

## ARTICLE

***THE EFFECT OF GRPAHIC ORGANIZERS TO THE STUDENTS'  
READING COMPREHENSION AT THE 11<sup>TH</sup> GRADE STUDENTS OF  
SMA N 6 KEDIRI IN ACADEMIC YEAR 2016/2017***



**By:**

**EKA WIDAYATI**

**12.1.01.08.0086**

**The Advisors:**

**1. LINA MARIANA, S.S., M.Pd.**

**2. YUNIK SUSANTI, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2016/2017**



**SURAT PERNYATAAN**  
**ARTIKEL SKRIPSI TAHUN 2017**

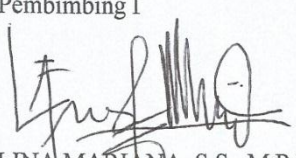
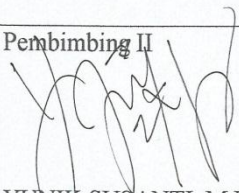

**Yang bertanda tangandibawahini:**

Nama Lengkap :Eka Widayati \  
NPM :12.1.01.08.0086  
Telepun/HP :085749439739  
Alamat Surel (Email) :eka.widayati001@gmail.com  
Judul Artikel :The Effect of Graphic Organizer to the Students'  
Reading Comprehension at the 11th Grade Students of SMAN 6  
Kediri in Academic Year 2016/2017  
Fakultas – Program Studi :FKIP – PENDIDIKAN BAHASA INGGRIS  
Nama Perguruan Tinggi :UNIVERSITAS NUSANTARA PGRI KEDIRI  
Alamat Perguruan Tinggi :Jl. KH. Achmad Dahlan No.76, Kediri

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidak sesuaian data dengan pernyataan in dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 24 Januari 2017
Pembimbing I  LINA MARIANA, S.S., M.Pd. NIDN. 0710097401	Pembimbing II  YUNIK SUSANTI, M.Pd. NIDN. 0718017801	Penulis,  EKA WIDAYATI NPM. 12.1.01.08.0086

# THE EFFECT OF GRPAHIC ORGANIZERS TO THE STUDENTS' READING COMPREHENSION AT THE 11<sup>TH</sup> GRADE STUDENTS OF SMA N 6 KEDIRI IN ACADEMIC YEAR 2016/2017

Eka Widayati  
12.1.01.08.0086

FKIP – Pendidikan Bahasa Inggris

[eka.widayati001@gmail.com](mailto:eka.widayati001@gmail.com)

LINA MARIANA, S.S., M.Pd & YUNIK SUSANTI, M.Pd.  
UNIVERSITAS NUSANTARA PGRI KEDIRI

## ABSTRACT

Students got some difficulties in reading comprehension. The conditions here refer to the failure of understanding the words, the sentences, the sentences' unity and organization; and the lack of interest or concentration. Developing students' reading comprehension need appropriate reading strategy. Graphic Organizers strategies considered to be applied to improve the students' reading comprehension. This research aimed to find out how is students' reading comprehension before and after being taught using Graphic Organizer and how the effect of graphicorganizer on students' reading comprehension is. This experimental research employs pre test and post-test design. The participant was 28 students of eleventh grade students of SMA N 6 Kediri. SPSS v21 was used to analyze the data. The result of t-score (9,358) is higher than t-table in the level of significance 5% (2,052) and t value t-test is lower than the level of significance of 5% ( $0,000 < 0,05$ ). It means that there is any effect of GO to students' reading comprehension. It can be concluded that Graphic Organizers (GOs) was effective to be applied in teaching reading comprehension.

**Keywords:** Graphic Organizers, Reading Comprehension, Report Text.

## I. INTRODUCTION

Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Harmer (2003: 199) states that receptive skill is the way in which people extract meaning from the discourse they see or hear. Beside receptive skill Moreillon (2007: 10) defines that reading is making meaning from print and from visual information. Reading is an active process that requires a great deal of practice and skill.

The goal of reading is comprehension and increasing knowledge. Patel & Jain (2008: 113) state that reading is an important activity in life with which one can update his/ her knowledge. Meanwhile Nunan (2003: 76) defines part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading. So that, reading skill is an important tool for academic success, reading is successful when the reader can comprehend the text. Comprehending the

text means that the reader can make conclusion about the author meaning, make connection between the information in the text and the information in the reader's head and knowing all of the information that written the text.

