THE EFFECT OF GRAPHIC ORGANIZERS, GUIDED WRITING STRATEGIES, AND READING LEVELS ON THE WRITING ACHIEVEMENT OF THE FOURTH SEMESTER STUDENTS OF PGMI PROGRAM AT IAIN RADEN INTAN LAMPUNG

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Abstract

The strategies are needed in teaching process; the teacher must decide the strategies best suited for the writing skills of each process. Therefore, Graphic Organizers and Guided Writing strategies are strategy to assist the students in writing process. The objectives of the study were aimed in improving the student's writing achievement by using Graphic Organizer and Guided Writing strategies and highlighting the significant interaction effect of Graphic Organizers and Guided Writing strategy and Students' Reading Levels on Writing Achievement. Sixty students of PGMI Program at IAIN Raden Intan Lampung were chosen randomly based on their reading levels. The data were collected through pretest and posttest. The result showed that there was a significant difference in writing achievement after they were taught by using Graphic Organizer and they were taught by Guided Writing and between the students who were taught by using Graphic Organizer group and those who were taught by Guided Writing strategies.

Keywords: *Graphic Organizer, Guided Writing strategy, students' reading levels, writing achievement.*

1. Introduction

Reading is the key of learning. By reading, people can get a lot of information. According to Aebersold (1997, p. 15), "Reading is what happens when people look at a text and assign meaning to the written symbols in that text." Therefore, the readers can get the meaning of what they read. In other words, reading is the ability to draw meaning from the printed page and interpret the meaning or information appropriately (Grabe & Stoller, 2002), and it is something crucial and indispensable for students because the success of their study in any field depends on the greater part of their reading skill.

Reading is not a simple activity. "Reading is an active process that requires a great deal of practice and skill" (Moreillon, 2007, p.12). According to Hillerich (1983, p. 125), "The major goal for any reading activities is comprehension". However, to comprehend what is being read is not easy, especially if it is reading in a foreign language, such as English. Therefore, students as readers need a comprehension strategy to understand the text they read because reading comprehension is an important aspect to develop students' ability to read with understanding. This is supported by Barr, Sadow, and Blachwicz (1990) who state that reading is an active process in which readers interact with the text to reconstruct the message of the author or writer. In sum, reading comprehension is the readers' reading activity to find the message of the text, understand the meaning, and reconstruct the ideas. Therefore, in a reading process, students should understand the meaning of language that is used in text in order to comprehend the content of the text and state it by using their own words.

Furthermore, reading comprehension helps students form ideas that they can express in their writing. "Writing can be such an exciting adventure for students who have a firm idea of what to write about and how to get started" (Roberts, 2004). Roberts (2004, p. 7) claims that "learners are called successful learners when they are able to use the language which is well written". Similarly, Harmer (2004) believes

that the use of coherent and cohesive composition is very important so that the readers understand what they write. Coherent writing makes sense because of the sequence of ideas and points are easy to follow. In addition, cohesive is a more technical matter since the writer concentrates on the various linguistic ways of connecting ideas across phrases and sentences (Harmer, 2004).

Moreover, Myles (2002) claims that most students in ESL' writing classes hate this lesson because they have difficulties in getting started, finding the right words, and developing topics when they began to write and express their ideas. Furthermore, Setiawan (2008) shows that writing is the most difficult academic lesson and most students in Indonesia at the university level avoid this activity. The level of their writing is low; their difficulties are not only in arranging the sentences grammatically, but also in choosing the suitable words in their composition. In addition, writing is difficult for the students because do not do enough reading. The more students read, the more input of information or knowledge they gain. The inputs help students to explore new ideas and modify initial notions they have found. However, the pathetic fact of reading literacy level of Indonesia, students is ranked 64th out of 65 countries or below average level (PISA, 2012). It means that the low writing skill of Indonesian students has caused the less input that they have to construct meaning. In addition, being poor in grammar, vocabularies, getting started and organizing ideas into well-organized writing were some points that make writing is difficult for the learners.

