

FUNCTIONING GRAPHIC ORGANIZER AS ONE OF LITERACY MEDIA

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Abstract

Graphic organizer may be used as alternative media in literacy class. GO stimulates students to think of information through some ways. Through the use of GO students' habit to copy others' ideas will be minimized. Students only need to take the key words representing the digest of the information in a text and think of the relationship among the words. Some kinds of graphic organizer may be used are story map, fishbone or ishikawa diagram, venn diagram, and KWL table.

Key words: literacy media, graphic organizer, literacy skill

Introduction

Literacy skill makes human beings survive. By having good literacy, access to comprehensive information will be gained, communication barriers and misunderstanding may be avoided. As the result, cooperation will runs smoothly and everybody who are involved in it the cooperation will take its benefits.

To support the improvement of literacy skill, literacy media is demanded. They become parts of the factors facilitating the aims of literacy class. The more expert the teacher is, the more efficient the class will be. Appropriate literacy media together with their appropriate use enhances the efficiency of learning.

Graphic organizer is one of literacy media which may support the efficiency of learning. It may be implemented in various kinds

of activities and forms, i.e. story map, fishbone Ishikawa diagram, Venn diagram, cause and effect web, KWL table, concept map, mind map, etc.

Discussion

1. The Functions of Literacy Media

The word *media* comes from Latin, which is the plural form of *medium*. Media are instruments functioning as message transmitters (Bovee, 1997). Literacy is the ability to read and write (The Media Literacy Project, 2014). Media literacy may be concluded as any instrument used to facilitate the teaching learning of reading and writing.

Since they function as message transmitters, media may avoid or minimize communication barriers. In more detailed, it may be listed the following functions of media

- (1) to avoid verbalism
- (2) to boost motivation
- (3) to attract interest
- (4) to cope with the limitation of room, and time
- (5) to activate students
- (6) to stimulate students to learn (Degeng, 1993)

Media may also be used as learning enrichment and as supports to explain experiences. Gerlach dan Erly (1971) explain that learning media may be in the form of person, thing, or event which build such condition to facilitate students to get knowledge, skill, or attitude. Media are graphic, photographic, or electronic instruments to catch, proceed, and reorganize visual and verbal information (Arsyad, 2002).

To summarize, media may be used for the following purposes:

1. Avoiding verbalism

Teacher designs learning activities which involve students more, through the use of media. This is to say that teacher stands more as a facilitator than as an information source.

2. Stimulating and boosting students' motivation in learning

The use of media in group competition make students

struggle for their group, solve problems fast and accurately. Students are motivated to contribute more and bring victory for their group. This way students are motivated to learn.

The various use of media may also minimize students' boredom. Through the use of varied media teaching learning process will be conducted in more interesting activities.

3. Realizing effective teaching

Media-based learning must be different from learning without media. Media attract and drive students' attention to the learning materials. Having succeeded to focus students' attention, media concretize and contextualize learning materials. Those processes facilitate students' understanding of the materials. As a result, learning goals are easily gained. It means that teaching learning process has been conducted more efficiently.

4. Stimulating new and creative ideas

Media may also stimulate and boost students' imagination. The imagination results in creative and new ideas. To do so, students are provided with freedom to interpret the message of the media, use them for students' own purposes, and construct meanings transferred through the media.

5. Facilitating the description of objects

As having been mentioned in the previous part of this paper, media may concretize and contextualize learning materials. Because of this function, media may also be claimed as facilitators which describe or represent objects.

6. Stimulating students' emotion

It is said that media stimulate students' emotion because their function as message transmitter of such characters as honesty, love, respect, care, etc. may influence students' emotional state. Consequently, students will be influenced to behave the same way or to do the same thing as the examples of values given through the media in the form of pictures, films, etc.

2. Graphic Organizers as Literacy Media

Graphic Organizer atau GO may also be called as *knowledge map*, *concept map*, *story map*, *cognitive organizer*, *advance organizer*, atau *concept*

diagram. GO is a learning medium which uses visual symbols to express knowledge, concept, thought, idea, or the relationship among all of them (Katherine, 2010). As it is visual, GO is more attractive when it is used to facilitate learning.

In language classes, GO may be used to enhance students' literacy skill; from reading to writing activities, from brainstorming and writing to communicating the ideas. GO trains students to produce critical thinking through concept map, writing to map information they get from a writing text or ideas which are then put into another form of writing. Its uses will be more interesting if they are put in varied learning activities, in individual, pair, or group work.

