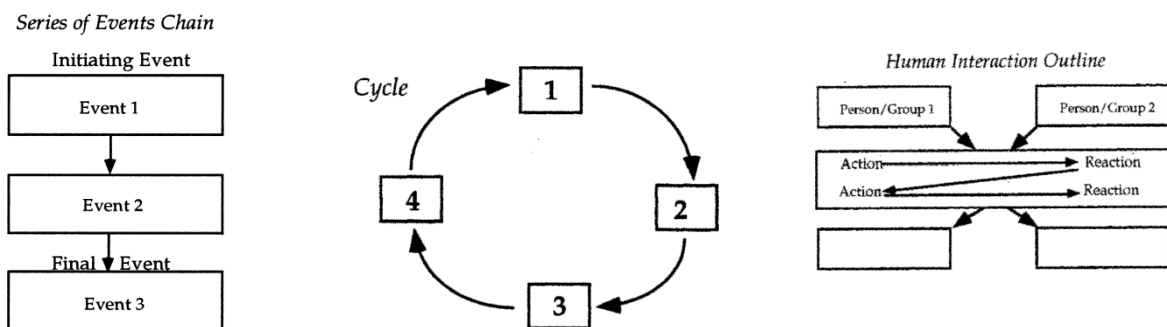
A *Series of Events Chain* can help students organize information according to various steps or stages. The events chain diagram is a visual representation of how events and functions are connected with and effect each other. The basic purpose of developing event chain diagrams is to identify events and chain events that have direct or indirect effects on project schedules, and manage them accordingly (Thakur & Edwards, 2010).

A *Cycle Map* is useful for organizing information that is circular or cyclical, with no absolute beginning or ending. This organizer can be used to help students understand the sequence of events in a process. On a sequence circle there is a consecutive flow of events with the last cycling back to the first event. Sequence circles are appropriate to represent the relationship of events that are continuous (Cassidy, 1991).

A *Human Interaction Outline* is effective for organizing events in terms of a chain of action and reaction (especially useful in social sciences and humanities). The Human Interaction Outline is a GOs that is effective for organizing events in terms of action and reaction. It is also used to show the nature or an interaction between

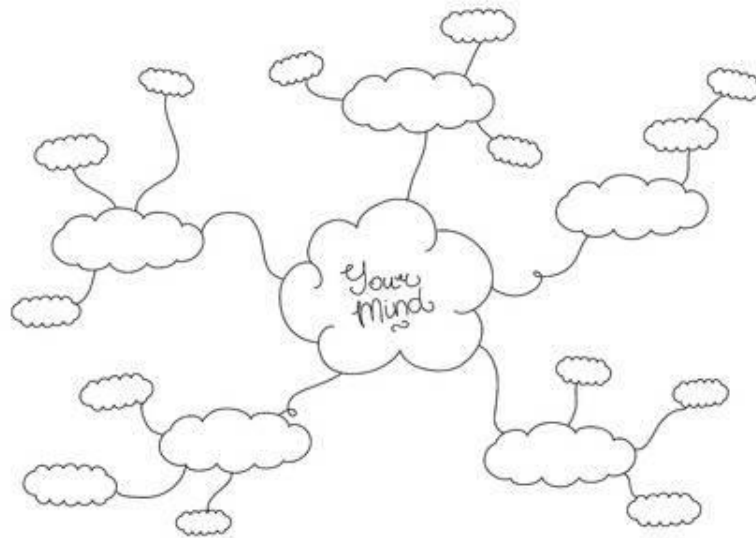
persons or groups.

According to Young, it is mostly useful for social sciences and the humanities. For instance, describing the relationship between the American Settlers and the American Indians. In this Algebra lesson, this strategy will be used to help students understand the substitution method as they are solving equations. The Human Interaction Outline will keep their steps organized, assist them in asking critical thinking questions as they solve the problem and study the relation or interaction between two equations (Young, 2010).



Last but not least is *Mind Map* which is the only GO the researcher used as the tool in her research. In *The Mind Map Book: How to Use Radiant Thinking to Maximize your Brain's Untapped Potential*, Buzan (1993) defined mind mapping as “a powerful graphic technique which provides a universal key to unlocking the potential of the brain”. The essential elements of any mind map are (1) a main topic represented with a central image; (2) important themes radiating from the central image as branches; (3) branches comprised of a key image or key word printed on an associated line to form a connected nodal structure, and (4) the incorporation of color to clarify or emphasize connections. Adding dimension and/or color converts a word into an image when necessary. Buzan explained that images bring the eye and brain into focus, triggering associations and aiding in memory. There are no limits to

associations and connections of the concept. Mind mapping allows the student to build upon existing knowledge when new information is presented that enables meaningful learning to take place (Buzan & Buzan, 1993; Davies, 2010; Spencer, Anderson, & Ellis, 2013).



3. The Advantages and The Disadvantages of Graphic Organizers

Using GOs can be extremely helpful for both EFL learner and teachers. It simplifies the teaching and learning process while making it more enjoyable and interactive for everyone. GO are tools that can be used to visualize and organize information. Because GOs are often used as prompts for students to fill in the blanks, GOs provide many benefits to students who use them including:

- a. Helping students structure writing project
- b. Encouraging students to make decisions
- c. Making it easy for students to classify ideas and communicate
- d. Allowing students to examine relationships
- e. Guiding students in demonstrating their thinking process

- f. Helping students increase reading comprehension
- g. Making it easy to brainstorm
- h. Encouraging students to organize essential concepts and ideas
- i. Making it clear how to break apart a story into the main elements (intro, rising action, climax, etc.) (Inspiration Software. Inc, 2018).

Darch and Carnine (1986) state that while students need to acquire higher order comprehension skills, such as evaluative and creative, GOs provide a solid foundation for understanding literal information; armed with the more literal concepts, students (particularly struggling learners) are able to develop a deeper understanding of content (Darch & Carnine, 1986, as cited in Condidoria, 2010).

Additionally, the structure of GOs is more suited for comprehension as compared with traditional linear note-taking of information. GOs are able to show the relationship among concepts and to assist learners in approaching texts that include such challenges by arranging information systematically. With this logical organization, learners have minimized some of the challenges and can advance deeper into the output. In other word, somehow GOs had the disadvantages that occur along the advantage of all. According to Dorothy, here are some of the most notable ones. First, difficult to use by people who are extremely logical: GOs can be extremely useful in a brainstorming session, as it encourages creativity and innovation. However, logical people might find it hard to trust their creativity or intuition, because logic is the dominant side of their thinking pattern. Second, takes time: the truth is that creating a GOs can take a lot of precious time. Unfortunately, time is an asset most of us lack. Third, might be difficult for others to understand: once you

have created and personalized your map, it might be difficult for those around you to understand all your ideas and concepts (Dorothy, 2015).

Graphic organizers tools have their own advantages and disadvantages. However, this does not mean that these few drawbacks can make GOs less useful. For most people, GOs proves to be a lifeboat or a game changer. However, EFL learners need to assess their goals in order to truly know if using a GOs tool is the best decision in their case. Still, once they use this visual tool to organize their ideas, they will notice a huge improvement in their creativity and retention in speaking.

B. Brief Description on Generate Idea

1. Definition of Idea

Idea is the base of thoughts, opinions, views, design, reserves, related matter or way of completion. Idea encompasses every intention that makes it broader. The idea only manifests through the power of a person's mind while thinking about something. Sometimes it comes suddenly even though it does not cross the minds. This idea is used to start something like create, change, speak, write, paint, etc. Without an idea it would complicate the way to carry out any forms of work. So it is clear that idea is an important element in starting something. In the Kamus Besar Bahasa Indonesia (KBBI), ideas / innovations are the designs that are arranged in the mind.

Meanwhile, according to Hadiwijono, Plato's definition about an idea is something that leads human thought. The idea is not the result of subjective thinking, but the idea is objective. The idea is loose from the thinking subject. Even though each person is different from the other person, or no one is exactly alike, it is still the human being that is the unchanging idea. The existence of a varied and changing

observation and disclosure is a disclosure of an unchanging idea. One can observe the same thing but each person has another opinion (Hadiwijono, 2005).

Idea can not be produced without well management. Idea is the management of all the activities involved in the process of idea generation, technology development, manufacturing and marketing of a new (or improved) product or manufacturing process or equipment (Trott, 2012).

2. How to Easily Generate Creative Idea

The idea is how someone can come up with new innovations for a particular purpose. It is obtained from the process of searching, analyzing, or get away from an event that creates a desire to "cultivate and form" a different image and generate a new thought. It is a beginning of a process of creativity which in turn will be realized as a basic concept of "Creative Source". But sometimes it is not easy for someone to get a brilliant idea to find or create a "trigger" that would arise the idea. A new idea, method, or device. The act of creating a new product or process, which includes invention and the work is required to bring an idea or concept to final form.” (Kahn, 2012).

