USING GRAPHIC ORGANIZERS TO IMPROVE READING COMPREHENSION OF THE ELEVENTH YEAR STUDENTS OF SMK NEGERI 2 KEDIRI IN ACADEMIC YEAR 2014/2015

SKRIPSI

Presented to Nusantara PGRI Kediri University in Partial
Fulfillment of The Requirement for The Bachelor of Education In English Department

By:

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**ENGLISH DEPARTMENT
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
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Kediri, August 29th2015

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ABSTRACT

Sinta sriwahyuningsih: Using Graphic Organizers to Improve Reading Comprehension Skill of the Eleventh Year of *SMK Negeri 2 Kediri* in Academic Year 2014/2015, Skripsi, English Department, Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2015.

Reading comprehension as the way students get the required information from a passage has to be done as efficiently as possible. In fact the researcher found that the students' reading comprehension were still unsatisfying. The reading problem arised when they struggle to understand general idea of the passage, they incorrectly interpreted main idea with specific details, they lack of vocabulary and they failed in determining the key point of the sentence. To solve this problem, this research used GO. The main purpose of applying GO in learning reading helped students in identifying the required information, classifying them in templates which are creatively constructed by the readers themselves and they also guide readers in drafting similar information in a different context.

The purposes of this research to describe how GO strategy can improve the students reading comprehension and to find out the improvement of students' reading comprehension after being taught by using GO strategy. This study was conducted by using classroom action research that has two cycles within. The subject of the research was the students of XI Multimedia 1 class in academic year 2014/2015 which consisted of 30 students. The instruments of collecting data were qualitative data (observation sheet, and field notes) and quantitative (reading test).

The process of employ GO strategy can improve the students' reading comprehension: (1) familiarized the students with what graphic organizers are and how to use them effectively while reading a text. (2) Trained them with example to illustrate the use of hieararcy GO. (3) Divided the students in group work fairly based on their ability. (4) Gave them set of blank hierarcy GO (5) Distributed them the *instruction* text. (6) Asked the students to complete the blank GO in group discussion. (7) Each group present their result of group work with the class. (8) The teacher review the students work and generate the classroom discussion on the effective use of graphic organizer. The result of this research shows that using GO can improve students' reading comprehension. The improvement happens to the scores. There was 76% of the students passed the test in cycle 1 and 90% of the students passed the test in cycle 2.

Based on the result of the research, It can be conclude that GO strategy could improve students' reading comprehension in reading instruction text. Therefore, it is recommended that teacher should give the explicit model during implementing GO in teaching reading and use another types of GO based on the appropriate need for better learning process and better output.

Keywords: classroom action research (CAR), graphic organizer (GO), reading comprehension.

I. Background of The Problem

Reading is a complex process because it includes transferring the information between writers and readers who have different background knowledge. So in reading, the readers have to construct and comprehend the meaning of text while reading. According to Shanahan (2006:28)"Reading comprehension is the act of understanding and interpreting the information within the text". Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading comprehension has become as the problem faced by the students were arise since the teacher never gave clear explanation toward how to comprehend and understand the text. These difficulties were indicated as students incorrectly interpreted main idea with specific details, they could not relate between one clue to another and they failed in determining the key point of the sentence.

To solve those problems, the researcher was interested in using Graphic Organizer. This study is concerned on applying GO in improving students' skill in reading *instructions text*. Students need to have sufficient strategy to be successful in reading comprehension. As it was found out that students got the problem in finding main idea, inference, and find the informations in the text.

In this case, GO are selected as the teaching strategy that can provide the bridge from the abstract concepts of the text to more visible ideas that ease the reader getting the intended meaning. Regarding this Sam and Rajan (2013:156) notifies "There are various functions of graphic organizers. In reading comprehension, they assist learners to: clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc) , organize information in a paragraph for better understanding , construct meaning of difficult words and sentence dividing into lexias , understand the context by associating with prior knowledge , and identify conceptual and perceptual errors that may occur in the course of reading a passage". Graphic organizer can be particulary helpful to ESL students as they highlight the key ideas, important vocabulary and their connections with a minimal amount of language.