Likewise, the problems also happen in the skill of writing to publish in English. It is proved by the publication of books each year. Annual report October 2013 – October 2014 from International Publisher Association (IPA) showed a number of books published in Indonesia only 30.000 per year. It is still low compared with other countries in the world, such as English people publish 184.000 books. Moreover, Americans publish 304.912 books per year, Chinese publish 444.000 books, and Russians publish 101.981 books. In addition, Taufik Ismail's study

showed that writing competence of the Indonesian's student is the lowest in Asia due to lack of reading of the students (cited by Sudaryat, 2010, p. 86).

The same problem in reading also happens to the students of IAIN RadenIntan Lampung. The result of IRI test using passages prepared by Burn and Roe (1999) given by the writer to the 4th Semester Students of PGMI Program at IAIN RadenIntan Lampung showed that only 40% of the students were able to achieve level 4. This means that it was equal to 4th graders of English Native Speakers. For writing, it is also found that the average score of the students writing was 5.45. From the interview with some of the lecturers who teach English subject in PGMI program, it was found that the process of teaching and learning English towards students of PGMI program did not focus on teaching productive skills, especially either writing a paragraph or an essay. They only focused on teaching the basic aspects of English, like vocabulary and grammar. Students were rarely to write a paragraph.

Those results of studies confirm that the students still have problems in English reading and writing. Ormrod (2012) states the instructional practices have a significant impact on how students mentally process classroom material and thus also on how effectively students learnt it. Furthermore, Saeid (2014) mention using certain learning strategies are important to facilitate the learning process, recall and retention and he furthermore found a significant positive relationship between learning strategy and achievement. Therefore, an effort should be done. In this study, the writer focuses on the use of Graphic Organizers and Guided writing as the strategies for improving the students' writing achievement.

Egan (1999, p. 641) states "A graphic organizer is a visual representation of knowledge, a way of structuring information, and of arranging essential aspects of an idea or topic into a pattern using labels". Graphic organizers provide a visual representation of key details and ideas for students who have difficulty organizing information (Baxendell, 2003). Furthermore Baxendell (2003) suggests that Graphic Organizers be consistent, coherent, and integrated in creative ways to show success in

student's learning. Graphic Organizers should be presented in a creative way. Students are more likely to use Graphic Organizers independently if they are introduced in an exciting, creative way.

On the other hand, guided writing is designed to motivate the students to tackle a problem by collaborate with their teacher and other students first, then work individually. In line with this, Vgotsky (1978) states that students are capable of performing at higher intellectual levels when they are asked to work in collaborative situations than when asked to work individually. Brown (1994, p. 328) also states "Guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions". From the statements above, it can be concluded that Guided Writing is a process of writing after imitative writing and dictation guided by the teacher with stimulators.

In line with the statement above, Doff (1997, p.153) states, "As soon as students have mastered basic skills of sentence writing, students need to progress beyond very controlled writing exercises to freer paragraph writing; however, they will make this transition more easily and learn more if we can guide their writing." In addition Reid (1993) explains that guided writing is free writing limited to structuring sentences. Guided Writing concentrates on vocabulary building, reading comprehension, grammar and even oral skills that culminated in a piece of writing."

In Exp. group 1, researcher gave the student a topic and let them work individually. They started the activity from reading text first, gaining, developing, and organizing their own ideas until finishing their writing independently by using Graphic Organizers strategy. While, students in Exp. group 2 used Guided Writing strategy, after gave the topic for the students, the researcher let the students to read the text, then asked for the questions from the teacher and work in pair to exchange their ideas, and after that shared their ideas to the class. At the end of the class, they wrote a paragraph based on the topic has been discussed. In sum, the similarity between these two strategies are both of them focus on how students gaining and exploring their ideas about the certain topic, while the differences of these two

strategies are about the process in gaining and exploring the ideas, in Exp. group 1 the students work by themselves, while in Exp. group 2 the students worked in pairs.