On the other hand, innovation is a creativity with a job to do. There are several ways how to manage the process of creative thinking that will arise new ideas-ideas that we want according to Uday (2015);

- a. Notice something with more details.
- b. Find out something from the new environment.
- c. Combining two or more elements.
- d. Ask the opinion of others.
- e. Development of pre-existing conditions.
- f. Searching Images on the Internet.
- g. Always take note of what the new thought.

The creative idea is how to think of something new that is believed to have own idea of thoughts and familiarize looking for new things in learners activities. It can make the learners a great creator. In speaking itself according to John (2014) an idea can only arise when a person thinks out of a box or can be termed thinking out of the box. Ideas can come from anywhere, anytime and anywhere. Therefore, when the idea come, immediately write it down in order to remain unforgettable. The way to find ideas in speaking, namely:

- a. Relax. To get an idea and inspiration, one must be relaxed or relaxed. Because one cannot possibly get an idea while being stress, tired and a lot of thoughts. Therefore relax and do not need to focus on finding ideas.
- b. Imaginating. Once relaxed and calm, it's time to explore the mind by imagining ideas and inspiration. Imagine freely, without limitation, without rules and facts. Because if you explore the mind with limits, not the imagination of his name.
- c. Notes new vocabulary. If someone has got an idea, then note the new vocabulary that someone knows. This will make it easier for someone to remember their ideas or ideas.
- d. Talk to yourself. Many people think this is crazy, but the dialogue is not necessarily with others. Try to discuss with yourself inwardly to find a decision for ideas and inspiration to be delivered.
- e. Dialogue with others. In addition to talking to yourself, a person must also communicate with others about ideas and inspiration that will be delivered. So one can see his idea from various sides and opinions of others.

- f. Stay confident. At the time of speaking or speaking is often encountered with loss of confidence. The cause is fear. Fear of rejection, fear of blank, and fear of not being able to answer questions. It is characterized by cold hands, cold sweat, and talk into a belibet. Fear is not entirely negative, fear can be a trigger to get better, fear of failure will make success.
- g. Improvisation. If the idea has been imagined in one's mind, then develop the idea dalah the other by improvisation. Improvisation is very helpful to someone when there is forgetfulness of words in conveying ideas (John, 2014).

According to some researches that has been done by some reseachers in speaking field, it shows that there are many EFL learners have difficulties in speaking. One of which is difficult to express the idea that need to be conveyed. Idea is a very important thing for them to express their point of view. Idea can appear anytime and anywhere for them in expressing their speaking ability. However, many of them find it difficult to convey ideas in speaking or speech. Therefore, the EFL learners need some tools or equipment to help them feel confident in conveying ideas. If they forget what to say, they need to improvise. To make them easier in conveying ideas, then the author will try to apply a way that can help easily, namely GOs.

C. Brief Description on Speaking

1. Definition of Speaking

There are many definitions of speaking according to experts. Harmer (2003) is one of them states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. While Nunan defines speaking as the use of language quickly

and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003, as cited in Kayi, 2006). Brown (1994) and Burns & Joyce (1997) mentioned speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speaking is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking as one of the basic language skill has an important role in communication. Clark and Clark (1977) states in speaking, people put ideas into words and talk about perceptions they want other people to grasp. Therefore, speaking is an interaction process between a speaker and a listener. In speaking, there is a process of communication, which conveys a message from a speaker to a listener and he or she has to interpret the message, which contains information. Nunan (1999) states communication is a collaborative achievement in which the speakers negotiate meaning in order to achieve the goals. It means that a speaker and a listener have to understand each other.

Speaking requires that EFL learners not only know how to produce specific point of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce

language (*sociolinguistic competence*). Finally, speaking has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. Communication skill consisting of the students listening, speaking, reading, and writing skill is one of the life skills that must be mastered by the students (Depdiknas: 2006).

Speaking is one of four language skills and is a productive skill in the sense that a speaker produces sounds of the language. Basically, speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. Harmer (2003) says that communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be:

- a. They want to say something
- b. They have some communicative purpose; speakers say something because they want something to happen as a result of what they say.
- c. They select from their language store. Speakers have an inventive capacity to create new sentences. To achieve this communicative purpose, they will select the language they think is appropriate for this purpose.

2. Types of Speaking

There are two types of speaking, named monologue and dialogue. The term monologue in *Vocabulary.com* is defined as a monologue is a speech delivered by one person, or a long one-sided conversation. The Oxford English Dictionary defines *dialogue* as “the conversation written for and spoken by actors on a stage” or “a conversation carried on between two or more persons.” It is a verbal exchange of

ideas between people, and as such fits the standard vision of how dialogue would function in the classroom. The same dictionary defines *monologue* as “a long speech by one actor in a play” or “a scene in a drama in which only one actor speaks.” It is a generally uninterrupted speech or narrative that tells a complete story or expresses a complete line of thought.

More importantly, the monologue is either literally or figuratively delivered to another character or characters, whether these characters are onstage at the time or simply part of the drama as a whole. Though seemingly in accordance with a lecture situation, there are subtle points within this definition with significant implications for the teacher. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations) exhibit more redundancy, which takes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). Some linguistic experts state that interpersonal has the same definition as interactional. Transactional language is said to be that which contains factual or propositional information. The language used by the participants is primarily message based. In each case the message has to be clearly communicated. Spoken language, however, is also used to establish and maintain social roles, and this is termed interactional communication. The definition of transactional and interactional language according

to Nunan et al. (1999), transactional talk is produced in order to get something, or to get something done. Interactional language is produced for social purposes. Moreover, Brown (2001) asserts that “transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language while interactional language is a form of language which is related to make social relationship”.

3. How to Promote Students Speaking

To promote students in EFL contexts, teachers should include many activities and strategies that attract students’ attention and make them interested in the lesson. As Peck states Activities need to be EFL learners centered and communication should be authentic (Peck, 1978, as cited in Murcia, 2001). This means that EFL learners are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to. Also, Peck outlines some points that the teacher should consider in the activities. such as a focus on meaning and value, not correctness; a focus on collaboration and social development; the provision of a rich context; and teaching the four skills through a variety of activities (Peck, 1978, as cited in Murcia, 2001). A superior teacher encourages the students to speak English as much as possible inside and outside the classroom.

EFL teachers must encourage students to use language for social interaction in the classroom. Brown (2001) advocates that EFL learners get enough opportunities to practise the language. This helps them to acquire the language in more natural contexts. Through interaction, they can build their own conversations and create meaning that they understand, and that supports and helps them. Communication provides EFL learners with opportunities for them to focus on using

the language rather than talking and learning the structure of the language. Therefore, the topics or themes around which they learn language should capture their attention and encourage them to interact more with each other (as cited in Lightbown & Spada, 1999). Teachers' emphasis should be on making meaning, not on error correction. Teachers should try to involve each student in every speaking activity; for this aim they should practice different ways of their students' participation. According to Jordan, speaking for academic purposes is used to describe spoken language in various academic settings. Speaking for academic purposes refers to participation in seminars, asking questions in lectures, oral presentations, verbalizing data and giving oral instructions in seminars and laboratories and social interaction with other students (Jordan, 1997).

Some successful activities that to promote speaking with EFL learners and resulted are:

a. Conversation

The first type is based on having the EFL learners interviewing one-another and asking questions, so that there is an independent dialogue between class members, with a minimum of interruption and supervision by the teacher. According to David Holmes (2004) in *Speaking Activities for The Classroom*, one of the types of tasks to stimulate the EFL learners to speaking more frequently is interviewing or developing conversations. This technique has resulted very successful with most of them.

b. Discussions

Teachers must create a classroom environment which is accepting and non-judgemental. They should take an impartial role: one who listens and acknowledges, but who does not impose views. The EFL learners may aim to

arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that they do not spend their time chatting with each other about irrelevant things. For example, they can become involved in agree/disagree discussions about the situation in hospitals nowadays (Kayi, 2006).

c. Role Play

One other way of getting EFL learners to speak is role-playing. Role-play is widely used as an educational method which is very effective for learning about communication in EFL learning.

d. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking (Kayi, 2006). For instance, they may bring their own stories during their practice in daily life.

e. Picture Describing

Another way to make use of pictures in a speaking activity is to give EFL learners just one picture and having them describe what it is in the picture. Pictures, especially photos, often generate hundreds of ideas with very little input from the teacher. Picture describing fosters the creativity and imagination of the EFL learners as well as their public speaking skills (Kayi, 2006).

f. Presentations

Jordan (1997) lists some important speaking skills in oral presentation such as organizing information into coherent structure, using 'signals' to facilitate task of listeners, speaking from notes and achieving greater phonological, grammatical

and lexical accuracy. Class presentations help EFL learners establish and refine their presentation skills, with a focus on the topic of the presentation. This activity helps them to develop the skills needed to communicate important information. They would be really motivated in this activity.

