

Advance Organizer Model and Its Effectiveness on Junior High School Students' Writing Accuracy

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Abstract

The purpose of this study was to determine the effect of the advance organizer model on the accuracy of students' writing. It used a single-group pretest-posttest design, which allowed for a pre-experimental design, with 9th grade students from SMP Negeri 5 Menia as participants. The statistical technique used to analyze the data was analysis of covariance (ANCOVA). At the 0.05 level of significance, the hypotheses were tested. The data in the tables t-Test: Paired Two Sample for Means (9-A) reveals that the obtained t-value was 13.276, which was significantly higher than the threshold value of 0.05. The post-test, on the other hand, had a mean of 78.91. Due to the fact that the p-value was less than the 0.05 standard level of significance, the researchers can reject the null hypothesis (Ho). Thus, the second hypothesis (Ha) was accepted, indicating that the advance organizer model had a significant effect on students' writing. It is recommended that English teachers use this model to help students improve their writing ability. For students, it is suggested that they pay closer attention to the teaching model being used, such as implicit and explicit grammar instruction through the advance organizer model, so they can also explore their writing ability. Other studies, on the other hand, should investigate the effect of alternative organizers on specific writing genres or use advance organizer in combination with other research methods such as mix-method.

Keywords

advance organizer model;
writing; effectiveness



I. Introduction

The ability to communicate ideas to the reader becomes increasingly important during the writing process. Effectively, it makes the issue more demanding and the solution more difficult to achieve. Writing is also regarded as a means of improving language acquisition because it allows students to experiment with different words, sentences, and larger sections of writing in order to communicate their ideas more effectively (Ayoobi & Hashamdar, 2015, p. 127). The ability to conduct an effective writing exercise thus plays a significant role, especially considering that writing is widely regarded as the most demanding and difficult skill to master. It is unavoidable that a writer's understanding of the various roles played by grammar will be required during the writing process. Grammar instruction in the field of English teaching is still a contentious issue in the field of second and foreign language instruction, and it has piqued the interest of researchers and teachers who are trying to figure

out how to teach grammar effectively (Nazari, 2013, p. 156). Different approaches to grammar have resulted in a variety of approaches. Consequently, writing can be considered a facilitator of second language learning among language learners who are learning a second language through writing.

English is taught as an ESL and EFL around the world. English is compulsory for all junior and senior high school students in Indonesia. It is up to level schools to focus on different aspects of language proficiency and choose the method to achieve these goals, provided that their students achieve the established level in national exams. Many schools teach from a book with exercises that mostly teach grammar and vocabulary. In other words, they teach implicitly or explicitly by assigning students vocabulary lists and grammar rules to learn at every school level. To avoid such tragic consequences, English language instructors and educators are urged to examine teaching methods and develop writing teaching techniques that help students improve their writing skills. In addition, poor teaching practices impact students' English proficiency in general and writing performance in particular (Syah, 2018, p. 10). The Advance Organizer Model, proposed by David P. Ausubel, is one of the teaching approaches (1960).

Through the learning process, an advance organizer creates a model in which students can organize information by connecting generate ideas to a larger cognitive structure that is a reflection of the discipline's organization (Ausubel, 1960, p. 2). Furthermore, the advance organizer model of teaching is intended to fit these ideational anchors, which will help strengthen the students' cognitive structure and improve retention of new information. According to Nazari (2013, p. 157), students learn a language only through unconscious acquisition, with no need for conscious awareness. Furthermore, formal instruction only increases consciously-learned competence, which can only serve as a monitor. In other words, the learned system is used to check what is said, whereas only the acquired system is capable of producing spontaneous speech. In this process, the learners understand the components of the learning process and are able to fully express the knowledge that has been acquired (Ling, 2015, p. 556). As a result, by providing students with understandable input, they gain either implicit or explicit knowledge of the language, which aids them in learning how to use the language in a naturalistic setting, particularly in writing.