The following part provides the list of GO strengths:

1. GO stimulates students to think of information through some ways. Through the use of GO students' habit to copy others' ideas will be minimized. Students only need to take the key words representing the digest and think of the relationship among the words.
2. GO guides students to review concepts and demonstrate their understanding of the concepts based on their points of view.
3. GO facilitates putting information in the form of pictures representing students' understanding and interpretation of text.
4. GO is easy to edit. It may be done through the addition of writing or visual map.
5. GO may be used to put certain identification and information development.
6. GO is a good means of visual thinking, both for those in the stage of thinking practice and those who have critical thinking (<http://eduscapes.com/tap/topic73.htm>)

3. Kinds of Graphic Organizer

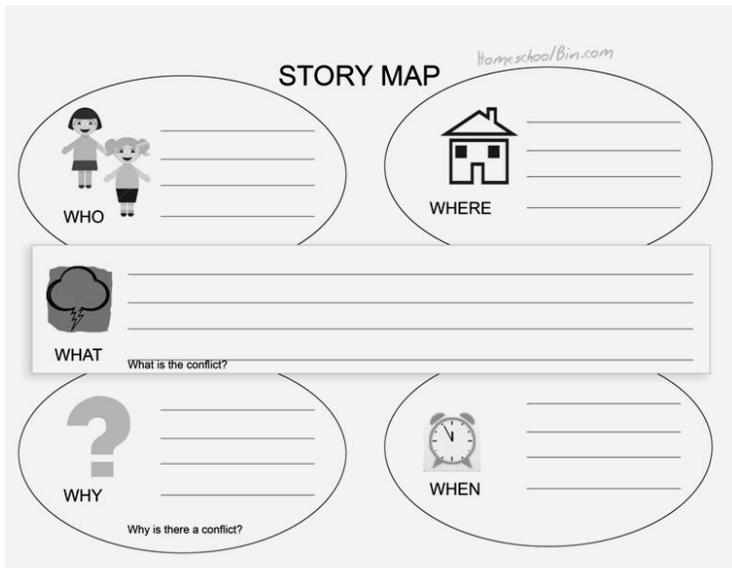
GO has many kinds. For example: story map, fishbone Ishikawa diagram, Venn diagram, cause and effect web, KWL table, concept map, mind map. (<http://www.eslpartyland.com/graphic-organizers-help-esl-students.html>). This paper will only focus on story map, fishbone or ishikawa diagram, venn diagram, and KWL table.

1. Story Map

Story map is a kind of *graphic organizer* in the form of illustration or picture which describes the story line or the content of a text. Story map may help students identify parts of narrative text or the content of text. In a literacy class, students may be assigned to summarize the content of a text, to make a story outline which is, then, developed into a comprehensive text.

Ideally, a story map covers the following parts: (1) setting; when and where a story happens, (2) character; people in the story, (3) conflict or problem; main problem each character has, (4) event; thing done by the characters, (5) resolution or conclusion; thing done by the characters to cope with the problem. A story map may also content pictures illustrating story line. The examples below show some story maps.

Example 1



Example 2

When You Read, Ask Yourself!

Student's Name: _____

Book Title: _____

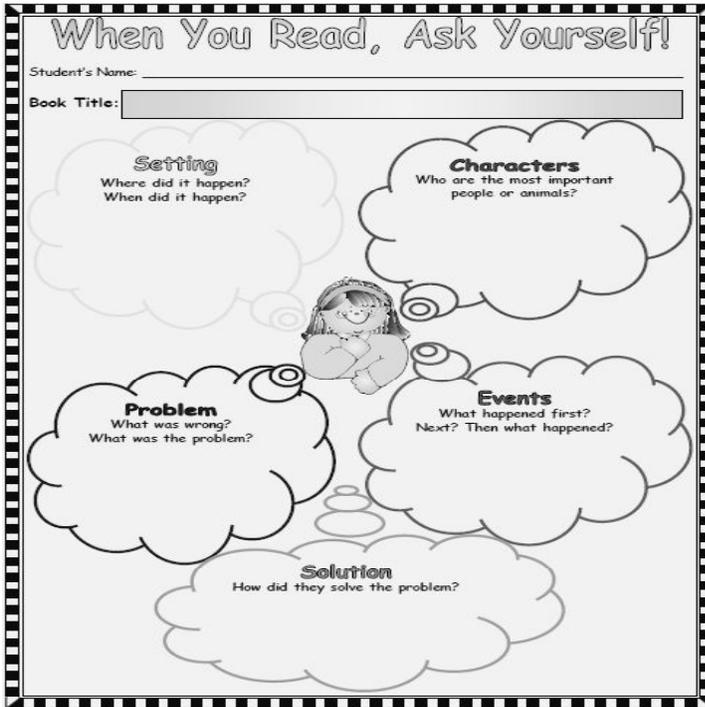
Setting
Where did it happen?
When did it happen?