Therefore, researcher is going to apply the graphic organizer method through impromptu monologue (presentation) toward the students to help them generate idea in speaking. There has not been much research on needs analysis on GOs toward speaking classes. Most researches have focused on GOs toward reading and writing. They also has focused on what constitutes a good presentation or on language output, such as pretask planning and the positive effects. It can have on accuracy as well as the positive influence rehearsed output can have (Yuan & Ellis, 2003).

Few researchers have actually looked at the role or purpose of presentations in the language classroom. Those who have done so sometimes questioned the necessity of presentations, stating how much time they take up and how they can produce apathy and even poor behaviour from the rest of the class (McBride, 2007) or produce excessively passive audiences who are doing little but sitting in class, and only half listening (Pineda, 1999). It has also been argued that by doing oral presentations and increasing student anxiety levels, teachers are actually contradicting the important aspects of language acquisition (King, 2002).

Sazdovska (2007) analysed the way presentations are taught by look at some of the textbooks provided. She also discovered that there seems to be an abundance of books dealing with business presentations and books that deal with the technological aspects of presenting, but these overlook the basic language aspects of presentations and other rudimentary skills. Indeed, with many

employers placing a high degree of importance on communication skills and the ability to give formal presentations, many teachers and their institutions may assume that their courses should be focused on attaining this goal. (Pittenger, Miller, & Mott, 2004) While teaching EFL learners the formalities, technological aspects and structural features of presentations will undoubtedly help many of them, it does not necessarily mean that this is the main purpose or goal for EFL learners attending a presentation class.

When EFL learners themselves were asked about what constitutes a good presentation, they rated criteria such as clarity of speech, correct language and audience appeal as the main factors (Otoshi & Heffernan, 2008). If this is what they deem to be the key criteria for good presentations, perhaps then, learning these, constitutes their purpose for taking a presentation course? The problem then for teachers is to find some kind of balance between the differing purposes that EFL learners, institutions and the teachers themselves have.

Cheung (2008) actually looked at presentations in a similar way as this paper will do, but labelled it a macro versus micro distinction. Essentially, the distinction was made between the language elements of a presentation (micro) and the structural elements (macro), with both seen as vital elements. Without getting too involved in the issues of what makes a good presentation, this paper will try to assess what students see as their purpose for taking an English presentation elective course. By clarifying their purpose, the teachers can modify the courses to meet these specific needs and be more aware of the possible contradicting purposes which schools, EFL learners and teachers have for presentations in the classroom. With a clearer purpose established, the teachers should then be able to better analyse and clarify what constitutes a “good presentation”.

Even though efficient ways of teaching the language are adopted in the classroom, the EFL learners still need to produce their language. It obviously means that they ought to use the language in the target form. Once they do, they become more observant not only in meaning of language but also in forms.

While presentation may be a stressful task for them who are not yet readily equipped with the skills of preparing, it can be an effective tool for upper intermediate to advanced level of them. The study explores the possibility of utilizing EFL learners presentation in classroom whether the upper intermediate to advanced level of them benefit from preparing for class presentation and learn on their own in terms of new vocabulary, expressions, and knowledge in English as well as practice pronouncing unfamiliar words, where to pause, and even memorize the content of their presentation.

What researcher can understand about his research is conducted to investigate how presentation can significantly improve the EFL learners speaking skill, particularly to find out n empirical evidence of applying public speaking tasks in teaching speaking by conducting treatment. For today's classroom, nothing is more essential to successful teaching and learning speaking than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. GOs are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, GOs support students by enabling them to literally see connections and relationships between facts information, and terms.

Because GOs are widely successful, these learning tools are used at all grade levels. They are also effective for young learners. Community colleges and

corporate entities use GOs to present information in similar instructive contexts. The visually stimulating nature of GOs draws the learner's attention. As learners, students attend to what is novel and visually intriguing because the brain is more equipped to process images than text. Because GOs integrate text and visual images, learners are having more whole-brain experiences. Numerous studies have found GOs to be effective for teaching and learning, and many support the effectiveness of GOs for gifted children, students with special needs (Cassidy, 1991).

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Method

To determine whether GOs strategy can improve EFL learners' ability to generate idea in speaking, the writer applied experimental research. Cresswell (2008) mentioned that experimental designs are procedures in quantitative research where the writer determines whether activities or materials make a difference in results for participants. The researcher used pre-experimental method with the type of one group pretest-posttest design. This method is given to just one group without a comparison (control) group. The researcher used pre-experiment study in order to answer the first research question and questionnaire to answer the second research question. Thus, the writer used quantitative research.

Quantitative method is the method used in the particular population and sample, by using research instrument in collecting data and analyzing by statistical analysis. Creswell (2008) noted that quantitative research is a type of educational research in which the writer decides what to study; reviews these numbers analyzed by using statistics; and conducts the inquiry in an unbiased, objective manner.

B. Research Location

The location of this research is at International Tourism College Aceh (ITC). This college is located on the street T. Hasan Dek No.20 Simpang Jambo Tape, Kel., Beurawe, Kuta Alam, Kota Banda Aceh, Aceh 23124. International Tourism College Aceh, is a professional education institution that prepares prospective workers and entrepreneurs. The International Tourism College Aceh is engaged in education and training services that facilitate work placements, especially in the field of

international-standard hotels and cruise ships that are able to compete at the National and International levels, as well as flight attendants, Airline Staff and Hotel Management programs. In addition, this college is under management of Mr Martunis S.Pd.i.

C. Population and Sample

Population is a generalization region consisting of the objects or subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn a conclusion from (Sugiyono, 2011). In this study, researcher chose ITC College with the consideration that they offer a specific purpose course to learn and speak English. The population of this research is all the EFL learners of International Tourism College Aceh (ITC) which numbered 29 EFL learners based on the data in academic year 2018. It has 2 batches; 9 and 10. Each batch has the same 2 majors; Airline Staff and Hotel Staff. The detailed distribution of EFL learners can be seen in table 3.1 below:

**Tabel 3.1 The population of EFL Learners of
International Tourism College Aceh**

Major	EFL learner Number
Airline Staff (Batch 9)	14
Airline Staff (Batch 10)	2
Hotel Staff (Batch 9)	12
Hotel Staff (Batch 10)	1
Total	29

Here the researcher used probability sampling method with a simple random sampling technique to determine the sample selected randomly from the population regardless of the strata that exist in the population. In this way, the Airline Staff major was a favorite choice of 14 EFL learners. For some reasons, the number of them enrolled in each subject was determined and divided based on majors, batches, or subjects. Therefore, probability sampling method was suitable in the context where the EFL learners in all classes learn speaking. So, this method can be examined in any class.

D. Technique of Data Collection

In order to get data needed, the researcher used the One Group Pretest-Posttest Design (Tiro & Ahmar, 2014). This design usually involves three steps: (1) administering a pretest; (2) applying the experimental treatment to the subjects; (3) administering a posttest. One-Group Pretest-Posttest Design was applied in collecting the data of the research to find out the effect of the implementation of GOs on helping EFL learners' ability generate ideas in speaking. The following design illustrations are given as follows.

Table 3.2
Design of Pre-test and Post-test

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Source: Tiro & Ahmar (2014)

Where:

X : Treatment
O₁ : Pre – test
O₂ : Post – test

1. Time

The research would be conducted in two weeks consisting of four meetings.

Two meetings for the pre-test and post-test and two meetings for treatment. The researcher took four meetings in order to take the data briefly. In addition, the institution has their own learning system as stated in curriculum or syllabus. The researcher avoided the miscommunication between researcher and the institution.

Table 3.3 Research Schedule

No.	Meeting	Explanation
1.	First	Pre-Test
2.	Second	Treatment and Quiz
3.	Third	Treatment and Quiz
8.	Fourth	Post-test

2. Research Instrument

The data needed for this study would be gathered by test and questionnaire developed by the author. The test was intended to measure the level of EFL learner mastery of the material before experiencing treatment and level of mastery of EFL learners obtained after experiencing learning process in a certain period of time. The indicators of the pretest and posttest values were the test scores before and after treatment given measured through the completeness criteria on the rubric score. The advantage of the researcher-made test was that it could be tailored to be content specific. The questionnaire was used to determine the response of EFL learners' ability to generate idea by using GOs in speaking. This questionnaire was given to each of EFL learner after learning. The indicator was used to uncover their perceptions on their ability to generate ideas using GOs in speaking based their responses or opinions.

a. Scoring Method

To assess EFL learners' test results, researchers used a scoring rubric that has been adopted by the researcher taken from original form of Brown (2004). The

following is the scoring rubric:

No	Criteria	Score
1	Organization: Excellent Good Fair Poor Very Poor	 30 - 25 24 - 19 18 - 13 12 - 7 6 - 1
2	Content: Excellent Good Fair Poor Very Poor	 30 - 25 24 - 19 18 - 13 12 - 7 6 - 1
3	Grammar: Excellent Good Fair Poor Very Poor	 20 – 17 16 – 13 12 – 9 8 – 5 4 - 1
4	Vocabulary: Excellent Good Fair Poor Very Poor	 20 – 17 16 – 13 12 – 9 8 – 5 4 - 1
	Total	1 - 100

b. Questionnaire

A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents.