Furthermore, in a fact, the Covid-19 disease has spread around the world—including to Indonesia. This situation has an impact on a wide range of aspects of community life. The social restrictions imposed by the pandemic, as well as quarantine protocols, have had the greatest impact on education (Simamora, 2020). Education is one of the most imperiled activities on the globe. Despite the fact that education has played a critical role in the development of human civilization (Haratikka,2020). Currently, additional effective education methods are required in educational fields in order to maintain the teaching learning process in place. Based on these policies, it is stated in the “Surat Edaran Nomor 4 tahun 2020” that the teaching and learning system is no longer carried out directly in schools, but that learning is carried out at home as the fundamental point. Teachers' and students' habits are altered as a result of this policy. Teachers must change their habits in order to find appropriate planning for optimal home learning in accordance with this policy. When there is a pandemic, online learning is the most effective option.

However, there were some issues with the dominant teaching method, such as the teacher's lack of attention to the practical application of language, which made it difficult to cultivate the students' communicative competence in a comprehensive manner. Furthermore, because students' ability to learn the meaning of language in certain situations is extremely strong, students will not be interested in and will unavoidably draw attention to themselves when teachers simply teach grammar rules in the grammar classroom. Furthermore, students

face a number of difficulties when it comes to writing activities in learning activities, including: a general lack of interest in English, particularly in writing activities; and a lack of motivation to write. SMP Negeri 5 Menia's English teaching learning process has found that writing is a difficult language skill for junior high school students, as demonstrated by the implementation of writing in the learning process. Thus, students' writing achievement is low when measured by the KKM (Kriteria Ketuntasan Minimal) standard (an English standard of $KKM > 76$). The primary purposes of this study were to examine the effectiveness and the effect of the implementation of implicit and explicit grammar teachings through Advance Organizer Model on students' writing accuracy at SMP Negeri 5 Menia. Therefore, the two following formulated problem was posed "How is the effectiveness of the implementation of Advance Organizer Model on the students' writing accuracy at SMP Negeri 5 Menia?"

This study is based on Ausubel's Subsumption Theory (1960). Ausubel's theory revolves around meaningful learning. It is a method of relating new information to an existing relevant aspect of an individual's knowledge. New learning causes new changes in brain cells, but some of the affected brain cells already store information similar to the new information. Narrowing and widening of neural connections Meaningful learning is thought to involve assimilating new information into existing cognitive structures. Depending on the individual's experience history, new meaningful learning results in further growth and modification of an existing subsume. Ausubel defines subsumption as the linking of new information to pre-existing cognitive segments. It is easier to remember new ideas when they are related to existing ones in the learner's range. The classroom grammar teaching is explained and forced. The teacher wants to tease out each important grammar rule of the project and lists many examples; students must bite the projectile and take notes. This teaching method is too rigid and boring to help students master the English language and improve their grammar skills. This teaching method overemphasizes language skills, turning English class into a language skills class. So, in teaching grammar, the teacher should deal with the relationship between dominant and retreating teaching.

Hypothesis

Based on the theoretical and conceptual framework, the two hypotheses to answer the research question as follows: Is there any significant the effects on the implementation of on the students' writing achievement in advance organizer model approached? The two hypotheses, null hypothesis (H_0) and alternative hypothesis (H_a) were formulated as follows:

H_0 : There is no significant effect on the students' writing achievement in advance organizer model.

H_a : there is significant effect on the students' writing achievement in advance organizer model.

II. Review of Literature

2.1 Advance Organizer

a. Overview of Advance Organizer

David P. Ausubel popularized the advance organizers learning strategy. For teachers, an advance organizer is a tool that helps them introduce the lesson topic and show how it relates back to previous learning. Learning and remembering new information can be improved by using an advance organizer (Ausubel, 1960). Comparative and expository organizers are the two main types of advance organizers in Ausubel's theory. There are times when comparing and contrasting two sets of information can be useful (Curzon, 1990). This helps students see that the subject matter they're learning about isn't completely foreign to them, but rather can be compared to something they've already been exposed to in their daily

lives. In situations where the learner is unfamiliar with the content, expository organizers can be used. In order to make sense of the new material, they provide context and link it to previously learned concepts.

b. Organization of Knowledge

Between the way subject matter is organized and the way people organize knowledge in their minds, there is a close parallel between the two. He expresses the belief that each of the academic disciplines has a structure of concepts or propositions that can be identified and taught to students in a hierarchical structure. After that, these structural concepts serve as an information-processing system for the students, allowing them to make sense of large amounts of data (Ausubel, 1960).

c. General Concept of Organizing Ideas

The act of rearranging ideas in accordance with one or more rules is referred to as organizing ideas. When everything appears to be in the proper order or placement, this is commonly referred to as being organized. However, it is only truly organized if any idea has no effect on the amount of time it takes to find it. In that sense, organizing ideas can also be defined as the process of arranging different ideas in a logical order to facilitate searching for them.