In order to see whether the students' writing achievement were fully caused by the strategies employed or not, so the researcher used students' reading level as the moderator variable. Tierney and Pearson (1984, p. 33) described reading and writing as essentially similar processes of meaning constructing. In the process of reading, meaning is created as a reader uses the background of her / his experience to do or think and based on the experience he/she generates ideas in order to produce the written form. It means that it has a good relationship between reading and writing. Braunger and Lewis (1997) state that writing leads to improve reading achievement, reading leads to better writing performance, and combined integrated reading and writing instruction leads to a higher level of thinking than when only either process is taught.

Referring to the explanation above, the writer conducted a research to see the effectiveness of using Graphic Organizers and Guided Writing strategies without neglecting the influence of the students' reading level towards students' writing achievement.
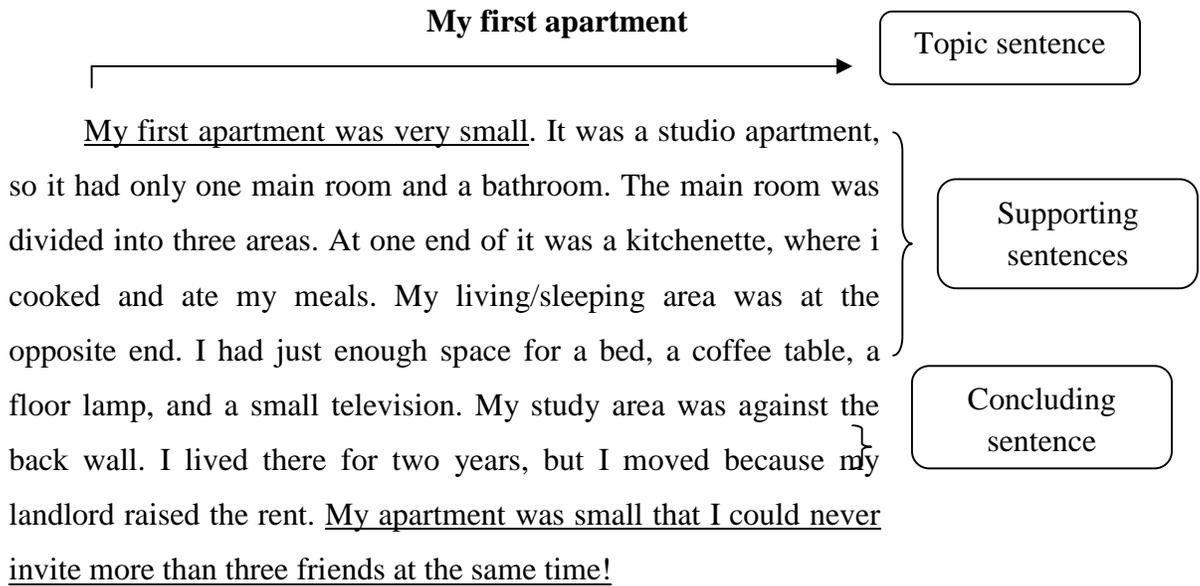
2. Theoretical Background

a. Concept of Writing Process

According to McCrimmon (1984, p.10), the writing process is divided into three stages: *planning, drafting,* and *revising.* A) Planning is a series of strategies designed to find and produce information in writing. It is also called pre-writing. In this stage, the writer selects a topic and gathers information or ideas, B) Drafting is a series of strategies designed to organize and develop a sustained piece of writing, and C) Revising is a series of strategies designed to re-examine and reevaluate the choices that have created a piece of writing.

b. Concept of Descriptive Paragraph

According to Jolly (as cited in Sumarsih and Sanjaya, 2013) there are five types of descriptive writing paragraph. They are: 1) Describing process, 2). Describe an event, 3). Describe a personality, 4) describe a place, and 5) describe an object.