The questionnaire used in this research aimed to determine the response of EFL learners to the learning process given at the end of the meeting.

c. Procedures

To collect the data, three steps were undertaken discussed as follow;

1) Preparation

- i. The researcher determined the place of the study.
- ii. The researcher presented information to the institution that related to conduct this study and requested permission from the manager
- iii. The researcher designed instrument for pretest.
- iv. The researcher conducted the pretest to the class that has been prepared. To conduct the pretest, the researcher prepared several topics for EFL learners to present. For the first step, the researcher randomized the topics and asked EFL learners to choose them randomly. After the topic selected, they were given 5 minutes to prepare their presentation. Finally, the researcher asked each of the them to come to the front of the class and present the prepared material. The length of presentation ranged from 5 to 7 minutes.
- v. The researcher analyzed the pretest results.

2) Implementation

- i. The researcher gave the treatment and quiz about GOs. It took two meetings to provide the treatment to the EFL learners.

3) Conclusion

- i. The researcher conducted the posttest to the class selected. The procedures of the posttest were similar as the pretest.
- ii. The researcher analyzed the posttest results.

iii. The researcher input the data to the table prepared.

3. Technique of Data Analysis

a. Test

1) The range of data

Range is the different between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using some formula (Sudjana, 2002).

$$R = H - L$$

Where:

R : the range of the score

H : the higher score

L : the lowest score

2) The number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

N : the amount of sample

3) The length of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class

4) Table distribution of test

Data/Score	Fi	Xi	FiXi
Total			

Where:

Fi : refers to frequency

Xi : refers to the middle score interval class

Fixi : the amount of multiplication of the frequencies and the middle scores of interval class

5) Mean

In this case, the writer calculated the mean of EFL learners' score. The score was calculated by using formula. The formula is as follow (Sudjana:2002).

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

Fi : refers to frequency

Xi : refers to the middle z score interval class

Fixi : the amount of multiplication of the frequencies and the middle scores of interval class.

6) Standard Deviation

To count individual score measurement, the writer used standard deviation. Sudjana (2002) mentioned that standard deviation is a statistic that describes the total of variation in a measured process characteristic. The formula of standard deviation is as follows:

$$SD^2 = \frac{\sum fi (xi - x)^2}{N-1}$$

Where :

SD : Standard deviation
 $\sum fi$: The sum of frequency

7) Hypothesis

To analyze the hypothesis, the writer used T-test in order to measure the differences of the means of pre-test and post-test. Sugiyono (2011) stated that T-test could be administered to calculate the difference between two means for statistical significance. The following formula is used in calculating T-test:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

Where:

T : T – Score
 x_1 : Mean of the pre-test
 x_2 : Mean of the post-test
 SD_1 : Standard Deviation of pre-test
 SD_2 : Standard Deviation of post-test
 N : Total EFL learners

b. Questionnaire

The data of EFL learner response were obtained from the results of questionnaires given by EFL learners after the learning ended. The following procedures were carried out to analyze the response data, namely:

- 1) Calculating the number of EFL learners who provided positive responses to the questions.
- 2) Calculating the percentage of the EFL learners who provided positive responses and divided by the number of EFL learners then multiplied by 100%.

The criteria of positive response according to Khabibah (2006) using the following categories:

Table 3.4 Categories of EFL learner Responses

Average EFL learner Response (SR)	Category
$SR < 50\%$	Not Positive
$50\% \leq SR < 70\%$	Less Positive
$70\% \leq SR < 85\%$	Positive
$SR \geq 85\%$	Very Positive

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. The Data Analysis of Test

First, the writer illustrated several steps in analyzing the data of pre-test. The first step, tabulated the data of pre-test after scoring it then from the table the writer determined the range of the score (R) and amount of interval class (I). Next, calculate the length of interval class (P). After that, substitute the score into the the frequency distribution. The last step, the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the EFL learners and to compare their average score of pre-test and post-test. In additional, standard deviation formula was used to count their individual measurement that calculated from mean and used t-score formula in order to know the diffrences between mean of pre-test and post-test. The following is the table of EFL learner's pre-test scores.

Table 4.1 the results of the students' pre-test score

No	Name	Organi- zation	Content	Gram- mar	Vocab	Total
1	SN	17	17	16	18	68
2	MFR	13	12	13	15	53
3	IM	14	14	13	13	54
4	MM	15	15	14	14	58
5	AS	14	15	13	15	57
6	PY	18	12	14	13	57
7	ZU	17	16	16	17	66
8	AU	15	16	13	14	58
9	AD	16	15	15	16	62
10	NGR	13	14	12	14	53
11	SRP	13	12	13	14	52
12	AR	12	12	11	13	48
13	R	13	12	13	13	51

Based on the table above, it could be seen that the highest score in pre-test was 68 and the lowest was 48. The data on the table can be arranged from the lowest score to the highest score as in following :

48	51	52	53	53
54	57	57	58	
58	62	66	68	

The purpose of arranging the score is to make the readers easier in seeing the highest score to the lowest score of pre-test. Then, determine the range of the pre-test by using the following formula:

$$\begin{aligned}
 R &= H - L \\
 &= 68 - 48 \\
 &= 20
 \end{aligned}$$

So, the range (R) of pre-test was 20. After finding the range, the next step is to find out the amount of interval class by using the following formula:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 I &= 1 + (3,3) \log 13 \\
 &= 1 + (3,3) (1,113) \\
 &= 1 + 3,672 \\
 &= 4,672 \text{ taken } 5
 \end{aligned}$$

Thus, the number of interval (I) was 5. By knowing the number of interval, the class interval can be counted by using the following formula:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 P &= \frac{20}{5} \\
 P &= 4
 \end{aligned}$$

It can be identified that the class interval (P) was 4, and the table of frequency distribution of the pre-test can be arranged as follow:

Table 4.2 the frequency distribution of pre-test

Data/Score	<i>f_i</i>	<i>x_i</i>	<i>Fix_i</i>	<i>x_i - x</i>	<i>(x_i - x)²</i>	<i>f_i (x_i - x)²</i>
48 – 51	2	49.5	99	-7.38	54.46	108.92
52 – 55	4	53.5	214	-3.38	11.42	45.68
56 – 59	4	57.5	230	0.62	0.384	1.53
60 – 63	1	61.5	61.5	4.62	21.34	21.34
64 – 67	1	65.5	65.5	8.62	74.30	74.30
68 – 71	1	69.5	69.5	12.62	159.26	159.26
Total	13	357	739.5			411.03

Based on the frequency of the EFL learners' pre-test score above, the mean score can be calculated by using the formula as in the following :

$$X = \frac{\sum f_i . x_i}{\sum f_i}$$

$$X = \frac{739.5}{13}$$

$$X = 56.88$$

After calculating the mean of EFL learners' pre-test, standard deviation (SD) was used to count how much an individual measurement should be expected to deviate from the mean on average. The following is the standard deviation formula of pre-test:

$$SD^2 = \frac{\sum f_i (x_i - x)^2}{N-1}$$

$$SD^2 = \frac{411.03}{13-1}$$

$$SD^2 = \frac{411.03}{12}$$

$$SD^2 = 34.25$$

$$SD^2 = \sqrt{34.25}$$

$$SD = 5.85$$

Second, the writer explained several steps in analyzing the data of post-test. The first step, tabulated the data of post-test then from the table the writer determined the range of the score (R) and amount of interval class (I). Next, calculate the length of interval class (P). After that, substitute the score into the the frequency distribution. The last step, the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the EFL learners and to compare their average score of pre-test and post-test. The following is the table of EFL learners' post-test score.