2.2 Writing

a. Definition of Writing

Writing is a productive skill, which means that it acts to produce the language in written form while the student is engaged in the activity. Because writing requires people to go through a number of steps, such as setting goals, generating ideas, organizing information, selecting appropriate language usage and use, creating a draft, reading it, and revising it before publishing their work, writing is considered an active skill (Hedge, 2000, p. 308). Writing is the ability to express ideas, opinions, and feelings to other parties through written language (Saragih, 2019). Writing skills are very important to learn because writing skills are very important in supporting student success (Kristyanawati, 2019). Still, the thought of writing in a second language hinders their creativity (Sari, 2020). Writing skill (Mahirah al-kitabah/writing skill) is the ability to describe or express the contents of the mind in the category of writing skills (Nahar, 2021).

b. The Important of Writing

It is through writing that students are able to strengthen their understanding of grammatical structures, idioms, and vocabulary, as well as to challenge themselves in their use of the language. Writing also allows students to improve their language skills, particularly in terms of fluency, accuracy, and appropriateness in their messages (Hughey, Wormuth, Hartfiel, & Jacobs, 1983).

c. The Process of Writing

The writing process is been divided into four stages. The writing process for Harmer includes the stages of planning, drafting, editing, and producing the final version. The following are the steps that can be explained in greater detail: Planning, drafting, editing (reflecting and revising), and the final version are all stages of the writing process (Harmer, 2004).

d. The Difficulty of Writing

Writing is said to be a difficult skill to master because it necessitates the use of a variety of other abilities. Furthermore, writing is ranked as the fourth most difficult skill to learn out of the four. The requirement for knowledge of grammar and vocabulary, as well as the need for a clear and organized presentation of ideas, all contribute to the difficulty of writing. It is further explained that, as a result of the difficulty, students are less likely to be motivated to learn how to write (Celce-Murcia, 1991).

III. Research Methods

3.1 Research Design

The pretest-posttest pre-experimental design was used to investigate the effectiveness of advance organizers learning strategy on writing accuracy of 9th grade students at SMP Negeri 5 Menia. The participants were 9th grade students from SMP Negeri 5 Menia. This study was conducted during the second semester of academic year 2020–2021 (February–March) for six weeks. Following that, the experimental group was exposed to the treatment (Advance organizer learning model) through the use of a visual/graphics type of advance organizer (concept mapping) in the selected writing lessons, which was focused toward teaching. Following completion of the treatment, a post-test was administered to the participants, who were given the same instrument as they had used for the pre-tests. The data collected for the study was analyzed using appropriate descriptive and inferential statistics.

a. The Baseline Phase (week one)

During this phase, the participants were given a brief explanation of the intended experiment as well as the benefits that they could expect from it. After a brief introduction to the concepts of implicit grammar teaching and explicit grammar teaching of writing in the advance organizer model, the participants were informed that they would be learning more about these techniques and how they can be used to improve writing ability.

b. The Pre-intervention Phase (week two)

It was during this stage that the participants were informed that they would be completing their very first writing assignment. It necessitated the creation of a conceptual thought about the lessons associated with the lesson plan utilized. Before beginning the task, students were given a brief introduction to the process of developing a main concept for something they were studying. Afterwards, they were given 45 minutes to complete the assignment. In the aftermath, the participants were reminded to adhere to the writing procedures that they had previously learned during the first half of the semester. More specifically, they were reminded to plan, draft, edit, and revise their writing before turning in their assignments. The participants had completed the writing task within the allotted time frame, and their papers were collected and turned in to the instructors for evaluation after they had finished. A score was assigned to each participant's paper, which was then recorded in order to represent the students' writing ability before the intervention and without implementing the model research applied as the pre-test scores, respectively.