The example of descriptive paragraph

My first apartment → [Topic sentence]

My first apartment was very small. It was a studio apartment, so it had only one main room and a bathroom. The main room was divided into three areas. At one end of it was a kitchenette, where i cooked and ate my meals. My living/sleeping area was at the opposite end. I had just enough space for a bed, a coffee table, a floor lamp, and a small television. My study area was against the back wall. I lived there for two years, but I moved because my landlord raised the rent. My apartment was small that I could never invite more than three friends at the same time!

[Supporting sentences]

[Concluding sentence]

c. Graphic organizer as writing strategy

Egan (1999, p. 641) states "A graphic organizer is a visual representation of knowledge, a way of structuring information, and of arranging essential aspects of an idea or topic into a pattern using labels" Graphic organizers provide a visual representation of key details and ideas for students who have difficulty organizing information (Baxendell, 2003). Although graphic organizers make successful in teaching writing process, the teacher must learn how to be cautious when choosing graphic organizers to incorporate into writer's workshop. Baxendell (2003) suggests that graphic organizers be consistent, coherent, and integrated in creative ways to show success in student's learning. It means that graphic organizers are presented in a creative way.

3. METHOD

3.1 Design of the Study

This research, the writer used experimental method. This experimental study uses a factorial design. Creswell (2012) explains that factorial design is a kind of research designs which enables the researcher to examine the independent and simultaneous effects of two or more independent variables on an outcome. In this study, a two by three (2x3) factorial design is used since the writer uses one dependent variable and two independent variables. In this study, Graphic Organizer and Guided Writing strategy are the independent variables and students' writing achievement is the dependent variable. Furthermore, the writer will also use students' levels of readingas the control variable to see whether there is interaction among writing strategies, students' Reading levels and their writing achievement.The research design can be seen as follows:

Table 1

The Factorial design

Exp. Group 1	R O_1 X_1Y_1 O_2 Y_2 Y_3
Exp. Group 2	R O_1 X_2Y_1 O_2 Y_2 Y_3

Notes:

Exp. Group 1 : Experimental group 1, Exp. Group 2: Experimental group 2 R: Random, O1 :Pre-test, O2: Post-test, X_1: Graphic Organizer, X_2: Guided Writing, Y_1: the 3th level, Y_2 : the 4th level, Y_3: the 5th level.

3.2   Research Procedure

a. Strategy

The strategies used in teaching writing in this research were graphic organizers strategy and guided writing strategy. The goal of this research was to know the effect of these strategies on students' writing achievement based on their reading levels. The researcher began visual representation of knowledge, a way of structuring information, and of arranging essential aspects of an idea or topic into a pattern using labels Egan (1999), Graphic organizers provide a visual representation of key details and ideas for students who have difficulty organizing information (Baxendell, 2003).When the information had gathered, students label graphic organizers. Then, students wrote a paragraph by seeing the lap as the concept of their writing. While, in Guided Writing, students started the activity by thinking individually about a certain topic, and then researcher "pair" students in small group to discuss and exchange their ideas and after that they shared their thinking to the entire class. At the end of the class, they wrote a paragraph about the topic that has been discussed.

b. Technique and Procedure for Teaching

This research was conducted in 32 meeting for each group. Thirty-two meetings were includes pre-test and post-test activities for teaching writing trough Graphic Organizers strategy, and thirty-two meetings includes pre-test and post-test for teaching writing through Guided Writing strategy. The meeting spent for about 90 minutes or 2 x 45 minutes. Since the sample of the research were the students from non-English department, the researcher taught them the materials related to academic writing before asked them to write a paragraph. The researcher taught them the writing materials from meeting 2 up to 10, and wrote a descriptive paragraph from meeting 11-31.

c. Population and Sample

i.   Population of the Study

The population of this study is the fourth semester of PGMI Program at IAIN Raden Intan Lampung in the academic year 2014-2015. There are 4 classes and the

total number of the fourth semester students is 120 students. Table 2 present the distribution of the fourth semester student at IAIN Raden Intan Lampung.