4.3 The results of the EFL learners' post-test score

No	Name	Organi- zation	Content	Gram- mar	Vocab	Total
1	SN	23	25	16	18	82
2	MFR	26	25	16	18	85
3	IM	29	28	17	18	92
4	MM	26	28	17	17	88
5	AS	24	25	15	17	81
6	PY	20	23	12	12	67
7	ZU	25	25	17	17	84
8	AU	25	24	15	16	80
9	AD	26	26	15	16	83
10	NGR	26	26	18	16	86
11	SRP	29	29	19	19	96
12	AR	25	24	16	17	82
13	R	24	24	15	16	79

Based on the table above, it could be seen that the highest score in post-test was 96 and the lowest was 67. In order to calculate the mean of the post-test score. The data on the table can be arranged from the lowest score to the highest score as in following :

67	79	80	81	82	82	83
84	85	86	88	92	96	

The purpose of arranging the score is to make the readers easier in seeing the highest score to the lowest score of post-test. Then, determined the range of the post-test by using the following formula:

$$\begin{aligned}
 R &= H - L \\
 &= 96 - 67 \\
 &= 29
 \end{aligned}$$

So, the range of post-test was 29. After finding the range, the next step is to find out the amount of interval class by using the following formula:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 I &= 1 + (3,3) \log 13 \\
 &= 1 + (3,3) (1,113) \\
 &= 1 + 3,672 \\
 &= 4,672 \text{ taken } 5
 \end{aligned}$$

Thus, the number of interval was 5. By knowing the number of interval, the class interval can be counted by using the following formula:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 P &= \frac{29}{5}
 \end{aligned}$$

$$P = 5.8 \text{ taken } 6$$

It can be identified that the class interval was 6, and the table of frequency distribution of post-test can be arranged as follow:

Table 4.4 the frequency distribution of post-test

Data/Score	<i>f_i</i>	<i>x_i</i>	<i>Fixi</i>	<i>x_i - x</i>	<i>(x_i - x)²</i>	<i>f_i(x_i - x)²</i>
67 - 72	1	69.5	69.5	-14.3	204.49	204.49
73 - 78	0	75,5	0	-8.3	68.89	0
79 - 84	7	81,5	570.5	-2.3	5.29	37.03
85 - 90	3	87,5	262.5	3.7	13.69	41.07
91 - 96	2	93,5	187	9.7	94.09	188.18
Total	13	407.5	1089.5	-11.5	386.45	470.77

Based on the frequency of the EFL learners' post-test score above, the mean score can be calculated by using the formula as in the following :

$$X = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

$$X = \frac{1089.5}{13}$$

$$X = 83.80$$

After calculating the mean of EFL learners' post-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The following is the deviation standard formula of post-test:

$$SD^2 = \frac{\sum f_i (x_i - x)^2}{N - 1}$$

$$SD^2 = \frac{470.77}{13 - 1}$$

$$SD^2 = \frac{470.77}{12}$$

$$SD^2 = 39.23$$

$$SD = \sqrt{39.23}$$

$$SD = 6.26$$

To know there is a significant difference between pre-test and post-test after using GOs in helping EFL learners generate idea in speaking, t-score formula was used, as the follow:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = \frac{83.80 - 56.88}{\sqrt{\left(\frac{39.23}{12}\right) + \left(\frac{34.25}{12}\right)}}$$

$$t - score = \frac{26.92}{\sqrt{3.26 + 2.85}}$$

$$t - score = \frac{26.92}{\sqrt{6.11}}$$

$$t - score = \frac{26.92}{2.47}$$

$$t - score = 10.89$$

The last step is interpreting the t_o by determining degree of freedom (df) as the following formula:

$$df = N - 1$$

$$= 13 - 1 = 12$$

Examining the value of t-test by referring to the value of the t-table examine in the significant level of 0,5% ($\alpha=0,05$). The value of the t-table showed that the critical score for differentiation score 12 in the level of 0,5% is 1.78 and the value of t-test obtained from the calculation is 10.89. So, the value of t-test is higher than the value of the t-table in level of 0,05% where the value of t-test is 10.89 and the value of the t-table is 1.78. If the value of t-test is higher than the value of t-table, this indicate that using GOs help EFL learners' achievement significantly. In conclusion, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is refused. This

means that the implementation of GO can help EFL learners' generate idea in speaking.

B. The Data Analysis of Questionnaire

The response of students when generating idea using GOs approach is assessed through 10 aspects. The results of student responses are presented in Table 4.8 below.

Table 4.5. Percentage of EFL Learner's Perception on Generating Ideas by Using Graphic Organizers in Speaking

NO	Aspects asked	EFL Learners Response		Positive Response
		Yes	No	
1	Apakah Anda pernah mendengar metode pembelajaran <i>Graphic Organizer</i> sebelum dilakukan treatment oleh peneliti?	6	7	46%
2	Apakah Anda pernah mencoba metode pembelajaran <i>Graphic Organizer</i> sebelum dilakukan treatment oleh peneliti?	3	10	23%
3	Menurut Anda, apakah metode <i>Graphic Organizer</i> cocok digunakan dalam menghasilkan ide di <i>speaking</i> ?	13	0	100%
4	Apakah Anda sangat terbantu dalam menghasilkan ide ketika berbicara Bahasa Inggris dengan menggunakan media <i>Graphic Organizer</i> ?	13	0	100%
5	Apakah <i>Graphic Organizers</i> dapat menghubungkan bagian-bagian informasi yang Anda bicarakan?	13	0	100%
6	Apakah ide Anda teratur ketika berbicara di depan kelas sebelum menggunakan <i>Graphic Organizers</i>	7	6	53%
7	Apakah ide Anda teratur ketika berbicara di depan kelas setelah menggunakan <i>Graphic Organizers</i>	13	0	100%
8	Apakah Anda berani berbicara bahasa inggris di depan kelas setelah menggunakan <i>Graphic Organizers</i>	13	0	100%
9	Setujukah Anda apabila <i>Graphic Organizer</i> dijadikan metode pembelajaran wajib di institusi ini?	13	0	100%
10	Apakah metode <i>Graphic Organizer</i> memberikan dampak positif terhadap prestasi Anda dalam menghasilkan ide di <i>speaking</i> ?	13	0	100%
Overall percentage average				82%

The results of the analysis of student responses regarding the learning process by using one of the GOs models showed that more than 82% of students expressed a

positive response to the learning process and learning devices. Positive responses from students indicate that the method can help students generate ideas and make students happy and enthusiastic in learning. Then, the results of the response indicate students can accept the GOs learning model, so that students are expected to get better learning outcomes.

C. Discussion

This research used one of GO tools as media in helping EFL learners' generate idea in speaking. This research conducted with 13 samples from year 2018 International Tourism College EFL learners and successfully collected the data using tests and questionnaire as instruments. Based on the result of pre-test and post-test, it could be stated that GO media had help the ability of EFL learners in generating idea in speaking. It was proved by the mean of post-test (83.80) was higher than pre-test (56.88). Although when teaching there are some of them who still have difficulties generating ideas in speaking by using a GO but after explanation and some examples of how to generate ideas using this media they become more understanding and master the material.

The results obtained by researchers from this study show similarity in the research conducted by Mirza (2016). The difference between the two studies conducted by the two researchers is on the method used and the sample studied. The results of Mirza's research showed that students experienced improvements after getting treatment. It is indicated by the results of the data obtained after the test and interviews that indicate that students give positive responses. It strengthens the hypothesis of this research that GOs can help students improve their language skills and their ability to produce ideas in speaking.

Based on the observation during teaching experimental, many of them began to feel enjoy in speaking which they did not feel stress in generating idea because they had already got the ideas of the content and organization from GO. According to the data from questionnaire analysis, almost all students had the positive responses toward GOs strategy to help students generate idea in speaking. Students easier to organize their idea, they would get new vocabulary and perceived that they speak more organize. Besides, they thought that GOs assisted them to generate their ideas in speaking ability.

There were many advantages of using GO during teaching speaking. First, using GO in speaking can help the EFL learners get the ideas easily which they were directly involved to GO. Then, they felt enjoying and comfortable in speaking because they have already got the ideas. Those feeling were really important in producing good idea. The last, they can apply this media in improving their daily speaking. Furthermore, there were many obstacles that the writer found during teaching speaking by using GOs. First, many of them lacked of vocabularies so they had to looked up at the dictionary. Second, they ran out of time preparing materials of the pre-test and post-test that the writer asked because they had got so many ideas to fill in. Over all, they were enjoy using this media to help them to generate idea in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data and discussing the result in the previous chapter, the writer would like to draw conclusions as follow:

1. Implementing GO strategy can help EFL learners generate idea in speaking for Airline Staff Class at International Tourism College. Based on the result of EFL learners' post-test score, it showed that it was higher than pre-test scores in experiment class (mean of post-test was 90.07 while mean of pre-test was 66.92). Also, the improvement of EFL learners' generating idea in speaking ability was showed in *t-test* calculation where *H_a* (Implementing GO strategy can help them generate idea in speaking) is accepted. In other words, using GOs as a strategy in teaching English speaking will improve EFL learners' generate idea ability in speaking.
2. Generally, the EFL learners perceived that GO assisted them to improve their generate idea ability in speaking, they believed that GOs help them to generate idea. Before they use GOs, they perceived speaking is difficult especially in generating idea and organize it. Commonly, GOs use a word in a blank shape to replace long sentences of main topic, the words help EFL learners to think better and to limit a topic. Then, it makes them easier to develop idea. As the result, their speaking will be systematically and fluently organized.