Characters
Who are the most important
people or animals?

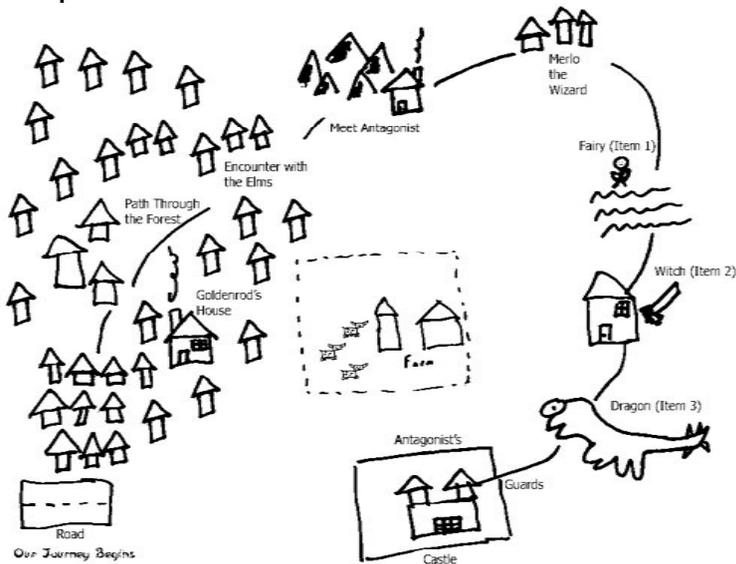
Problem
What was wrong?
What was the problem?

Events
What happened first?
Next? Then what happened?

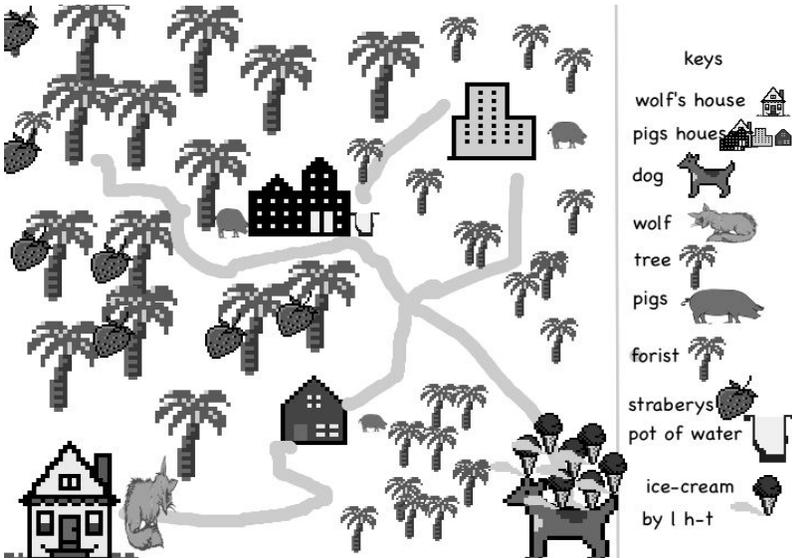
Solution
How did they solve the problem?