Table 2

Population of the study

No	Class	Total
1.	A	30
2.	B	30
3.	C	30
4.	D	30
Total		120

Source: IAIN Raden Intan Lampung, 2014-2015

ii.   Sample of the research

This research, the writer used random sampling. Creswell (2012) defines that stratified random sampling is another possible sampling technique that enables the researchers to classify the population into groups on the basis of certain characteristics (e.g. gender, motivation, and so forth), then using random sampling to choose the sample from each groups of the population. The writer rolled those of paper and put them into a box. Then, the writer shook the box until a roll of paper came out of it. The writer determined the first roll of paper that came out of the box is B class and D class. Furthermore, the writer firstly administered an IRI test from Burns and Roe (Roe, 1999) to the population in order to find out their reading levels. After that, the writer assigned the students randomly into two groups. First group is taught using Graphic Organizers strategy. The second group is taught using Guided Writing strategy. The distribution of the sample in this study seen as follow:

Table 3

The Result of Students' Informal Reading Inventory

Reading Levels			Total
5	4	3	
10	20	30	60

Source: The IRI test of the students PGMI Program 2014-2015

Table 4

The Sample Distribution of the Study

Group	Level 5	Level 4	Level 3	TOTAL
Exp. group 1	5	10	15	30
Exp. group 2	5	10	15	30
Total	10	20	30	60

Source: The IRI test of the students PGMI Program 2014-2015

d.   Techniques for Collecting the Data

Test is a method of measuring a person's achievement, knowledge, or performance in a given domain (Brown, 2003, p.3). Kind of test that was given to students is writing test. The ratters were the lecturers of IAIN Raden Intan Lampung.

In order to measure the students' achievement, the researcher used the score of pre-test and post –test as research instruments for both the Exp. group 1and Exp. group 2. The score in pre-test and post-test were the most consideration whether the treatments of Exp. group 1 and Exp. group 2 gave positive effect or not towards students' writing achievement. The topic that was given to students in pre-test was *our beloved university* and the topic for post-test was *our beloved university*. To ensure the reliability of the scoring, two ratters evaluated each of the students' performance by using scoring sheet. The scoring criteria covered the understanding of purpose, content, organization, support, language and CSWE. Two ratters were asked to score the students' writing achievement by using descriptive writing assessment taken from campus. Then, all the data obtained were converted into percentages ranging from 1-100. The achievement of the students was categorized as follows:

Very Good (80-100), good (70-79), average (56-69), poor (40-55), very poor (<40). (Buku Pedoman Tarbiyah IAIN Raden Intan Lampung, 2014, p. 5). The detail of the instruments in pre-test and post-test, and the rubric in writing descriptive paragraph.

The writer used in writing test to collect the data. The test contained a topic and the students were in instructed to write a paragraph based on the topic. The test was administered twice, as the pre-test and the post-test. The pre-test was done to find out the students' writing achievement as a baseline before the treatment. The post-test was done to find out the students' writing achievement and the treatment.

4. Result and Discussion

4.1 Result

4.1.1 Score Distribution of Students' Writing Achievement in Exp. group 1 and Exp. group 2

Table 9

Distribution of students' writing achievement scores in Exp. group 1 and Exp. group 2
(N=60)

Level of Achievement	Pre-test			Post-test		
	Mean	Frequency (%)	SD	Mean	Frequency (%)	SD
Very Good (80 – 100)	85.18	6 (10%)	0	90.81	40 (66.66%)	5.65
Good (70 – 79)	37.32	4 (6.6%)	2.82	74.20	14 (23.33%)	1.41
Average (56 – 69)	65.06	14 (23.3%)	1.41	68.05	6 (10%)	4.24
Poor (40 – 55)	46.61	16 (26.6%)	0	-	-	-
Very Poor (<40)	32.28	20 (33.3%)	1.41	-	-	-
Total	60.75	60 (100%)	5.64	77.69	60(100%)	11.30

Based on the data analysis of the students' writing achievement at the beginning of the study, it was found that most of the students in Exp. group 1 and Exp. group 2 were in average level achievement with mean score 60.75. Meanwhile after intervention was done, the students' mean score was 77.69 or was in good level of

achievement.