B. Suggestions

Based on the result from the tests and questionnaire, the writer would like to offers several suggestions:

1. Teachers might use GOs strategy as their reference in teaching speaking for their EFL learners.
2. For researchers, the researchers can use this research for further study about implementing GOs strategy in others skills, such as writing, listening, and speaking.

REFERENCES

- Al-Hinnawi, A.N. (2012). The Effect of the Graphic Organizers on University Students' English Vocabulary Building. *English Language Teaching*, 5(12), 62-69. doi: 10.5539/elt.v5n12p62.
- Audi, R. (1995). *The Cambridge Dictionary of Philosophy* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.
- Brown, H. D. (1994). *Teaching by principles*. New Jersey: Prentice Hall.
- Brown, H.D. (2004). *Language assessment: principle and classroom practice*. New York: Longman.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). White Plains, NY: Pearson Education.
- Buckhold, E. (2008). Graphic Organizers [pdf]. Retrieved from file:///G:/graphic_organizers%20by%20Elizabeth%20Buckhold.pdf
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Buzan, T. (1993). *The mind map book: How to use radiant thinking to maximize your brain's untapped potential*. New York: Penguin Group
- Bygate, M. (2003). *Speaking* (10th ed.). New York: Oxford University Press. Retrieved from <https://www.scribd.com/document/247899775/Bygate-Speaking-Chapter-2>
- Carter, R. & McCarthy, M. (1995). Grammar and spoken language. *Applied Linguistics*, 16 (2), 141-158.
- Cassidy, J. (1991). Using graphic organizers to develop critical thinking. *Gifted Child Today*, 12(6), pp.34-36.
- Cheung, Y.L. (2008). Teaching Effective Presentation Skills to ESL/EFL Students. *The Internet TESL Journal*, 14(6). Retrieved from <http://iteslj.org/Techniques/Cheung-PresentationSkills.html>.
- Clark, H.M., & Clark, E.V. (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich.
- Cohen, A. (1996). Developing the ability to perform speech acts. *Studies in Second Language Acquisition*, 18 (2), 253-267.
- Condidorio, K. (2010). *The Usefulness of Graphic Organizers in Enhancing Science Learning*. (Unpublished Master's Thesis). St. John Fisher College, East Avenue, Rochester, New York. paper 111.
- Creswell, J. W., (2007), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (3rd ed.) Boston: Pearson.

- Creswell, J. W., (2008), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.) Boston: Pearson.
- Dahan, E., & Hauser, J.R. (2001). Product Development-Managing a Dispersed Process. Retrieved from [http://www.mit.edu/~hauser/Papers/Dahan-Hauser New Product in Handbook050702.pdf](http://www.mit.edu/~hauser/Papers/Dahan-Hauser%20New%20Product%20in%20Handbook050702.pdf)
- Davies, M. (2010). Concept mapping, mind mapping and argument mapping: What are the differences, and do they matter? *Higher Education*, 62(3), 279–301, <http://dx.doi.org/10.1007/s10734-010-9387-6>.
- Davies, P. & Pearse, E. (2000). *Success in English Teaching*. New York: Oxford University Press.
- Departemen Pendidikan Nasional. (2006). *Silabus KTSP; Mata Pelajaran Bahasa Inggris SMK*. Jakarta: Departemen Pendidikan Nasional.
- Dorothy. (2015, July 20). *Advantages and Disadvantages of Mind Mapping Tools*. Retrieved from <http://ekpenso.com/advantages-and-disadvantages-of-mind-mapping-tools/>
- Dutch, M.L. (2008). *An Introduction to Graphic Organizers*. Retrieved from <https://petakonsepanakbangsa.net/2008/02/01/graphic-organizers/>
- Educ, J.C. (2008). Using Problem-Solution maps To Improve Students's Problem-Solving Skills. *Chemical Education Research*, 85(3), 381. doi: 10.1021/ed085p381.
- Eliza. (2013). *A History of the Venn Diagram*. Retrieved from <https://www.lucidchart.com/blog/history-of-the-venn-diagram>
- Griffiths, C. Buzan, T. (2010). *Mind Mapping, Brainstorming and Project Planning Software*. Retrieved from <https://imindmap.com/>
- Hadiwijono, Dr. H. (2005). *Sari Sejarah Filsafat Barat I*. Penerbit Kanisius: Yogyakarta.
- Harmer, J. (2003). *The Practice of English Language Teaching*. (3rd. ed). Harlow: Pearson Education Limited.
- Harmer, J. (2003). *The Practice of English Language Teaching* (3rd ed.). Harlow: Pearson Education Limited.
- Holmes, D. (2004). *Speaking Activities for Classroom*. Retrieved from http://www.finchpark.com/courses/tkt/Unit_08/speaking_activities.pdf
- Ilie, G., & Ciocoiu, C.N. (2010). Application of Fishbone Diagram to Determine The Risk of An Event with Multiple Causes. *Management Research and Practice*, 2(1), 1-20.
- Inspiration Software. Inc. (2018). *Teaching and Learning with Graphic Organizers*. Retrieved from <http://www.inspiration.com/visual-learning/graphic-organizers>

- John, Ika. (2014, June 6). *Kesulitan Dalam Mengungkapkan Ide Dalam Bahasa Inggris*. Retrieved from <http://ikajohn.blogspot.com/2014/06/makalah-kesulitan-mengungkapkan-ide.html>
- Jordan, R.R. (1997). *English for Academic Purposes: A Guide and Resources Book for Teachers*. London: Cambridge University Press.
- Kahn, K.B. (2012). *The PDMA handbook of new product development*. Hoboken, NJ: John Wiley & Sons, Inc.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *Internet TESL Journal*. 12(11). Retrieved from <http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>
- [Khabibah, Siti, 2006. *Pengembangan Model Pembelajaran Matematika dengan Soal Terbuka untuk Meningkatkan Kreativitas Siswa Sekolah Dasar*. \(Unpublished Doctoral dissertation.\) Program PascaSarjana Universitas Negeri Surabaya, Surabaya.](#)
- Kim, A., Vaughn, S., Wanzek, J., Wei, S. (2004). Graphic Organizers and Their Effects on Reading Comprehension of Students with LD. *Journal of Learning Disabilities*, 37(2), 105-118.
- King, J. (2002). Preparing EFL Learners for Oral Presentations. *Dong Hwa Journal of Humanistic Studies*. 8(3), 401-418. Retrieved from <http://ir.ndhu.edu.tw/bitstream/987654321/4403/1/4-401-418.PDF>
- Lightbown, P. & Spada, N. (1999). *How language are learned*. Oxford: Oxford University Press.
- Lupiana, N. (2015). *Types of Graphic Organizers on Storyboard That*. Retrieved from <https://www.storyboardthat.com/articles/e/graphic-organizers>
- Marzano, Robert, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development.
- McBride, R. (2007, July 26). *Auditing Classes Helps ESL Students Work Harder*. Retrieved from <http://insights-into-tefl.blogspot.com/2007/07/auditing-classes-helps-esl-students.html>
- McKnight, K.S. (2010). *The Teacher's Big Book of Graphic Organizers*. United States of America: Jossey-Bass.
- McNeely, L. (2017). *Weaving Ideas with Spider Diagrams*. Retrieved from <https://www.lucidchart.com/blog/weaving-ideas-with-spider-diagrams>
- Miftah, R., & Orlando, A.R. (2016). Penggunaan Grpahic Organizers Dalam Meningkatkan Kemampuan Representasi Matematis Siswa. *Jurnal Pendidikan Matematika & Matematika*, 2(2), 72-89. doi: 10.24853.
- Nordquist, R. (2017). *Problem-Solution (Composition) : Glossary of Grammatical and Rhetorical Terms*. Retrieved from <https://www.thoughtco.com/problem-solution-composition-1691539>