While Osborne (2010) in Sam D and Rajan (2012: 1) sees students' major reading problem arising when they are so worried about understanding every single word of a text they are reading that they do not get the general idea from the passage. The conditions here refer to the failure of understanding the words, the sentences, the sentences' unity and organization; and the lack of interest or concentration. Therefore, teacher should modify their teaching in order to encourage students' ability and enhance their interest in reading.

Graphic organizer offers some beneficial in reading comprehension. It is supported by McNamara (2007: 488). He states that two types of strategies can help readers to schematically organize the text in a meaningful way: (a) graphic strategies and (b) reading guides. Graphic representations of the text contents can capture the overall macro structure and relations between important concepts and ideas in the text.

In addition Duke and Pearson (2001: 457) also state that graphic

organizers help children to understand and use text structure to support both reading comprehension and writing. Graphic organizers can help student to organize the information in reading comprehension. It will help the students to knowing the main idea, supporting sentence important information and understanding the text.

Based on the statement of the experts above, the researcher defines graphic organizers can be a tool to improving students reading comprehension. It can help students in organizing information in the text that given by the teacher. Graphic organizer also can be new strategies for the teacher to get the interest from the students in learning reading. Therefore, the researcher will analyze the effect of graphic organizer to improve reading comprehension in SMAN6 Kediri. The researcher chooses SMAN 6 because the lack of strategy that used in the school and the low score of students reading comprehension.

## **II. RESEARCH METHODOLOGY**

This research used Quantitative Approach as Ary et. al (2010: 37) Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.



The design of this research was experiment research, which is described by Arikunto (2010: 9) as the method seek causal relationship between two factors that is intentional to be appeared by the researcher with eliminating or alleviating the other factor that disturb and the purpose of experiment research is to know whether there is an effect or not from the treatment given to the subject of the research.

The data was got from student's pre-test and post-test score. In pre-test and post-test, the researcher gave 20 multiple choices to the students. Each question has 5 points. Thus the score would got by the formula (true answer x 5). It means that the maximum score would be 100 and the minimum score was 0.

In analyzing the data which collected from the students score in pretest and post-test, the researcher used SPSS v 21. The data is analyzed using paired sample t-test through SPSS program.

### III. RESEARCH FINDING AND CONCLUSION

After analyzing, the data, the researcher could show all the data from the result of pre-test and post-test. The data showed that the class average score in each indicator of reading comprehension of report text increase significantly. the result

of students' pre-test and post-test score by using SPSS version 21. Here are data outputs that the researcher got after calculating it using SPSS: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test:

#### a) Mean

**Table 1: The mean score of Pre-test and Post-test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	60.3571	28	8.59894	1.62505
	PostTest	73.3929	28	8.17104	1.54418

Based on the Paired Samples Statistics table above, it showed the mean score of pre-test was 60,3571 with its standard deviation 8,59894 and the mean score of post-test was 73,3929 with its standard deviation was 8,17104.

#### b) Correlation

**Table 2 : The correlation score of Pre-test and Post-test**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PreTest &	28	.615	.001
	PostTest			

Based on the Paired Samples Correlations table above, the output showed the data before and after being taught using GO strategy was 0, 615 with significance value (sig.) 0,001. It means

that there is any correlations between students' reading comprehension before and after being taught using GO.

c) T-test

**Table 3: The t-score of Pre-test and**

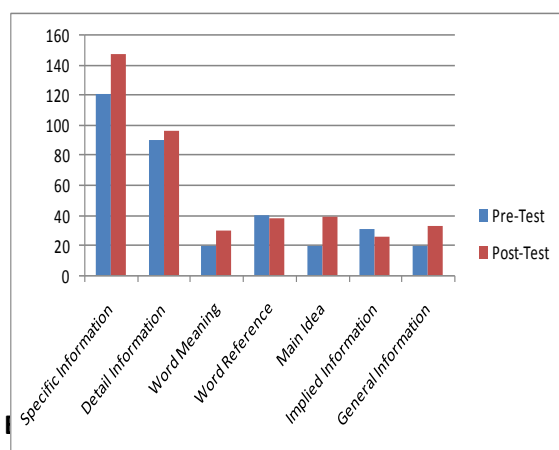
### Post-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test	-13.03571	7.37103	1.39299	-15.89390	-10.17753	9.358	27	.000
	est.								
	Post								
	Test								

From Paired Samples t-Test table above, it showed t-test is 9,358 and the t-table with degree of freedom 27 is 2,052 at the level of significance of 5%. It means t-test was higher than t-table ( $9,358 > 2,052$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05.

