ARTICLE

THE EFFECT OF GRAPHIC ORGANIZERS TO THE STUDENTS’ READING COMPREHENSION AT THE 11TH GRADE STUDENTS OF SMA N 6 KEDIRI IN ACADEMIC YEAR 2016/2017

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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 graphic organizer 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**

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PreTest</td>
<td>60.3571</td>
<td>28</td>
<td>8.59894</td>
<td>1.62505</td>
</tr>
<tr>
<td>PostTest</td>
<td>73.3929</td>
<td>28</td>
<td>8.17104</td>
<td>1.54418</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Paired Samples Correlations</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>28</td>
<td>0.615</td>
<td>.001</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Degrees of Freedom</th>
<th>t (2-tailed)</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>df = 27</td>
<td>9.358</td>
<td>0.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>df = 27</td>
<td>2.052</td>
<td>0.050</td>
</tr>
</tbody>
</table>

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 Ho was rejected and Ha 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.

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