

## JURNAL

# THE EFFECT OF TEACHING READING COMPREHENSION USING GRAPHIC ORGANIZERS AT SMAN 1 LOCERET



By:

**ANDRY RIZAL KASTURI**  
**13.1.01.08.0089**

Advised by :

1. Rika Riwayatiningih, M.Pd.
2. Dewi Kencanawati, M.Pd.

ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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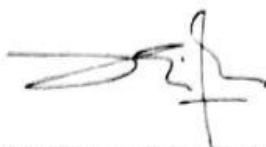

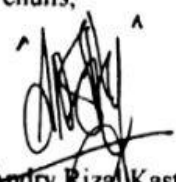
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Nama Lengkap : ANDRY RIZAL KASTURI  
NPM : 13.1.01.08.0089  
Telepon/HP : 0858 9412 3039  
Alamat Surel (Email) : andryrizal94@gmail.com  
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Fakultas – Program Studi : FKIP – Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
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## THE EFFECT OF TEACHING READING COMPREHENSION USING GRAPHIC ORGANIZERS AT SMAN 1 LOCERET

Andry Rizal Kasturi

13.1.01.08.0089

FKIP – Bahasa Inggris

andryrizal94@gmail.com

Rika Riwayatiningasih, M.Pd. dan Dewi Kencanawati, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

### ABSTRACT

Most of reading activities are focused on reading comprehension. The students cannot achieve their academic success without comprehending what they read. In fact, senior high school students still found difficulties in comprehend the English text. To help the students, Graphic Organizers can be used in teaching reading. The aim of this research is to find out the effect of teaching reading comprehension before and after being taught using graphic organizers and to find out any effect of teaching reading comprehension using Graphic Organizers. This research used quantitative pre experimental research. The population of the study was eleventh grade of SMAN 1 Loceret. The sample was the XI IPA 1 class consisted of 27 students (10 male and 17 female). The result was analyzed by using SPSS v.21, the mean of post-test (75,56) was higher than the mean of pre-test (60,56). It means that students' reading comprehension after being taught using graphic organizers was increased. In addition, the result reports that t-score (13,248) was higher than t-table (2,056). In conclusion, there was a significant effect of teaching reading comprehension using graphic organizers. The teacher can apply graphic organizers because it makes the students easy to comprehend and answered the task which consist some indicators of reading comprehension. And for the students they have to participate actively during the teaching-learning process.

**KEYWORDS :** Teaching Reading Comprehension, Graphic Organizers

### I. INTRODUCTION

Reading gives the input of information, knowledge, and idea to be applied in the speaking and writing. According to Harmer (2007: 99), "Reading is useful for language acquisition. It proved that student more or less understand what they read, the more they read the better they get at it. Reading also has a positive on students' vocabulary knowledge, on their spelling and on their writing." It means that through reading, students can learn ideas, concepts, and

attitudes. Furthermore, by reading, students can enlarge their knowledge, vocabulary, and information because reading has a deriving process that makes the reader easy to get the writers' idea.

In reading class, most of the reading activities are focused on reading comprehension. According to Shanahan (2006: 28), "Reading comprehension is the act of understanding and interpreting the information within the text. It supported by Pang et all (2003: 14), "Reading comprehension is the active

process in constructing meaning from a text and involves the word knowledge as well as thinking and reasoning.” It means that reading comprehension refers to examined to help students understanding how to read effectively and to construct the meaning to the target language, using the text information to build conceptual understanding. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

Based on the Curriculum 2016 the objectives of teaching reading in Senior High School is to understand the meaning of functional texts and short essay such as procedure, descriptive, narrative, recount and new item. The National Final Examination of English subject contains those types of texts and the students are absolutely asked to comprehend them. But in fact, Indonesian senior high school students still found difficulties in understanding the content of English text that they read. Sukyadi, et, al (2003) see Amin T.S state a research on reading skill in Indonesia has revealed that the students’ skills particularly in reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 15-year-old Indonesian students have internationally worst reading performance and around 37.6% of 15-year-old students are merely able to read the texts without

understanding the meaning carried by the text. Only 24.8% out of them are able to correlate the texts with their prior knowledge. It means that many students still have insufficient ability to comprehend the texts. There many problems in reading comprehension, the first is the student still confused to find out main idea, topic, reference and inference of the text. Second, they are often feels bored when they read to find and understand the paragraphs, sentences or even words, and easily to forget the material. According to Harvey, Richard and Perini (2007: 71) “Students’ failures to learn are failures to recognize when their learning process has been sidetracked by those aspects of the content that are invisible (abstract), confusable (easily mixed up with other concepts), and neglect able (easy to overlook)”. To increase the skill in reading comprehension the teacher should improve his/her ability in teaching reading. In teaching reading, the teacher has to know the learners condition during teaching learning activity, whether they are bored, enjoy, passive or active in the class.