Table 10

Mean Score distribution of Graphic Organizers and Guided Writing Strategies used by students (N = 60)

Variable	Mean	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1	Total
Total	31.80	50%	25.45	24.3%	-	-	-	100%
Purpose	2.66	29 (48.3%)	17 (28.3%)	14 (23.3%)	-	-	-	60 (100%)
Content	2.68	27 (45%)	26 (43.3%)	7 (11.6%)	-	-	-	60 (100%)
Support	2.6	18 (30%)	24 (40%)	18 (30%)	-	-	-	60 (100%)
Organization	2.52	19 (31.6%)	29 (48.3%)	12 (20%)	-	-	-	60 (100%)
Language	2.45	13 (21.6%)	27 (45%)	20 (33.3%)	-	-	-	60 (100%)
CSWE	2.35	7 (11.6%)	27 (45%)	20 (45.3%)	-	-	-	60 (100%)

Furthermore, based on the students' score in Graphic Organizers and Guided Writing strategies in posttest, it was found the distribution of the strategies used is as follows. For the aspects of Purpose, 48.3% students are in level 6, 28.3% are in level 5, and 23.3% are in level 4. For content, 45% students are in level 6, 43.3% students are in level 5, 11.6% students are in level 4. For Support, 30% students are in level 6, 40% students are in level 5, and 30% students are in level 4. For the language, 21.6% students are in level 6, 45% students are in level 5, and 37.3% students are in level 4. For CSWE, 11.6% students are in level 6, 45% students are in level 5, and 45.3% students are in level 4.

4.1.2 Analysis of Paired and Independent Sample T-test of Pre-test and Post-test in Exp. group 1 and Exp. group 2

Table 11
The result of Paired and Independent sample T-test of pre-test and post-test score in Exp. group 1 and Exp. group 2

Variables	STUDENTS' MEAN SCORE				PAIRED SAMPLE T-TEST						INDEPENDENT T-TEST			
	Pre-test		Post-test		Mean dif	Std. Dev	p-value	Mean dif.	Std Dev	p-value	Mean dif of pre-test	p-value	Mean dif. Of post-test	p-value
	Exp. 1	Exp. 2	Exp. 1	Exp. 2	Exp. 1			Exp. 2						
W_TOT	19.13	18.13	31.80	29.38	12.67	3.817	0.00	11.25	2.58	0.00	1.00	0.56	2.416	0.14
Purpose	3.60	3.40	5.66	4.98	2.066	0.989	0.00	1.583	0.492	0.00	0.20	0.53	0.68	0.00
Content	3.50	3.25	5.56	5.18	2.066	0.727	0.00	1.933	0.449	0.00	0.25	0.35	0.38	0.00
Organzt	3.26	3.08	5.35	5.05	1.850	0.617	0.00	1.800	0.447	0.00	0.18	0.51	0.30	0.81
Support	3.10	2.96	5.20	4.91	2.100	0.635	0.00	1.950	0.461	0.00	0.13	0.62	0.28	0.14
Languag	2.90	2.86	5.08	4.75	2.183	0.594	0.00	1.950	0.461	0.00	0.10	0.72	0.33	0.80
CSWE	2.76	2.63	4.93	4.50	2.166	0.976	0.00	1.866	0.776	0.00	0.13	0.71	0.43	0.01

To know whether there was a significant progress in students' writing achievement as the result of their being trained for about 2.5 months, paired sample t-test was used to analyze the pre and post-test scores.