- Novasari, A. (2018). Penerapan Mind Map Untuk Pembelajaran Keterampilan Berbicara Bahasa Jerman Siswa Kelas XI-Bahasa SMAN 1 Gedangan Sidoarjo. *Laterne*, 7(1). 93-96
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge, United Kingdom: Cambridge University Press.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Massachusetts: Heinle & Heinle.
- Ogle, D.M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39(6), 564–570.
- Otoshi, J., & Heffernan, N. (2007). An Analysis of Peer Assessment in EFL College Oral Presentation Classrooms. *The Language Teacher*. 31(11). 3-8. ISSN: 0289-7938.
- Panggabean, M. (1981). *Language Influence and Role*. New York: Scholastic.
- Peck, S. (2001). Developing children's listening and speaking in ESL. In Murcia, M. C (Ed. 2001), *Teaching English as a Second or Foreign Language* (pp. 139-149). Boston: Heinle & Heinle.
- Pettinger, K. K. S., Miller, M. C., & Mott, J. (2004). Using Real-World Standards to Enhance Students' Presentation Skills. *Business Communication Quarterly*, 67(3), 327-336. doi: 10.1177.
- Peterson, J. (2018). 200+ Good Impromptu Speec Topics in My Speech Class. Retrieved from <http://www.myspeechclass.com/impromptu-speech-topics.html>.
- Pineda, R.C. (1999). Enhancing Interactive Learning during Student Presentations. *Journal of Management Education*, 23(5), 618-622. doi: [10.1177](https://doi.org/10.1177).
- Robinson, D.H., Katayama, A.D., Beth, A., Odom, S., Hsieh, Y., & Vanderveen, A. (2006). Incereasing Text Comprehension and Graphic Note Taking Using a Parial Graphic Organizer. *Education Research*. 100(2), 103-111. doi: 10.3200.
- Sazdovska, J. (2007). *How Are Presentation Skills Taught?* (Doctoral dissertation). Retrieved from <http://www.nytud.hu/alknyelvdok/proceedings07/Sazdovska.pdf>. (ISBN 978-963-9074-44-6)
- Spencer, J. R., Anderson, K. M., & Ellis, K. K. (2013). Radiant thinking and the use of the mind map in nurse practitioner education. *The Journal of Nursing Education*, 52(5), 291–293, <http://dx.doi.org/10.3928/01484834-20130328-03>
- Sudjana. (2002). *Metode Statistika*. Bandung: Tarsito.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif dan Kualitatif*. Bandung: Alfabeta.
- Tarigan, D., & Tarigan, H. D. (1987). *Teknik Pengajaran Ketrampilan Berbahasa*. Bandung: Angkasa.

- Tayib, A. M. (2015). The Effect of Using Graphic Organizers on Writing (A Case Study of Preparation College Students at UMM-Al-Qura University. *International Journal of English Language Teaching*, 3(1), 11-31. Retrieved from <http://www.eajournals.org/wp-content/uploads/The-Effect-Of-Using-Graphic-Organizers-On-Writing2.pdf>
- Thakur, S., & Edward, G. (2010). *Sample of an Event Chain Diagram*. Retrieved from <https://www.brighthubpm.com/templates-forms/94977-sample-of-an-event-chain-diagram/>
- Thrower, J.W.N. (2008). *Maps & Civilization : Cartography in Culture and Society* (3rd ed.). Chicago: The University of Chicago Press. Retrieved from https://books.google.co.id/books?id=cGeCNa_vookC&pg=PA95&redir_esc=y#v=onepage&q&f=false
- Tiro, M.A., & Ahmar, A.S. 2014. *Penelitian Eksperimen: Merancang, Melaksanakan dan Melaporkan*. Makassar: Andira Publisher.
- Trott, P. (2012). *Innovation management and new product development* (5th ed.). Harlow, England: FT/Prentice Hall.
- Ubay, F. (2015). *Cara Mudah Menghasilkan Ide Kreatif*. Retrieved from <https://id.linkedin.com/pulse/cara-mudah-menghasilkan-ide-kreatif-fahri-ubay>
- Ubay, F. (2015, February 17). *Cara Mudah Menghasilkan Ide Kreatif*. Retrieved from <https://id.linkedin.com/pulse/cara-mudah-menghasilkan-ide-kreatif-fahri-ubay>
- Vocabulary.com. *Monologue*. Retrieved from <https://www.vocabulary.com/dictionary/monologue>
- Watson, G. (2004). The Legacy Of Ishikawa. *Quality Progress* 37(4), 54-47.
- Wibowo, W. (2001). *Manajemen Bahasa*. Jakarta: Gramedia.
- Wikipedia. *A Sequential Episodic Map*. Retrieved from https://en.wikipedia.org/wiki/Sequence_Organizers
- Wikipedia. *Fishbone diagrams*. Retrieved from https://en.wikipedia.org/wiki/Ishikawa_diagram#cite_note-1
- Wikipedia. *Mind map*. Retrieved from https://en.wikipedia.org/wiki/Tony_Buzan
- Williams, C. (2007). Research Method. *Journal of Business & Economic Research*, 5(3), 65-72.
- Young, L. (2010, July 28). *Human Interact Outline*. Retrieved from <https://sites.google.com/site/contentarealiteracy2009to2010/home/math-and-literacy/teaching-literacy-in-a-math-class/math-literacy-skills/how-to-write-reflective-summaries-in-a-math-journal/human-interaction-outline>
- Yuan, F., & Ellis, R. (2003). The Effects of Pre-task Planning and On-line Planning on Fluency, Complexity and Accuracy in L2 Monologic Oral Production. *Applied Linguistics*, 24(1), 1-27. Retrieved from https://sangu.ge/images/Linguistics_1.pdf

Yule, G. (1989) "The Spoken Language". *Annual Review of Applied Linguistics*, 10(2), 163-173.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12475/UN.08/FTK/KP.07.6/11/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 21 September 2016

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/9586/2016 tanggal 18 Oktober 2016

Menunjuk Saudara:

1. Fitriah, M.Pd

Sebagai Pembimbing Pertama

2. Yuni Setianingsih, M.Ag

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Siti Hajar Basyaruddin

NIM : 231222656

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Implementation of Graphic Organizers to Help Students Generate Ideas in Speaking

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 November 2018

An. Rektor
Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-12916/Un.08/Tu-FTK/TL.00/11/2018

23 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Siti Hajar Basyaruddin
N I M : 231 222 656
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Tengku Meulagu No.04 Jeulingke Banda Aceh

Untuk mengumpulkan data pada:

International Tourism College Aceh (ITC)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Graphic Organizers to Help Students Generate Ideas in Speaking

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali

BAG UMUM BAG UMUM

Kode 5493



INTERNATIONAL
TOURISM
COLLEGE

SURAT KETERANGAN

Nomor: 02.0878/Sket/ITC-1.5/ I/2019

Yang bertanda tangan dibawah ini General Manager International Tourism College Aceh, menerangkan bahwa:

Nama : Siti Hajar Basyaruddin
Nim : 231222656
Prodi/Jurusan : Pendidikan Bahasa Inggris

yang bersangkutan adalah benar telah melakukan penelitian dan pengumpulan data terhadap mahasiswa/mahasiswi kampus International Tourism College (ITC) Banda Aceh dalam rangka penyusunan skripsi yang berjudul:

The Implementation of Graphic Organizers to Help Students Generate Idea in Speaking

Demikian lah surat ini kami buat untuk dapat digunakan seperlunya.

Banda Aceh, 02 Januari 2019



Marthunis, S.Pdi
General Manager

LESSON PLAN

A. IDENTITY

Subject : Bahasa Inggris
Institution : International Tourism College
Class : Aviation Course
Activity : Treatment and Quiz
Meeting : 2nd (Second)
Time : 1 hour

B. OBJECTIVE

To help the EFL Learners understand the function of graphic organizers and to help them to generate idea in speaking using graphic organizers.

G. ACTIVITY

Activities	Method	Duration
1. Researcher convey learning objectives 2. Researcher explain about Graphic Organizers a. How many parts of the Graphic Organizers b. What is the difference between each Graphic organizers	Discussion	15 Minutes
3. Researcher divide EFL Learners into predetermined groups 4. Researcher distribute worksheet. EFL Learners looks at the work sheet they have received 5. Researcher gives a brief explanation on how to work on the worksheet 6. Researcher invited EFL Learners to work on LKS in accordance with the instructions 7. Researcher asks EFL Learner each group to send their representative forward to present the worksheets that have been done	Discussion and Quiz	40 Minutes
8. After completion, researcher and EFL Learners discuss the results of the presentation. 9. Researcher directs EFL Learners to provide feedback 10. Researcher gives the information about the next meeting	Closing	5 Minutes

LESSON PLAN

A. IDENTITY

Subject : Bahasa Inggris
Institution : International Tourism College
Class : Aviation Course
Activity : Treatment and Quiz
Meeting : 3rd (Third)
Time : 1 hour

B. OBJECTIVE

To help the EFL Learners understand the function of graphic organizers and to help them to generate idea in speaking using graphic organizers.

C. ACTIVITY

Activities	Method	Duration
11. Researcher conveys learning objectives 12. Researcher reviews last meeting activities	Discussion	15 Minutes
13. Researcher divide EFL Learners into predetermined groups 14. Researcher distribute worksheet. EFL Learners looks at the work sheet they have received 15. Researcher gives a brief explanation on how to work on the worksheet 16. Researcher invited EFL Learners to work on LKS in accordance with the instructions 17. Researcher asks EFL Learner each group to send their representative forward to present the worksheets that have been done	Discussion and Quiz	40 Minutes
18. After completion, researcher and EFL Learners discuss the results of the presentation. 19. Researcher directs EFL Learners to provide feedback 20. Researcher gives the information about the next meeting	Closing	5 Minutes

LIST OF THE PRETEST AND POSTTEST TOPICS

Choose one of the topics randomly. Present it in front of the class. You have approximately 5 minutes to prepare the motion and 5 - 7 minutes maximum to present it. Goodluck!