As an effort to make students’ reading comprehension get better, the researcher propose to use Graphic Organizers in teaching reading comprehension. According to Bromley et al (1999: 6),

“Graphic Organizer has been defined as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspect of a concept or topic into pattern using label”. It supported by McKnight (2010: 1), “Graphic Organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information”. Graphic organizers can help students to able to organize and capture information. It can be concluded that GO main function is to help present information in concise ways that highlight the organization and relationship of concepts. Graphic organizers, which are visual representations of ideas, help students organize their thoughts and apply thinking skills to the content in a more organized and orderly way.

Graphic Organizers gave significant effect on students’ reading comprehension. Based on Ciascai (2009) who found the the use graphic organizers in educational practice for building and systematizing knowledge. This investigation concluded that graphic organizers help learners in understanding the content of the text by classifying and modeling ideas in the text.

In addition, Darmawan (2011) in his study under the title “*Optimizing Graphic Organizers to Improve Students’ Reading*

*Comprehension.*” The aim of his study is to identify whether and to what extent Graphic Organizers can improve students’ reading comprehension and to describe the situation when Graphic Organizers are used in reading class. This research findings of the action research imply that graphic organizers can improve students’ reading comprehension. Furthermore, the classroom situation also improved fabulously. It is also found that students’ attitude toward reading is improved fantastically.

Based on some previous research, it found that graphic organizers gave significant effect in reading comprehension and make the students become active during the teaching learning process.

Related to the reason above, the researcher need to conduct a research entitled “The Effect of Teaching Reading Comprehension Using Graphic Organizers at SMAN 1 Loceret”. In this research, the researcher focused on teaching reading comprehension narrative text using graphic organizers to the eleventh grade students SMAN 1 Loceret. The researcher limited in reading comprehension with indicators: 1) Find out of the topic of the text, 2) The main idea of the text, 3) The specific information of the text, 4) The detailed information, 5) The explicit information of the text, 6) The implicit

information of the text, 7) The reference of words and the meaning of the words. The reason the writer choose senior high school students because they have more capability and experiences in comprehend reading text and they have learned reading text especially narrative text.

This research was conducted to know the effect of teaching reading comprehension before and after being taught using graphic organizers and to know whether any effect of graphic organizers on students' reading comprehension.

## II. RESEARCH METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research to analysing how is the students' reading comprehension before and after being taught using graphic organizers and to know the effect of graphic organizers on students' reading comprehension.

The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about narrative text which representative of some indicators micro-macro skills of reading comprehension which adopted from Brown (2004: 188). The researcher hopes the same kind of test

hoped can draw the difference of students' reading comprehension before and after being taught using graphic organizers and to answer the question number one, two and three of formulation of the problem. The score of students' reading comprehension before and after being taught using graphic organizers analyzed using Paired sample t-test in SPSS version 21 to see the effect of graphic organizers on students' reading comprehension with a significant level = 5%.

This research was held in SMAN 1 Loceret which is located on Jl. Dr. Sutomo, Loceret, Nganjuk. The researcher decided eleventh grade students of SMAN 1 Loceret as populations. Thus, the researcher chooses eleventh grade students of XI IPA 1 as the sample of this research that consists of 27 students, which is divided into 10 male and 17 female.

## III. FINDING AND DISCUSSION

The finding of the questions study were asking about how the students' reading comprehension before being taught using graphic organizers, how the students' reading comprehension after being taught using graphic organizers and whether there is significant effect or not graphic organizers on students' reading comprehension.

First, pre-test was held at the first meeting of the research. It was done on

June 6<sup>th</sup> 2017. The total scores of students' reading comprehension before being taught using graphic organizers of XI IPA 1 were 1635. The total sample was 27 students. There were 5 students got score 50 – 54 with categories very less, 9 students got score 55 - 59 with categories poor, 4 students got score 60-64 with categories poor, 2 students got score 65 - 69 with categories enough, 3 students got score 70 – 74 with categories enough, 2 students got score 75 – 79 with categories good, and 2 students got score 80 – 84 with categories good.

The second step to know the result is treatment. Treatment was given to the students after the researcher had conducted pre-test. It was done on June 7<sup>th</sup> 2017. There were all 27 students in this meeting. In this activity the researcher would introduced the topic and graphic organizers technique to the students briefly. First, the researcher greeted the students, introduced himself and the purpose of conducted research, then the researcher introduced and explained the procedure of graphic organizers technique. To start the lesson, the teacher gave brainstorming by showing the picture and asked the students what the story about based on the picture. Then, he explained narrative text, including its definition, generic structure, and also language features. After that, he explained the

procedure of graphic organizers and gave examples how to apply it. Then, he divided the class into some groups consists of 4-5 students based on students' ability (high medium, and lower). Every students was given a set of blank conceptual graphic organizers.