The score of the students' reading comprehension of report text per indicators were shown in the table below:

**Table 4: Diagram score of each indicators**



The increasing score can be shown in indicators identifying main idea, identifying general information, identifying specific information, identifying detail information, and identifying word meaning. However, there was no increasing score for other 2 indicators those are: identifying word reference and identifying implied information.

The result reports that the *t-test* was higher than *t-table* ( $9,358 > 2,052$ ) and P value t-test was lower than 0.05 ( $0,000 < 0,05$ ) it means  $H_0$  was rejected and  $H_a$  was accepted. The result was supported by Cutiongco (2006: 23) who investigated the students' reaction toward the use of graphic organizers in understanding text. She found that the most of students in the sample considered graphic organizers as useful aids to better comprehending the text.

Furthermore, Bilman et.al, (2011: 71) stated that graphic organizers, and other visual representations can be powerful tools for comprehending, learning, and remembering material from, in, and with text.

In applying GOs made students became "advance organizer" was become a problem. This research was conducted in limited time. So that students couldn't explore their creativity yet. Then, while

conducted the research, the school currently had the building construction. The noisy sound came everywhere, it made the students annoyed and they couldn't understand the instruction well.

Based on the conclusion to make the students become advance organizer, teacher should implement this strategy continuously in classrooms and train students in using it helping them become independent and more creatively in organizing the text.

The situation around also affecting the students understanding, teacher should make comfortable situation in teaching learning process, so that students would be easy in understanding the instruction that given by the teacher.

Further research was needed to improve students reading comprehension using GOs. This research only focused on seven indicators those are identifying main idea, identifying general information, identifying specific information, identifying detail information, identifying word meaning, identifying word reference and identifying implied information. Based on the conclusion, there was no increasing score for other 2 indicators those are: identifying word reference and identifying implied information, so that further research is needed to increase those indicators. The other researcher also can

add some indicators to made students mastering macro and micro skill and reading.

## REFERENCE

- Harmer, J. (2003). *The Practice of English Language Teaching*. Essex, England: Longman.
- Moreillon, J. (2007). *Collaborative strategies for teaching reading comprehension: Maximizing your impact*. Chicago: American Library Association.
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw Hill/Contemporary.
- Patel, M. F., & Jain, P. M. (2008). *English language teaching: Methods, tools & techniques*. Jaipur, India: Sunrise & Distributors.
- Duke & Pearson.(2001) *Reading Comprehension: Strategies that Work*. USA: Scholastic.
- McNamara, D. S. (2007). *Reading comprehension strategies: Theories, interventions, and technologies*. New York: Lawrence Erlbaum Associates.
- Sam D, P., & Rajan, P. (2012). *Using Graphic Organizers to Improve Reading Comprehension Skill for the Middle School ESL*

- Student*, 06(02), 1-16. Canadian Center of Science and Education. Retrieved on: <http://dx.doi.org/10.5539/elt.v6n2> p155. Downloaded on November 9th, 2015.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Rineka Cipta.
- Ary, et.al. (2010). *Introduction to Research in Education*. USA: Wadsworth.
- Billman, A., et.al. (2011). Essential Elements of Fostering and Teaching Reading Comprehension. in S. Jay Samuel & Alan E Farstrup (Eds.), *What Research has to Say About Reading Instruction* (page 51-93). International Reading Association.
- Cutiongco, E. (2006). *An Action Research on Fourth Year Filipino Students Attitude toward the Use of Graphic Organizers as Aids to Comprehension of Expository Text*, 29(03), 1-5. Celea Journal. (Online). Retrieved on: [www.celea.org.cn/teic/67/67-19.pdf](http://www.celea.org.cn/teic/67/67-19.pdf) Downloaded May 20th 2016.