Based on the evidence in the field and related research above, the researcher fully convince to explore and study deeply about the improvement of eleventh year students' in their reading comprehension of instructions text using Graphic Organizer strategy. The formulation of the problems are (1) How can graphic organizers improve the students' reading comprehension skill in the eleventh year students of *SMKN2 Kediri* in the academic

year 2014/2015? (2) How is the improvement of students' reading comprehension skill after being taught by using graphic organizers in the eleventh year students of *SMKN2 Kediri* in the academic year 2014/2015? By using Graphic Organizer strategy in teaching reading instructions text, it is assumed that students'reading comprehension skill in instructions text will be improved and will solve the problem stated above.

II. Theoritical Review

Reading is one of languages skills besides speaking, listening and writing. It is the way to understand written messages. Pang et al (2003:14) stated that comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

Based on the explanation above, the researcher identified that the reader need many aspects to understand what they are reading. The aspects reading which support are background knowledge, they will understand of passage's meaning if they have more knowledge about the topic. Vocabulary and grammatical knowledge, without two aspect the readers don't know of the passage meaning. Next aspect is experience, if the readers don't have experience about the topic, so they don't know more understand of passage meaning.

In addition, reading is one of the four langugae skills in vocational high school which the students are expected to understand simple instructions as written distinctly in the book of Standard Content for SMK and or MAK (Ministry of Education Regulation No. 22 year 2006). In this research, the meaning of the reading for SMK is the students are expected to understand simple instructions text in written form. In vacational high school, the students are expected to reach informational level, it means that the students are expected to be able to access knowledge using their language ability. The common simple instruction that vocational high school students can learn are about how to make something and tips of managing things. For example, how to make their favorite food and how to follow the steps in certain tips. The purpose of reading a simple instruction are to make the reader understand the written instructions and follow them.

Skill is the important thing in reading comprehension, because the reader can use it to prior knowledge, make connections, visualize, infer, ask questions, determine importance, and synthesize the materials that they read. Spears (2013:xviii) stated there are eight important reading comprehension skills that help learners to read more systematically. They are comprehending main ideas, identifying the writer's purpose, annotating and paraphrasing,

sequencing(rearranging scrambled sentences to form a logical passage), locating information, distinguishing between main ideas and supporting details, making inferences and drawing conclusions, and distinguishing between fact and opinion. Emphasis on summary writing, paraphrasing, and annotating occurs throughout the text as well. The main concern of the research is about how to find the main idea, explicit information, vocabulary, and inference.

Graphic organizers are ways to construct the information of the written text through some of views, those are depict the relationships between concepts, the text structure, and/or key concepts of the text. Regarding this (Bromley, et al cited by Jacobson 2008:4) "Graphic organizers provide schemata: a way of structuring information or arranging key concepts into a pattern, enhancing comprehension and imparting useful learning strategies". Graphic organizers in this research means any graphic displays that help the readers obtain the meaning of the text in term of organizing and linking ideas in purpose of finding main idea, explicit information, implicit information and inference.

Teachers can use the graphic organizers in their teaching, because the graphic organizers are really flexible tools. Teachers can use them for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them. In order to help students get the most out of the graphic organizers. Ellis (2004) highlighted four Stages for Enabling Students to Construct Graphic Organizers : teacher constructs the graphic organizer, provides students a copy, and uses it when teaching the content, then teacher and students co-construct graphic organizers depicting important ideas as the content is explored, next teams of students construct graphic organizers via cooperative learning and the teacher acts as a guide-on-the-side and the last individuals do it Students independently construct graphic organizers.

III. Research Methods

The research design that used by the researcher is Classroom Action Research (CAR). There are many definitions about CAR. One of the popular definitions about CAR is proposed by Mills in Creswell (2011:577) believed that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Action researchers explore a practical problem with an aim toward developing a solution to a problem. In this research, the researcher used CAR design because the researcher wanted to resolve the problem appear in Multimedia 1 class which they low in reading comprehension test, so that this problem must

be solved soon by using appropriate strategy through classroom action research to improve the students' reading comprehension and to improve teacher's professionalism in teaching reading.

The setting of the research is SMK Negeri 2 *Kediri* which is located at Jl. Veteran, 5 Kediri. The subjects of the research are students of XI Multimedia 1 that consists of 30 students. They are consisting of 4 male and 26 female. The English subject taught twice a week. The main reason is the class has a bit different characteristic compared to other classes. That is slower in achieving the target, especially reading class. The students are difficult to find main idea, find the information, they lack of vocabullary and diffcult to inference the content of the text. Another problem student lack of motivation toward in reading class are still poor. Therefore, in this classroom action research, the researcher uses graphic organizers to solve the students' problem in comprehending the text and their motivation in reading. By using Graphic Organizers, researcher believe it can increase their motivation and as a result their reading comprehension improves as well.