Persuasive

1. Why manners are important
2. Tax incentives for international adoption
3. Why the government should cut off all foreign aid to dictatorships
4. Standardized tests aren't fair metrics when gauging a teacher's effectiveness
5. Girls should be allowed on high school football teams
6. Calorie counts should be listed on fast food menus
7. The current tax system harms the working middle class
8. Why churches shouldn't have to pay taxes
9. Yes, motherhood is still valued in today's society
10. The need for effective cyber security protocols

Debate

1. Is it really that great being young?
2. Why do teenagers smoke?
3. What human quality do we need more of?
4. Are self-driving cars the future?
5. Why is a sense of humor important?
6. Why is voting important?
7. Are professional athletes paid too much?
8. Is it ever okay to lie?
9. Wisdom vs. intelligence
10. Real vs. fake Christmas trees

Personal

1. Your favorite nickname
2. My best job ever
3. Your first memory
4. The most successful person you know
5. My favorite season
6. My biggest concern for the future is...

7. If I ruled the world...
8. The most difficult thing I've ever done
9. Three things you do well
10. Ghosts you'd like to meet

Business

1. Best bank to get a mortgage through
2. Personal finance advice
3. Internal auditing
4. How to prevent financial fraud
5. Improving ROI (return on investment)
6. Importance of social media in marketing
7. Decreasing production costs
8. Most strategic e-marketing solutions
9. Management strategies
10. How to handle government regulations

How-To

1. How to make your favorite meal
2. How to start an online blog
3. How to prepare your yard for fall
4. How to apply for a job
5. How to walk gracefully
6. How to ace a job interview
7. How to repair a car
8. How to become a published writer
9. How to apply for college
10. How to draw a picture

Humorous

1. Share something unusual about yourself.
2. Talk about a nickname you have and how you got it.
3. What is the biggest effect of the internet?
4. Three things that scare me.
5. If I were in charge of school lunches...

6. Could we really say to our bosses what's on our mind?
7. Favorite cartoon character growing up
8. How to impress your parents.
9. Is a glass half full or half empty?
10. Describe the ideal pet.

General

1. What you like and dislike on participating in a picnic in the woods.
2. What you did last weekend.
3. Why grandma's baked chocolate chip cookies, cakes and brownies always taste and smell good.
4. Why it is okay that parents decide and not kids.
5. The good and bad things of dogs.
6. How a rainbow arises in the sky while it is raining.
7. Why seeing a dentist two times a year is a must.
8. Your morning routine.
9. How and why earthquakes happen.
10. Why you should know the main cities and capitals of the world.

Adopted from Peterson (2018).

Rubric of scoring speaking test

Aspects	Score	
Organization: Introduction, Body, and Conclusion	30 – 18 Excellent to Good	Appropriate title, introductory is stated, topic is implied, transitional expressions used, arrangement of material shows plan, and conclusion complete.
	17 – 15 Good to Adequate	Adequate tittle, introduction and conclusion, body of essay acceptable, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or misused.
	14 – 12 Adequate to Fair	Mediocre or scant introduction or conclusion, problem with the order of ideas in the body, and the problem of organisation interfere.
	11 – 6 Fair to Poor	Minimalyy recognizable introduction, organization can barely be seen, severe problems with ordering of ideas, conclusion weak, inadequate effort at organization.
	5 – 1 Very poor	Absence of introduction or conclusion, no apparent organization of body, writer has not made any effort to organize the composition (could not be outlined by reader).
Content: Logical development of ideas	30 – 18 Excellent to Good	Essay adresses the topic, the ideas are thoroughly developed, essay reflect thought.
	17 – 15	Essay adressses the issues

Grammar	Good to Adequate	but misses some points, and ideas could be more fully developed.
	14 – 12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic, paragraphs aren't divided exactly right.
	11 – 6 Fair to Poor	Ideas incomplete, essay does not reflect thinking or was hurriedly written, inadequate effort in area of content.
	5 – 1 Very poor	Essay is completely inadequate, no apparent effort to consider the topic carefully.
	20 – 18 Excellent to Good	Correct use of preposition, modals, articles, verb forms, and tenses sequencing, no fragments or run on sentences.
	17 – 15 Good to Adequate	Some grammar problems don't influence communication and no fragments run on sentences.
	14 – 12 Adequate to Fair	Ideas are getting through to the reader, grammar problems are apparent and have negative effect on communication, run on sentences or fragments present.
	11 – 6 Fair to Poor	Numerous serious grammar problems interfere with communication of the writer's ideas, grammar review of areas clearly needed, difficult to read sentences.
	5 – 1	Severe grammar problems

Vocabulary	Very Poor	interfere greatly with the message, reader can't understand what the writer was trying to say, unintelligible sentence structure.
	20 – 18 Excellent to Good	Precise vocabulary usage, use of parallel structures, concise.
	17 – 15 Good to Adequate	Attempts variety, good vocabulary, not a word, and style fairly concise.
	14 – 12 Adequate to Fair	Some vocabulary misused and be many words.
	11 – 6 Fair to Poor	Poor expression of ideas, problem in vocabulary, and lacks variety of structure.
	5 – 1 Very Poor	Inappropriate use vocabulary, and no sentence variety.

Adopted from Brown (2004)

ANGKET “Persepsi peserta didik EFL dalam menghasilkan ide dengan menggunakan *Graphic Organizer* di *Speaking*”

Nama :

Petunjuk :

1. Sebelum menjawab angket, isilah nama anda.
2. Pilihlah jawaban yang paling sesuai dengan kondisi anda saat ini, dengan cara memberi tanda (√) pada pilihan yang diberikan.

No.	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah Anda pernah mendengar metode pembelajaran <i>Graphic Organizer</i> sebelum dilakukan treatment oleh peneliti?		
2	Apakah Anda pernah mencoba metode pembelajaran <i>Graphic Organizer</i> sebelum dilakukan treatment oleh peneliti?		
3	Menurut Anda, apakah metode <i>Graphic Organizer</i> cocok digunakan dalam menghasilkan ide di <i>speaking</i> ?		
4	Apakah Anda sangat terbantu dalam menghasilkan ide ketika berbicara Bahasa Inggris dengan menggunakan media <i>Graphic Organizer</i> ?		
5	Apakah <i>Graphic Organizers</i> dapat menghubungkan bagian-bagian informasi yang Anda bicarakan?		
6	Apakah ide Anda teratur ketika berbicara di depan kelas sebelum menggunakan <i>Graphic Organizers</i>		
7	Apakah ide Anda teratur ketika berbicara di depan kelas setelah menggunakan <i>Graphic Organizers</i>		
8	Apakah Anda lebih berani berbicara bahasa inggris di depan kelas setelah menggunakan <i>Graphic Organizers</i>		
9	Setujukah Anda apabila metode <i>Graphic Organizer</i> digunakan di dalam speaking oleh semua guru dan pelajar?		
10	Apakah metode <i>Graphic Organizer</i> memberikan dampak positif terhadap prestasi Anda dalam menghasilkan ide di <i>speaking</i> ?		

Adopted from Novasari (2018)

RESEARCH PHOTOS







AUTHOBIOGRAPHY

Name : Siti Hajar Basyaruddin
Place / Date of Birth : Kuala Lumpur, Selangor Darul Ehsan, Malaysia / April 9th, 1992
Sex : Female
Religion : Islam
Nationality / Ethnicity : Indonesia / Acehnese
Marital Status : Single
Address : Jl Tgk Meulagu, No.4, Kec Syiah Kuala, Banda Aceh
Occupation : Student of Faculty of Education and Teacher Training
Department of English Language Education

Parents

- a. Father's name : Basyaruddin
- b. Mother's name : Safriyani
- c. Father's occupation : Bussinessman
- d. Mother's occupation : Businesswoman
- e. Address : Jl Tgk Meulagu, No.4, Kec Syiah Kuala, Banda Aceh

Education Bakcground

- a. Elementary School : Ma'ahad Al-Ehya Ass-Sharif Perak Malaysia (2005)
- b. Junior High School : Ma'ahad Al-Ehya Ass-Sharif Perak Malaysia (2008)
- c. Senior High School : MAS Darul Ulum (2011)
- d. University : UIN Ar-Raniry, Fakultas Tarbiyah dan Keguruan, Pendidikan B.Inggris (2019)

Banda Aceh, January 23rd, 2019

Siti Hajar Basyaruddin