The result of paired sample t-test analysis showed that students' mean difference of pre-test and post-test in Exp. group 1 was 12.67 with standard deviation of 3.817. Meanwhile paired sample T-test in Exp. group 2 was 11.25 with standard deviation of 2.58. The significant result of both groups was supported by the value of the level of significance 0.000, in which it was lower than 0.05. It infers that both of strategies enhanced students' writing achievement in writing.

The result of independent sample t-test showed that student' mean differences of pre-test in Exp. group 1 and Exp. group 2 was 1.00 with the significant result 0.56.

Meanwhile the students' mean difference of post-test score in Exp. group 1 and Exp. group 2 was 2.416 with the significant result 0.14. It means that there was no significant difference on students' pre-test and post-test score for both Exp. group 1 and Exp. group 2.

4.2 Discussion

The result of Paired sample t-test indicated that Graphic Organizers and Guided Writing strategies enhanced students' writing achievement. It was proved by the significant progress that the students had after the intervention. The mean of the students' post-test score of the writing achievement was higher than of their pre-test. In addition, the result of independent t-test showed that there was no significant mean difference on students' post-test score between these two groups. It means that Graphic Organizers and Guided Writing strategies were equally good to be implemented in teaching writing. These finding were similar to the finding of Martin (2008) and Delrose (2011) who found that Graphic Organizers strategy was an effective strategy to improve students' writing achievement. Meanwhile Utari (2014) and Wulandari (2013) who found that Guided Writing strategy was an effective strategy to improve students' writing achievement.

Furthermore, the finding above was supported by Piaget in Crawford (2005, p. 2) stated that the students learnt by making sense of the words in term of the concept they already have, so the teacher should begin a lesson by drawing the students' prior concept and showed them how to inquire questions, seek, and examine information. It is line with Strongman, Hall and Meyer (2003) stated that the use of Graphic Organizers to improve learning and aid students with learning disabilities in organizing thought, brainstorming ideas, and linking information learned from literature to prior schema.

Brown (2011) suggested that students with learning disabilities often struggle with processing reading comprehension to written language. He also emphasized the students were provided with graphic organizers during reading and writing, provided

with explicit instruction on how to use graphic organizers, and provided time to practice implementing them, student achievement scores increased.

Vygotsky (1962) as cited in Bounchard (2005, p. 9) suggested that students learnt best when their learning is scaffolding. He added that the importance of language in interacting with people. In other words, the learner will be able to confident working with a group of students and discus with the teacher. The Exp. Group 2 allowed the students were discussed and the teachers' role in guided writing is one of facilitator to help the students discover what they want to say and how to say it meaningfully with clarity. Therefore students and teacher join to compose a text well to develop their writing ability in accordance with writing process development. Autumn (2007) says that guided writing is the name given to a range of ways in which teachers support developing writers. It involves a small group of students sitting with the teacher, rehearsing, questioning, clarifying, and revising as each produces an individual piece of writing. Guided writing can take place at any stage of the writing process. They are; before writing to support students' planning and drafting of their work, at the point of writing, and after writing feedback session. These activities motivate the students to practice more and more to improve their writing. In brief, Graphic Organizers and Guided Writing strategies were equally good to be implemented in writing class.

Furthermore, the result of analysis by using two- ways ANOVA showed that: 1) there was a significant interaction between students' writing achievement and student' reading level; 2) there was a significant interaction between strategies used by the students' and their writing achievement; 3) there was a significant interaction of student' reading level and each used strategy (GO and GW) on students' writing achievement.

Since there was a significant interaction between students' writing achievement and student' reading level, the researcher continued to analyze the significant difference in students' writing achievement based on their reading level. From the computation, it was found that the best progress in Graphic Organizers was achieved by students' in level 3, followed by students' in level 4, and students' in

level 5. Meanwhile in the best progress in Exp. group 2 was achieved by students' in level 3, followed by students' in level 4 and students' in level 5.