This Classroom Action Research used 2 cycles, each cycle has 4 steps; planning, acting, observing and reflecting. For most parts, the data of the research report are from qualitative data. However quantitative data are used as well. The qualitative data are analyzed using constant comparative method. Meanwhile, the quantitative data are analyzed using the mean score percentage formula.

IV. Findings and Discussion

After deeply and carefully studying and analyzing the data recorded along and after the learning process that applied Graphic Organizer to improve reading comprehension, there are some items that can be drawn by the researcher assisted by the collaborator.

The researcher could identify some strengths and weaknesses of implementation of graphic organizer in teaching reading comprehension. There was some strengths : Students were more attentive and motivated to join the class as they were introduced a new strategy, GOs made the concept more visible for them, fewer students came late and fewer students asked permission to go out from class, the dominancy of the teacher decreased. On the contraty there was some weaknesses : The blank GOs in pre-reading took longer time since it was new thing for them, many of students complained about the difficult material because they lack of vocabulary, they had difficulty infer the meaning of text. The bravery to ask questions was still fair. In the teaching-learning process, the groups didn't run as the teacher expected as the students did not participate well in their group. Besides, the students tend to depend on their partner. Teacher presentation was still considered fast. In the

contrary Bromley et al (1999:12) stated that there are some positive developments when constructing GO in learning process are improved social skills, improved questioning abilty, more positive attitudes toward learning, critical thinking and higher level reasoning. Students' positive responses toward using graphic organizers in reading class.

Another finding was based on the students' post reading test had been checked and scored by the researcher and her collabolator. The description of the reading post-test result which followed by 30 students showed that 23 students had got scores ≥ 75 or in another word 76% of the students had passed the minimum passing score. On the contrary, 7 students got score < 75 or in another word 24% of the students did not passed the minimum passing standard score.

After deeply analyze and planed the teaching and learning reading for the next cycle, the researcher got the data from the observation in cycle 2 done by the collabolator which can be concluded that the teaching learning process was good learning. There was an improvement in this cycle. The condition of the class was getting better. No students came late and no students asked permission to go out from class except for special need. The students more attentive they listen to the teacher's explanation and did not make noisy in learning activity. The students made their participation actively in modeling session, group work activities and independent activities.

The material was more interesting than before, vocabulary improved by linkages the concept in GOs. The hierarcy graphic organizers made students be able to find the main idea, find the informatin and inference of the text. In this case, hierarcy GO is used to improve students' reading comprehension such as identify the generic structure of the text, find the explicit information, vocabulary, main idea and inference. The role of graphic organizers can cover the needs of those reading skills. In line with this argument, Simmons in Sam Rajan (2014:162), The use of graphic organizers reflected the hierarchy of information within a passage like topic sentence, supporting details, etc.Students were comfortable in identifying the main idea of a passage and the supporting details and their organization in each paragraph. This helped the students in understanding the passage as a whole, and they could also understand the structure of each paragraph.

Another finding was based on the students' post reading test that had been checked and scored by researcher and her collabolator. The description of the reading post test result which followed by 30 students showed that 27 students had got scores ≥ 75 or in another word 90% of the students had passed the minimum passing score. On the contrary 3 students got score <

75 or in another word 10% of the students did not passed the minimum passing standard score.

V. Conclusion

Refer to the research findings and the discussion of the research, the researcher could draw a conclusion that by implementing the teaching and learning process of reading comprehension using GO strategy, this study has successfully improved the students's reading comprehension skill of the XI Multimedia 1 students of SMKN 2 Kediri in comprehend *instruction* text.

The process of employ GO strategy in comprehend the text. (1) familiarized the students with what graphic organizers are and how to use them effectively while reading a text. (2) Trained them with example to illustrate the use of hieararcy GO. (3) Divided the students in group work fairly based on their ability. (4) Gave them set of blank hierarcy GO (5) Distributed them the *instruction* text. (6) Asked the students to complete the blank GO in group discussion. (7) Each group present their result of group work with the class. (8) The teacher review the students work and generate the classroom discussion on the effective use of graphic organizer. From all the evidence that the researcher found in first cycle and second cycle it showed that the implementation of GO strategy in order to improve the reading comprehension skill of the students of XI Multimedia 1 was successfully improve and it was getting better from first cycle to second cycle.

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