c. Introduction of Advance Organizer (week three)

This phase included a thorough introduction to the concepts of implicit grammar teaching and explicit grammar teaching, as well as the impact of implicit grammar teaching and explicit grammar teaching on students' achievement in an advance organizer model. Students were informed that these organizers had previously been used in other contexts and had proven to be extremely effective in improving writing ability. When asked about the

concept of advance organizer, the participants were informed that they are visual representations that describe relationships between key concepts and that they serve as information maps. They have the ability to create a meaningful diagram that assists users in expanding and explaining a specific concept. In terms of writing, the students were informed that these organizers would allow for the brainstorming of new ideas that relate to the main theme of the writing; the creation of links that connect new ideas to previous knowledge; the assistance in creating an outline; and the assistance in writing the ideas in sequential order.

d. First and Second Type Advance Organizer (week four)

The training included instructing participants on how to brainstorm main ideas and expand the model provided by including supporting ideas in their brainstorming. The researchers conducted a quick review of the effects of the first and second types of implicit grammar teaching, as well as explicit grammar teaching, on students' achievement in the advance organizer model that would be used in this investigation. The first type (conceptual) was then singled out and projected onto a whiteboard for discussion. In this session, the participants were informed that this model, i.e., the conceptual model, would be the primary focus of their training and application during the session. Using this model organizer to generate ideas, take notes, and organize writing tasks, students were instructed in a variety of ways, both implicitly and explicitly.

e. Third and Fourth Type Organizer (week five)

The fifth week began with a quick review of the two previously studied concepts of implicit grammar teaching and explicit grammar teaching on students' achievement in the advance organizer model, which were previously studied in depth. After that, the third and final organizers of this study were introduced in the same manner as the two antecedent organizers were introduced. The compare and contrast organizer were introduced, and its application to the reinforcements of writing was thoroughly explored.

f. The Post-intervention Phase (week six)

At the end of this phase, the participants were given the option of selecting which model of organizers they would use to compose their paragraph writing. This task was to be completed in 45 minutes, and participants were given that time. Before beginning to write, the students were reminded of the fundamental steps of the writing process and encouraged to refer to their graphic organizers on a regular basis while writing. When the participants finished the task, they turned it in to the facilitator for evaluation. The students' scores were averaged and recorded so that they could be compared to their scores prior to the intervention or prior to receiving their advance organizer's training.

3.2 Population and Samples

For the purposes of this study, the population consisted of 9th grade students at SMP Negeri 5 Menia in the Academic Year 2020/21. In this study, the subjects were 9th grade students from SMP Negeri 5 Menia in the Class 9-A, which consisted of 35 students as a representative sample of the study's subjects.

3.3 Data

The data were gathered from all of the students' and teacher' activities that took place during the implementation of the Organizer model. The data for the study came from the students' test results in both the pre-test and post-test phases.

3.4 Instrument

During the first meeting before the treatment began, the pre-test was administered to the experimental group. The post-test was administered after the treatment to determine whether or not they had improved in reading as a result of the implementation of the Advance Organizer model.

3.5 Data Analysis Technique

The research question was answered using mean and standard deviations. The hypotheses were analyzed using Analysis of Covariance (ANCOVA) within T test to determine the experimental effects with pre-test and post-test scores as covariates. ANCOVA was used to cater for the initial differences between the tests' results.

IV. Discussion

The students' writing accuracy at SMP Negeri 5 Menia in the Academic Year 2020/21 was the focus of this study, which sought to determine the effectiveness of the implementation of the advance organizer model on students' writing accuracy. The majority of the data came from writing tests that compared students' writing samples before and after they received advance organizer model training, as well as their writing samples after they completed a six-week training period on how to use these organizers as writing tools. The following t test was used to determine whether or not there was a statistically significant difference between mean writing scores before and after they received the advance organizer:

Table 1. t-Test: Paired Two Sample for Means (9-A)