After that, the teacher distributed the text entitled “Malin Kundang” and asked them to read silently. A few moments after that, the teacher passed the worksheets containing the questions about the text and asked to the student discuss the activity in group. In this section, the class was rather noisy because the students discuss in groups to answer all questions. They used Indonesian and English to finish the task. The task consists of some indicators of reading comprehension such us find of the topic of the text, the main idea of the text, the specific information of the text, the detailed information, the explicit information of the text, the implicit information of the text, the reference of words and the meaning of the words in “Malin Kundang” text. Then, when the time was up, the teacher came forward and warned the students to stop discussing. The researcher made sure that all students were ready to presented the result of their discussion. Then, asked to the students to came forward to complete and presented their result of discussion, the other students paid attention. After the



presentation was done teacher gave opportunity for students to asked or gave any opinion. The last, the teacher asked the students about their difficulty and made the conclusion with students.

At last, post-test was held after treatments given to students. It was done on June 8<sup>th</sup> 2017. The total scores of post-test was 2040. There were 2 students got score 60 – 64 with categories less, 1 students got score 65 – 69 with categories enough, 7 students got score 70 – 74 with categories enough, 7 students got score 75 – 79 with categories good, 4 students got score 80 – 84 with categories good, 4 students got score 85 – 89 and 2 student got score 90 – 94 with categories very good.

To analyze the data result, there are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 1

The mean score of Pre-test and Post-test  
Paired Samples Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	60,56	27	9,439	1,817
POSTTEST	75,56	27	8,006	1,541

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 60,56 with standard deviation 9,439 and the mean score of post-test was

75,56 with standard deviation was 8,006. The number of participants in each test (N) is 27.

Table 2

The correlation score of Pre-test and Post-test  
Paired Samples Correlation

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	27	0,785	,000

From Paired Samples Correlations table above, the output shown the data before and after being taught using graphic organizers was 0,785 with significance value (sig.) 0,000. It means there is any correlation between students. reading comprehension before and after being taught using graphic organizers.

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 PRETEST – POSTTEST	-15,00	5,883	1,132	-17,327	-12,673	13,248	26	,000

From Paired Samples Test table above, it showed t-test is 13,248 and the t-table with degree of freedom 26 is 2,056



at the level of significance of 5%. It means t-test was higher than t-table ( $13,248 > 2,056$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05.

Based on the data that has been analyzes by using SPSS version 2.1. The first finding shown the result of students' reading comprehension after being taught using numbered head together was increased. It is proven by the mean of post-test (74,49) is higher than the mean of pre-test (63,08). From the data analysis above it can also be concluded that there is any significant correlation between number head together and students' reading comprehension.

The first finding, shown the result of students' reading comprehension increased after being taught using graphic organizers. It is proven by the mean of post-test (75,56) is higher than the mean of pre-test (60,56). From the data analysis above it can also be concluded that there is any significant correlation between graphic organizers and students' reading comprehension. This result is in line with the theory propose by Takalochta & Leibheal (2008) "Graphic Organizers provide a visual method of developing, organizing and summarizing students learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction

of knowledge". It also supported by previous research conducted by Ciascai (2009) the result shown graphic organizers was a helpful students in understanding the content of the text by classifying and modeling ideas in the text.

The second finding, shown there was very significant effect of using graphic organizers on students' reading comprehension to be used in teaching reading. It is proven by the result of t-score (13,248) is higher than t-table in the level of significance 5% (2,056) and P value t-test is lower than level of significance of 5% ( $0,000 < 0,05$ ). This result is in line with the previous research conducted by (Xiangying Jiang and William Grabe, 2007) the result shown that Graphic Organizers help teach reading comprehension in two primary ways: First, they raise awareness of how the information in texts is organized. Second, Graphic Organizers oblige students to make explicit decisions about how different pieces of information in a text relate to each other as main ideas, supporting ideas, and informational details.

It can be concluded that the students' reading comprehension before being taught graphic organizers was low. Then, students' reading comprehension after being taught using graphic organizers was increased. From the data that have

been analyzed by using SPSS version 2.1, the result of the t-test scores was (13,248) and the t-table was 2,056 (in significant 5%). In other words, the t-score was higher than t-table. It means  $H_a$  is accepted and  $H_o$  is rejected. Based from the result, the writer concluded that there was a significant effect of numbered head together technique on students' reading comprehension.

Based on the results above the researcher concluded that Graphic Organizers was suitable for students' reading comprehension, because this technique can help the students got the better comprehend the text. Most of the students can answered some questions which consists of some indicators of reading comprehension such us identified general information, specific information, detail information, finding the difficult word, identified moral value of the text, identified communicative purpose, identified verb in past tense.

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