Graphic Organizer strategy was more suitable to be implemented to the students' in level 3 it means to the low level student. It was proved by gain score achieved by the students' in level 3 in Exp. group 1 was above students' in level 4 and level 5. The Graphic Organizer strategy helped student in both reading comprehension and writing because the procedure increases processing (Avery, 1994). Both of these processes have certain steps that must be followed in order to have a successful outcome. Graphic organizers help the students put things in sequential order. Lehman (1992) believes that these organizers provide structure, organization, format and a place for the student to relate information to their personal experiences. Such a procedure is invaluable to the reading and writing processes. Since this strategy guided the students to comprehensive plan to help students with writing, text organization, reading comprehension and thinking. The Graphic Organizers were used as a facilitator to increase reading and writing achievement.

Meanwhile Guided Writing strategy was more suitable to be implemented to the students' in level 3 it means the students' who got low level. It was proved by the gain the highest progress because they help the students' in the process work with the groups and got the support from the teacher. Guided Writing strategy is a strategy that gives students the opportunity to review a taught writing skill in small group setting and to apply the skill through independent writing with the teacher support, and group comes together for purpose of learning and practicing this writing skill.(Ontario; 2005). Since students' in low level got many sufficient inputs after discussing with the groups and the teachers' support, they could write a paragraph easily. They got confident in writing process because they have known what they were going to write about.

The result from analysis of stepwise regression showed that all of the aspects in writing have contribution on students' writing achievement. However, the highest contribution in Graphic Organizers group was in the aspect of support/detail; it the

same in Guided Writing group the highest contribution was in the aspect of support/detail.

The highest contribution on students' writing achievement in Exp. group 1 was in the aspect of support/detail. Students in Exp. group 1 find their ideas into main-idea-and-detail charts, namely GO charts. They started their reading text to collect some information. This process allows students to organize thoughts before writing by displaying abstract relationships in a graphic representation where the relationships are clearly displayed (Kim, 2004). They flow in one direction, either right to left or top to bottom, and are often connected by arrows and numbered boxes to ensure clear understanding of the relationships of the sequence of events. This format can be used to present one main idea with its supporting details along one strand in the diagram which is then contrasted with the opposing main idea, or the ideas can be compared and contrasted point by point across main ideas (Baxendell, 2003).The main-idea-and-detail chart helps to extract main ideas and supporting details from extraneous information, allowing the focus to remain on relevant information (Ellis & Howard, 2005). Students can use this format in the writing process to create paragraphs that focus on one main idea and details highlighting the importance of the main idea.

In line with, the highest contribution in Guided Writing was in the aspect of support. Support is the aspect of writing is the descriptive information with detail. Since in Exp. group 2 were gaining and exploring their idea with in group and support teacher, they got more information and detail ideas about the topic for their writing. They developed the topic provided by the teachers in the inductive form that going from discussing and collecting some specific detail from their groups. Therefore students and teacher join to compose a text well to develop their writing achievement in accordance with writing process development.

5. CONCLUSIONS AND REMARK

5.1 Conclusions

From the finding and interpretations in the previous chapter, some conclusions could be presented. First, Graphic Organizers and Guided Writing strategies were effective to improve students' writing achievement. Second, both Graphic Organizers and Guided Writing groups were equally good to be implemented in teaching writing process. However, both of Graphic Organizers and Guided Writing strategies were more suitable for students' in low level because these strategies help the students more confident to start to write from ideas or the list they got some problem information through produce written composition with confidence.

5.2 Remark

After conducting this research, the researcher would like to give some suggestion. First, the future researchers are suggested to conduct a similar study on the other skills like reading, listening and speaking at other level of students for improvement of language skill. Second, it is suggested that the PGMI Program is the program for the students' who want to be elementary teacher; The English lectures at PGMI Program should implement appropriateness material based on the characteristics of elementary students therefore both these strategies GO and GW strategies are equally good for teacher in teaching writing.

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