Example 3



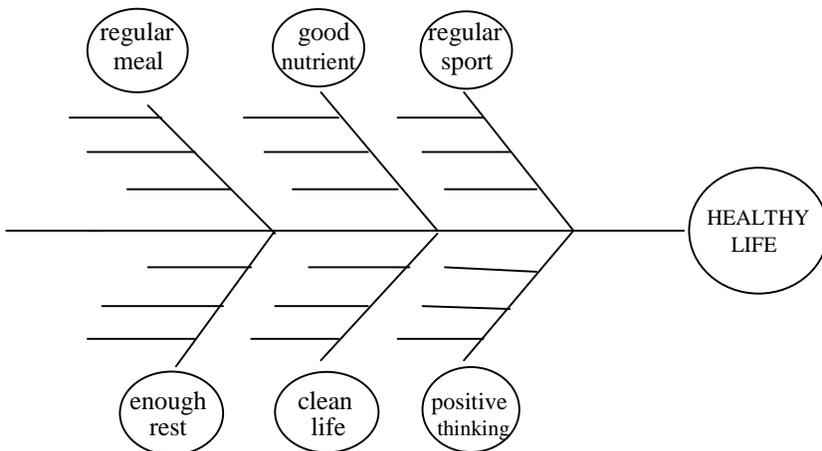
Example 4



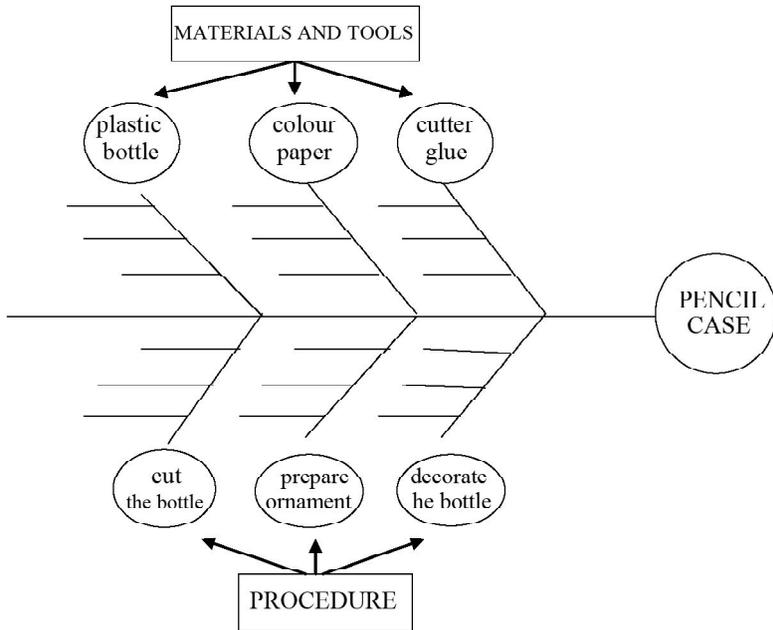
2. Ishikawa Diagram

Ishikawa diagram is represented by fishbones. Every part of information in the text is put on every part of the fishbones. GO of this kind may be employed in the teaching of exposition or procedure text. Below are the examples of the diagram:

Example 4

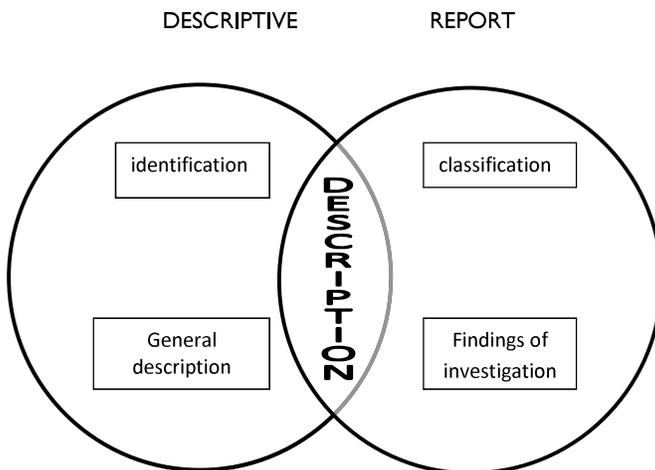


Example 4



3. Venn Diagram

This medium is used to compare and contrast two or more things. In literacy class, it may be employed to show the features of two texts which have similarities and differences. For example descriptive and report text.



4. KWL Table

This tabel is created by Donna Ogle in 1986. KWL stands for *Know, Want, Learned*. Basically, this table may be used to teach any subject.

The picture below shows the KWL table:

K	W	L
What I know	What I want to know	What I learned
Write your prior knowledge or information	Write targetted information you want to get through your learning	Write information which has answered your curiosity

When we implement this medium, we only need to instruct our students to prepare a piece of paper which is devided into three columns; K, W, dan L before the lesson begins. Students are instructed to write prior information they have got in relation to the topic of the text which will be learnt in the *know* column. The second stage is they are asked to write things they want to know about the topic in the *what* column. Teacher may help students with some stimulating questions if they find difficulties in identifying them. The last stage of using KWL table is that students write things they have learnt in the *learnt* column after sequence of activities done.

Conclusion

A good learning must be supported by appropriate media. Graphic organizer may be good to enhance students' literacy skill because of the following reasons: (1) stimulates students to get the digest of information, (2) minimizes copy-paste (3) makes students easy to review and demonstrate the concepts, (4) supports those who are in the stage of thinking practice and those who have critical thinking to express their idea, argument, reason, etc.

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