	<i>Pre-test 9-A</i>
Mean	72.02941176
Variance	24.63547237
Observations	34
Pearson Correlation	0.829966759
Hypothesized Mean Difference	0
df	33
	-
t Stat	13.27603928
P(T<=t) one-tail	4.34236E-15
t Critical one-tail	1.692360309
P(T<=t) two-tail	8.68472E-15
t Critical two-tail	2.034515297

The output indicates that mean for Pre-test 9-A is 72.02941176 and for Post-test 9-A it is 78.91176471. The data in the above table t-Test: Paired Two Sample for Means (9-A) reveal that the obtained t-value is -13.27603928 which is well above the limit of 0.05 of significance. For the results, the researchers used P(T<=t) two-tail, which is the p-value for the two-tailed form of the t-test. Because p-value (8.68) is less than the standard significance level of 0.05, researchers can reject the null hypothesis (Ho). The sample data support the hypothesis that the population means are different. Specifically, Post-test 9-A's mean is greater than Pre-test 9-A's mean. This means that the writing scores of students have increased significantly as the result of the implementation of the advance organizer model towards students' writing accuracy skill.

As a result of the instructions provided to students through the use of an advance organizer model to assist them in their writing process, this finding can be used to support the major hypotheses of the study that students' writing ability has significantly improved. In the same way, the main question of the study inquired about the effect of using the advance organizer model on teaching writing to 9th grade students (Class 9-A) at SMP Negeri 5 Menia can be answered using the same result. It is undeniable that the instructions provided through the advance organizer model assisted these students in significantly improving their writing abilities. Noticeably, the use of implicit and explicit grammar teachings through advance organizer model towards writing skill has a significant result towards students' writing accuracy.

The purpose of this study was to investigate the impact of the implementation of the advance organizer model on the writing of 9th grade students at SMP Negeri 5 Menia, in terms of their impact on the students' writing. Following the results of a paired sample t-test between the pretest and posttest of the advance organizer, it was discovered that the advance organizer model has a statistically significant impact on students' writing precision. Most importantly, when teachers use the advance organizer model to teach writing to their students, they must model the tasks that they expect their students to complete before they can expect them to do so on their own. Teachers must, in fact, act as facilitators in their students' learning experiences. Written communication is the most difficult task for learners, particularly for junior high school students, and in order to assist them with this difficult task, teachers must provide them with as much assistance as possible in order to help them develop their writing skills. For students in the 9th grade at SMP Negeri 5 Menia, the results revealed a statistically significant main effect of treatment on their achievement in writing accuracy. It also revealed that the advance organizer model was more effective at facilitating learning than the traditional teaching approach. This is in agreement with the assertion that the conventional teaching strategy is unproductive (Okeke, 2008 in E., 2016) and unproductive in terms of developing theoretical thoughtfulness about the subject matter (E., 2016). It was discovered that students' ability to be active cognitively in writing was enhanced through the use of the advance organizer model in this study.

V. Conclusion

When appropriate description and inferential statistics were used to analyze the research hypotheses, the results showed the teachings through the advance organizer model, allowing it to be concluded that advance organizers aid in both learning and retention of information. The use of activity-based teaching strategies, such as the advance organizer model, encourages students to participate more actively, resulting in more meaningful learning. As a result, this model improves students' ability to write accurately and effectively. The findings of this study revealed that the post-test had a higher mean of 78.91 points, whereas the pre-test had a lower mean of 72 points. Because the p-value (8.68) in the t-result test's class 9-A was less than the standard significance level of 0.05, the null hypothesis can be rejected, according to the researchers (H_0). As a result, the second hypothesis (H_a) was accepted, which stated that the advance organizer model approach resulted in a statistically significant improvement in the students' writing achievement.

The discussion in this study was limited and concentrated on the implementation of only the teaching writing through the advance organizer model, as well as a small sample of written work from the participants. English teachers are encouraged to use the advance organizer model to help students improve their writing skills, as outlined in this recommendation. According to the authors, students should pay closer attention to the model of teaching that is being used, such as implicit and explicit grammar teaching through the use

of an advance organizer model, in order to be able to explore their writing abilities more fully. Other studies, on the other hand, should look into the effects of different types of organizers on specific writing genres, such as recount, report, persuasive, narrative, and expository writing, among others.

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