

ARTIKEL

THE EFFECT OF GRAPHIC ORGANIZER TO STUDENTS' READING COMPREHENSION AT THE FIRST GRADE OF SMK TI PELITA NUSANTARA KEDIRI ACADEMIC YEAR 2018/2019



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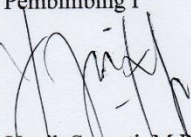
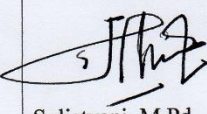

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**THE EFFECT OF GRAPHIC ORGANIZER TO STUDENTS' READING
COMPREHENSION AT THE FIRST GRADE OF SMK TI PELITA
NUSANTARA KEDIRI ACADEMIC YEAR 2018/2019**

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ABSTRACT

Reading is one of the English basic skills that should be mastered by the students. Therefore in reading, the students should comprehend the text during the process of reading. In this case, some EFL (English as a Foreign Language) students were faced some problems during reading. Some students are difficult to comprehend the text because they failed to link new information with their knowledge. The other factor is the teacher is not using appropriate and effective strategy. In this study the researcher use KWL charts. This study was designed to know students' reading comprehension before and after being taught using graphic organizer at the tenth grade of SMK TI Pelita Nusantara Kediri Academic year 2018/2019. This research was aimed to improved students' reading comprehension of SMK TI Pelita Nusantara Kediri academic year 2018/2019. This research is pre-experimental quantitative method, with one group pre-test and post-test design. The result showed that the t-score is higher than t-table in the level of significant 5% (2,037). The mean of post-test (72, 81) is higher than pre-test (49, 69). It means there is significant effect using graphic organizer in teaching reading comprehension. After being taught using graphic organizer, the students are comprehend the text better. Because graphic organizer is helping the students to link new information with their background knowledge. Furthermore, the teacher can apply this strategy using another genre of the text and choosing another type of graphic organizer that will interest the students.

KATA KUNCI : Reading Comprehension, Graphic Organizer

I. INTRODUCTION

Reading is one of the English basic skills that should be mastered by the students. According to Nunan (2003 :67) reading is a fluent process of readers combining information from a text and their own background

knowledge to build meaning. This statement can be concluded that reading is the process of formatting the meaning of the text. Therefore in reading, they should comprehend the text during the process of

reading. Reading comprehension is very important in reading because while the readers are reading they should understand the text that they are read. According to Clarke et.al (2014 : 1) reading comprehension is understanding the message that conveyed through written text. Reading comprehension is the process when the readers are interact with text and then decode (identify) the written symbols.

But, there are some difficulties in reading that usually faced by students and it make reading is difficult to be mastered. According to Yaseen (2013:20) there are 3 roots of difficulties in reading, Decoding difficulties, comprehension difficulties, and retention difficulties. Decoding difficulties is the process when the word is broken into individual phonemes and recognized based on those phonemes. Comprehension difficulties depends on the mastery of decoding because when some decode, he find is difficult to understand and remember what has been read. Retention difficulties is Difficulties in applying content of the text to personal experience and

trouble remembering or summarizing of what is being read.

While teaching reading, teacher should choose an interesting and appropriate strategy in teaching reading in order to make students mastering reading. The inappropriate strategy and strategy that can't make students interest in reading can affect the teaching and learning process. It can affect student's achievement. In this case, the researcher is use graphic organizer to teach reading comprehension. Graphic organizer is a strategy that can help the students memorize the information well. It supported by Zaini, Mokhtar & Nawawi (2010:1) that stated graphic organizer is a strategy that can help the students to organize, structured the information and concepts to relate with other concepts. Graphic organizer can be useful strategy for teaching reading because graphic organizer can help the students to generate the idea and important information from a text and relate them each other.

In this research, the researcher is using KWL charts to teach reading comprehension. .Riantika et al (2012: 142) stated

that KWL strategy is a teaching strategy that help pupils develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. KWL charts will help students to relate their background of knowledge with new material by using the questions in KWL charts. KWL strategy prepares students to make prediction about what they will be reading, as well as engaging them with students with the content of the text.

The objective of this research is the researcher want to find out the students' reading comprehension of the first grade of SMK TI Pelita Nusantara Kediri before and after being taught using graphic organizer.

II. METHOD

This research is pre-experimental quantitative method, with one group pre-test and post-test design. There are two variables in this research, the dependent variable and the independent variable. The dependent variable of this research is reading comprehension, while the independent variable of this research is graphic organizer. This research

was conducted in SMK TI Pelita Nusantara Kediri. The population of this research were all of the tenth grade of SMK TI Pelita Nusantara Kediri. While sample is the small group of population. According to Ary et.al (2010:148) sample is the small group that is observed in a research. Sample is a portion of a population. The sample of this research was X-MM that consist of 16 students, 9 male and 7 female. In collecting the data, the researcher use test as the instrument. The researcher use pre-test and post-test to collect the data. There are 20 test items about historical recount text in form of multiple choice in pre-test and post-test. After the researcher got the result of pre-test and post-test, the researcher analyzed the data using IBM SPSS version 23.

III. FINDINGS AND DISCUSSION

In this research, the researcher was applied KWL charts to taught reading comprehension. After got the result of students' pre-test and post-test, the researcher analyzed the data. The test is consisted of 20 test items in form of multiple choice about historical recount text. And the test is consisted of eight indicators. The

result of pre-test showed that the lowest score of the indicators in pre-test was determining implicit information of the text. It means that the students were difficult to determining implicit information of the text. In this case, the students were not comprehend the text well because they were difficult to find certain information. The students were given the post-test after getting the treatment from the researcher. The result of post-test showed that the score in all the indicators was increased. The mean score of pre-test was 49, 69, while the mean score of post-test was 72, 81. And the t-score (11,089) is higher than t-table with significant 5% (2,073). It can be concluded that after getting the treatment, the students can comprehend the text well.

IV. CONCLUSION

It can be concluded from the result of pre-test and post-test that graphic organizer is an effective strategy to teach reading comprehension at the tenth grade of SMK TI Pelita Nusantara Kediri. The score in all of the indicators was increased after the students were being taught using graphic organizer.

The students can comprehend the text better after being taught using graphic organizer. Because graphic organizer is helping the students to link new information with their background of knowledge. Graphic organizer also prepares students to make prediction about what they will be reading, as well as engaging them with students with the content of the text. Graphic organizer was encouraged students to read actively through the learning. From the result and the explanation above, it can be concluded that students were can comprehend the text well after being taught using graphic organizer. And their reading comprehension is increase after being taught using graphic organizer.

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